# Acculturation to the Global Culture, Cultural Identification, and the Intention to Adopt the Internet

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# ABSTRACT

## Acculturation to the Global Culture, Cultural Identification, and the Intention to Adopt the Internet

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This report documents a research study on the effects of the global culture and cultural identification on the intention to adopt the Internet. The results of the study indicate that acculturation to the global culture is related to the intention to adopt the Internet. The relationship was shown to be mediated by perceived ease of use, perceived usefulness and subjective norm in two samples from two cultural communities. When the samples are combined, the relationship between acculturation to the global culture and the intention to adopt the Internet also becomes direct.

The model studied includes cultural identification in the form of two different constructs. One of the constructs is ethnic cultural identification and the other is national cultural identification. Ethnic identification has a significant positive relationship with subjective norm in only one case; otherwise these cultural identification concepts appear to be unrelated to the intention to adopt the Internet. This is contrary to prior research (Cleveland, 2006).

The study finds that cultural constructs, especially acculturation to the global culture, are important in starting to determine the antecedents of subjective norm in the IS field.

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# Chapter 1 Introduction

## 1.1. Context

Culture has been studied at many levels: National, organizational, group, and individual. For this reason, it has been described as being layered like an onion (Karahanna et al. 2005; Leung et al. 2005; Straub et al. 2002). Hofstede's work on national culture is the most frequently used in IS cultural research (Myers and Tan 2002). In spite of critiques of the Hofstede model (Fang 2003; Myers and Tan 2002), it remains popular in the IS literature (Srite and Karahanna 2006).

Another concept used in one stream of IS cultural research is the concept of acculturation (Loch et al. 2003; Straub et al. 2001). Acculturation is defined as "the process of learning a culture different from the one in which a person was originally raised" (Valencia 1985). Individuals are exposed to new cultures from many sources. One such source is the phenomenon of globalization. Currently, globalization is everywhere and may be a contributor to culture and cultural change. Globalization refers to a 'growing economic interdependence among countries, as reflected in the increased cross-border flow of three types of entities: goods and services, capital, and know how' (Govindarajan and Gupta 2001) (p. 4).

Recently there have been calls to address the issue of globalization and its cultural effects on the IS field (Hunter 2001; Myers and Tan 2002). Currently there are no such published studies. In fact, even in other disciplines such as international business and marketing, this is an emerging topic (Cleveland 2006; Cleveland and Laroche 2007; Leung et al. 2005).

Related to the concept of culture is the concept of cultural identification. According to Orthogonal Cultural Identification Theory (Oetting and Beauvais 1990-91), it is possible to independently measure multiple cultural identities to determine the extent to which a person identifies with a culture. This idea would be beneficial for multicultural settings where a person may identify with multiple cultures such as an ethnic culture (in the form of ethnic identification) and the local nation's culture (national identification). Further, in light of the recent globalization phenomena, all world citizens are exposed to similar global cultural artefacts which cause a certain amount of acculturation to the global culture.

## 1.2. Research Question

Therefore, different cultural sources influence the individual in the modern world. What remains unclear is how these different cultural influences affect a person's intention to adopt technology; specifically, Internet applications.

This research asked the following question: *Are the acculturation to the global culture, the national identification and the ethnic identification positively related to the intention to adopt Internet applications?*

This thesis report is organized as follows: The next section discusses the theoretical background with a detailed look at culture, acculturation to the global culture, cultural identification, technology adoption and the combination of culture and technology adoption. Next the research model is presented followed by the hypothesis and the research method. The results are then presented in three parts. The first part presents the results based on the full model for the Chechen community. The second part presents the

results based on the full model for the Circassian community. The third part presents the results based on the combined data. A general discussion follows with research implications, contributions to theory and practice, limitations of the study and future research recommendations.

# Chapter 2 Theoretical Background

## *2.1. Culture*

The definition of culture has not been agreed upon over time because culture has been viewed as general, abstract and complex (Cleveland 2006; Straub et al. 2002). Straub et al. (2002) provide an excellent review of the concept of culture. Culture is a term that is used to describe the customs, beliefs, social structure, and activities of any group of people who share a common identification and who would label themselves as members of that group (Oetting 1993). There is agreement that culture is learned, transmitted and shared (Cleveland 2006). There are three core functions of culture: 1. Culture establishes rules of conduct; 2. Culture sets standards of performance; 3. Culture establishes ways of interpreting environmental inputs and interpersonal signals (Cleveland 2006).

Culture can be viewed as static, or as dynamic and changing (Hunter 2001; Leung et al. 2005; Myers and Tan 2002). The best known static model of culture is Hofstede's classic model of national culture. He defines culture as "the collective programming of the mind which distinguishes the members of one group or category of people from another" (Hofstede 1991) (p. 5). Hofstede (Hofstede 1980) proposed four dimensions of culture: masculinity-femininity, power distance, individualism-collectivism, and uncertainty

avoidance. Later, long-term orientation was added as a fifth dimension (Hofstede and Bond 1988).

Most of the IS research into the effects of culture has been on national culture and has relied on Hofstede's (1980, and Bond 1988) dimensions to test and validate propositions relating to a variety of IS issues (Myers and Tan, 2002—include a good review). However, Hofstede's conceptualization of culture has some weaknesses. For example, Srite and Karahanna (2006) found that there were difficulties capturing the essence of the masculinity-femininity dimension well in a measure. Further, the concept of national culture has been criticized as having several problems including, but not limited to, the fact that the nation state is a relatively recent phenomenon—it did not exist for the greater part of human history (Myers and Tan, 2002).

In spite of critiques of the Hofstede model (Fang 2003; Myers and Tan 2002), it remains popular in the IS literature (Srite and Karahanna, 2006). Thus there is a need to explore other approaches to studying culture in IS research. Other approaches may include other dimensional models of culture, or taking a different perspective completely and using the dynamic view of culture (Leung et al., 2005). Therefore, the present study will not use Hofstede's dimensions and will turn to a more dynamic concept.

The "dynamic view of culture argues that culture is represented by cognitive structures and processes that are sensitive to environmental influences" (Leung et al. 2005). This view is based on recent research in cognitive psychology. Thus culture is seen as able to change in response to external forces (Leung et al., 2005). The main difference here is that cultural changes happen more frequently than has been assumed in the dimensional view (as modeled by Hofstede, 1980; Hofstede and Bond, 1988).

Thus, culture is fluid and new cultural identities can be formed by acculturating to new cultures. The process of developing new cultural identities is referred to as acculturation. Once a cultural identity is formed, one can speak of the strength of the cultural identification. Considering the calls for studies related to culture and globalization (Hunter, 2001; Myers and Tam, 2002), this study adopts the dynamic view of culture and applies it to studying the acculturation to the global culture.

## 2.2. Acculturation to the Global Culture

The dynamic view of culture would allow us to account for the effects of globalization on local cultures. Such an attempt has been made in conceptualizing the acculturation to the global consumer culture construct and the development of a measure for it (Cleveland, 2006; Cleveland and Laroche, 2007). In an international study, Cleveland (2006) found that the adoption of communications and consumer electronics were positively linked to the acculturation to the global culture. This finding supports the idea that acculturation to the global culture can have a positive relationship with the intention to adopt the Internet.

Various factors affect the acculturation to the global culture. The factors which have been found to be instrumental are related to the degree of cosmopolitanism of a person, their use of the English language, their social interactions with the world outside their country (including travel to other countries), their exposure to the marketing of multinational companies, their openness to and desire to emulate the global culture and their identification with the global culture. Further, the mass media a person is exposed to also influence their acculturation to the global culture (Cleveland, 2006; Cleveland and Laroche, 2007).

**Table 1. Dimentions of Acculturation to the Global Culture**

**(Adapted from Cleveland and Laroche, 2007)**

| Dimension | Description |
|---|---|
| Cosmopolitanism | The degree to which a person is cosmopolitan. A cosmopolitan person is one who is familiar with and at ease in many different countries and cultures (The New Oxford American Dictionary, 2005). |
| Exposure to marketing activities of Multinational companies | The degree of a person's exposure to the marketing and advertising activities of multinational or global corporations. |
| Exposure to/use of the English language | The degree to which a person is exposed to the English language and the degree to which a person uses the English language. |
| Social interactions, including travel, migration, and contacts with foreigners | The degree to which a person travels, has migrated, or is in contact with foreigners. |
| Global/foreign mass media exposure | The degree to which a person is exposed to foreign or global television, literature such as magazines or books, and other types of media. |
| Opennes to and desire to emulate global consumer culture | The degree to which a person admires the lifestyles of other countries and is likely to desire ownership of consumption symbols from other countries. |
| Self identification with global consumer culture | The degree of self-ascribed membership in or outright identification with a global consumer culture. |

Cleveland found that acculturation to the global (consumer) culture is significantly and positively related to use for PC / Laptop, surfing the Internet, and sending e-mail. It is important to note, that although other constructs (as will be discussed below) have also been linked to the use of these technologies, the acculturation to the global culture link was more significant. These results were part of a marketing study that included many products. For this reason, only one question was included for each of these items. This provides a good indication for IS studies; however a more in-depth study is desirable.

## 2.3. Cultural Identification

Cultural identity is defined as a person's self-identification as belonging to a certain group of people--adapted from (Oetting et al. 1998). This identity can be felt strongly or weakly and cultural identification refers to the extent to which individuals view themselves as involved with an identifiable group along with their investment in or stake in that particular culture (Oetting et al., 1998). Further, cultural identification is related to involvement in cultural activities, to living as a member of and having a stake in the culture and to the presence of relevant cultural reinforcements that lead to perceived success in the culture (Oetting et al., 1998). Cultural identification can also be seen as a personality trait and as such is seen to be a persistent, long-term underlying characteristic that organizes cognitions, emotions, and behaviours (Oetting 1993).

### Ethnic Identification

Ethnicity is conceptualized as "...the character or quality encompassing several cultural indicators which are used to assign people to groupings" (Laroche et al. 1997). Ethnic

culture is defined as culture pertaining to a group of people sharing common and distinctive characteristics (Karahanna et al. 2005).

Building on the definition of Karahanna et al. (2005), an ethnic culture is a culture pertaining to an ethnic group, where an ethnic group is a type of cultural collectivity, one that emphasizes the role of myths of descent and historical memories, and that is recognized by one or more cultural differences like religion, customs, language or institutions (Smith 1991). Ethnic groups form ethnic communities which have the following attributes (Smith, 1991):

1. A collective proper name;

2. A myth of common ancestry;

3. Shared historical memories;

4. One or more differentiating elements of common culture;

5. An association with a specific 'homeland';

6. A sense of solidarity for significant sectors of the population.

The more a given population possesses or shares these attributes, the more closely does it approximate the ideal type of an ethnic community (Smith, 1991). The ethnic communities which contribute to this study are the Chechen and Circassian communities of Jordan. Both have a myth of common ancestry, shared historical memories, multiple differentiating elements of common culture and an association with a specific 'homeland' (Chechnya and Circassia respectively). A sense of solidarity for significant sectors of the population can be seen in the social and charitable organizations present in areas where significant numbers of these ethnic groups are present (as is seen in Jordan).

Therefore, ethnic cultural identification can be defined as the extent to which individuals view themselves as involved with an ethnic group along with their investment in or stake in that particular group's culture--adapted from (Oetting et al. 1998).

Cleveland (2006) found that ethnic identification is significantly and negatively related to technology use for PC / Laptop, surfing the Internet, and sending e-mail. The magnitude of this relationship is smaller than the magnitude of the relationship with the acculturation to the global consumer culture. However each of these technologies' use is measured using one item and in terms of frequency of use (never to daily). As mentioned for acculturation to the global culture, a more detailed study of the effect of these constructs on technology adoption is needed.

Cleveland operationalized ethnic identification as national identification by assuming that they are the same phenomena. However, it is important to note that Cleveland (2006) found that this operationalization was problematic in two countries. These countries are India and Canada. He hypothesises that this is because these countries are not made up of an ethnically homogenous population, but rather are a mix of ethnicities.

## National Identification

Although national identification and ethnic identification are very similar, they must be distinguished as separate constructs especially in the context of culturally non-homogeneous countries (Myers and Tan, 2002). The need for this distinction has been shown through the findings of Cleveland (2006) as mentioned above.

A nation can be defined as a named human population sharing an historic territory, common myths and historical memories, a mass, public culture, a common economy and

common legal rights and duties for all members.[1] National identification has some fundamental features (Smith, 1991) as follows:

1. An historic territory or homeland
2. Common myths and historical memories
3. A common, mass public culture
4. Common legal rights and duties for all members
5. A common economy with territorial mobility for members.

Similar to ethnic identification, national cultural identification (national identification for short) can be defined as the extent to which individuals view themselves as involved with a national group along with their investment in or stake in that particular group's culture (adapted from Oetting et al., 1998).

National cultural identification has not been studied in Information Systems before. The closest concepts related to this construct in the IS literature are based on Hofstede's study of a nation's culture through his cultural dimensions. However, this conceptualization has been critiqued in IS research (Myers and Tan, 2002) due to several issues one of which has been that modern nations have not existed for a historically long time. Our current study seeks to consider these critiques by including both ethnic and national cultural identification.

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[1] This is different from a state, which refers to public institutions, differentiated from, and autonomous of, other social institutions and exercising a monopoly of coercion and extraction within a given territory (Smith, 1991).

## 2.4. Technology Adoption

The acceptance of technology has been studied extensively. Models which have been used in IS research include the Theory of Reasoned Action—TRA;(Ajzen and Fishbein 1980), Theory of Planned Behaviour—TPB (Ajzen 1991) and technology acceptance model—TAM;(Davis 1989). In TRA, behavioural intention is determined by attitude and subjective norm toward the behaviour. Attitude is determined by beliefs and evaluations; subjective norm is determined by normative beliefs and the motivation to comply (Ajzen and Fishbein, 1980). Thus, it could be said that where attitude captures the individual's *personal* feelings about the behaviour, subjective norm captures the individual's *social* impressions about the behaviour (Ajzen and Fishbein, 1980, p. 54).

The theory upon which TAM is based is TRA (Ajzen and Fishbein, 1980), where TAM provides antecedents to the attitude side of TRA. The goal of developing TAM was to model the acceptance of information systems in a general way which would hold across technologies and user populations while at the same time being both parsimonious and theoretically justified(Davis et al. 1989). TAM has been very widely used in IS research and it has been successful in terms of its goals. It has also been shown to hold for many technologies and in many, even if not all, cultures (Rose and Straub 1998; Straub et al. 1997).

In TAM, system use is hypothesised to be linked to behavioural intention to use, which is in turn linked to attitude toward using the system. Attitude is linked to perceived usefulness, and perceived ease of use; which are the two constructs proposed as antecedents to the basic TRA construct attitude.

TAM differs from TRA in a few ways. TAM adds a direct relationship between perceived usefulness and behavioural intention to use in addition to the relationship being mediated by attitude. The rational behind this is that in a work setting, attitude (or affect) towards a technology may not be as important as the cognitive reasoning behind using a technology (Davis et al., 1989). This proves to be the case in many situations and the construct for attitude is dropped in many subsequent studies (e.g. Srite and Karhanna, 2006).

Another difference is that although TAM is based on TRA, it only includes attitude as an antecedent to intention to use and does not consider the effect of subjective norm. Subjective norm was seen as a poorly understood construct and as such was excluded from TAM (Davis et al., 1989). Later, subjective norm was included in extensions to TAM, such as TAM2 (Venkatesh and Davis 2000) and other studies based on TAM (e.g. Srite and Karahanna, 2006). It proved to be an important construct; however it is rare that antecedents to subjective norm have been studied.

A critique of studies based on TAM (Benbasat and Barki 2007) suggests going back to the original theory on which it is based—TRA—or to the Theory of Planned Behavior (TPB, Ajzen, 1991) and finding other antecedents. This advice is followed in this study. Specifically, the study is based on the theory of reasoned action (TRA, Ajzen and Fishbein, 1980) as suggested by Benbasat and Barki (2007). The scope of this study will exclude the perception of factors which may "facilitate or impede" the intention to adopt the Internet and therefore the TPB (Ajzen, 1991) is excluded.

TAM's perceived ease of use and perceived usefulness are included as recommended by Benbasat and Barki (2007); however, for parsimony, extensions to TAM (e.g. the Unified

Theory of Acceptance and Use of Technology,(Venkatesh et al. 2003)) will not be included in this study.

## 2.5. Culture and Technology Adoption

Much of the Information Systems (IS) cultural research has used TAM. Consequently, TAM has been tested in different cultural settings. For example, Rose and Straub (1998) found that TAM applies to the Arab world. Further, in an international study of three countries, TAM was used with Hofstede's cultural dimension's index values to create a Computer-based Media Support Index—CMSI (Straub et al. 1997). CMSI is a linear index to mathematically express the simultaneous effects of all four of Hofstede's dimensions on the acceptance of E-mail by different cultures. It was found that TAM holds for employees of airlines in Switzerland and the USA, but not for employees of airlines in Japan. Hofstede's cultural dimensions have also been proposed as antecedents to TAM but have not been tested (Veiga et al. 2001).

More recently, Hofstede's four main cultural dimensions have been studied as moderators of TAM extended to include subjective norm and measured at the individual level of analysis (Srite and Karahanna, 2006). The authors found that subjective norm is more strongly related to behavioural intention to use in those with high espoused uncertainly avoidance culture, in espoused feminine culture, and in low espoused power distance cultural value. Perceived ease of use is a stronger link to behavioural intention to use in masculine cultures. Espoused individualism/collectivism values had no significant moderating effect on the relationship between subjective norms and intended behaviour.

However, as mentioned earlier, Srite and Karahanna (2006) encountered problems with the masculinity – femininity dimension. This dimension, in its definition and measure, has been confounded by the concept of gender. This explains its ability its link to a more individually oriented construct—perceived ease of use.

I draw on TRA to suggest that on one hand, perceived ease of use and perceived usefulness are related to an individual's *personal* feelings about the technology, including how gender moderates these relationships (Venkatesh et al. 2003). On the other hand, we consider that subjective norm is related to the individual's *social* impressions about the behaviour (Ajzen and Fishbein 1980, p. 54) and therefore could be linked to the acculturation to the global culture.

In a different research stream, a concept similar to acculturation to the global culture has been studied in information systems before; it was referred to as technological culturation (Loch et al., 2003; Straub et al., 2001). Factors such as the extent of travel for business and pleasure, the extent of contact with family members residing abroad and reading in foreign technology journals had a significant impact on system outcomes. This finding gives more value to the idea that acculturation to the global culture is linked to the intention to adopt the Internet as the factors affecting the acculturation to the global culture (specifically the social interactions with the world outside their country and exposure to the global mass media) resemble those affecting informal technological culturation, but are more comprehensive. These similarities are shown in Table 1 below.

**Table 2. Overlap between Technological Culturation (Loch, Straub, and Kamel, 2003, Straub, Loch, and Hill 2001) and AGC (adapted from Cleveland and Laroche, 2007)**

| **Technological Culturation**<br>Loch, Straub, and Kamel, 2003 and Straub, Loch, and Hill 2001 | **AGC**<br>Adapted from Cleveland and Laroche, 2007 |
|---|---|
| Informal TC: | |
| Extent of travel for business | (Social interactions / Travel) |
| Extent of travel for pleasure | Social interactions / Travel |
| Extent of contact with family members residing abroad | (Although this is conceptualized, it is not included explicitly in the measure.) |
| Reading in foreign technology journals | English language usage / exposure dimension and,<br>Global mass media exposure from multiple global sources: America, Europe, Middle East and Asia. |
| Formal TC: | |
| Total attendance at conferences on computer technology | |
| Conferences on computer technology in technically advanced countries | |
| Number of years of educational degrees taken in technically advanced cultures | Social interactions / Travel |
| Employment by computer-related firm or foreign-owned firm | |
| Speaking and writing proficiency in foreign tongues of technically advanced cultures | English language usage/exposure dimension. |

As mentioned earlier, Cleveland (2006) did find that there is a positive relationship between acculturation to the global (consumer) culture and use for PC / Laptop, surfing the Internet, and sending e-mail. This finding, combined with the findings on

technological culturation (Loch, Straub, and Kamel, 2003 and Straub, Loch, and Hill 2001) reinforces the notion that a relationship is likely to exist between cultural identificaiton and technology use. Although the research on technological cutluration did not provide sufficient information related to ethnic identification, there is sufficient evidence from Cleveland's (2006) research to support including both ethnic identificaiton and national identification in the study of the intention to adopt the Internet.

# Chapter 3 Research Model

To study the possible relationship between culture and technology adoption, specifically the intention to adopt the Internet, I will take an approach similar to that which has been proposed by Veiga et al. (2001); however, to capture the dynamic view of culture, I propose that acculturation to the global culture is an antecedent to TAM and TRA with the dependent variable being the intention to adopt the Internet (as shown below).

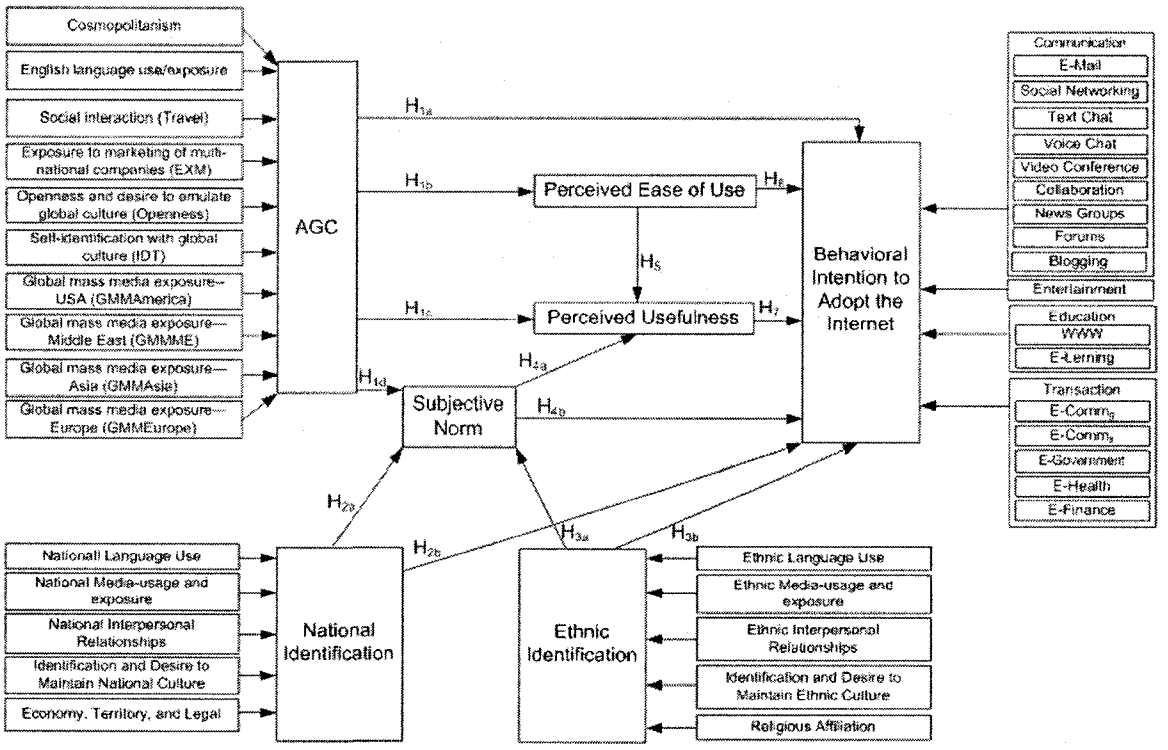


**Figure 1: Proposed Research Model**

## 3.1. Hypotheses Development

Culture is a description of, among other things, beliefs (Oetting, 1993). Therefore, the acculturation to the global culture will be positively related to beliefs. Perceived ease of use and perceived usefulness are beliefs (about Internet applications in this case) and thus may be related to the acculturation to global culture. Although culture is a social influence, there are aspects of the acculturation to the global culture which are individual in character such as exposure to the English language. This is one reason why there may be a positive relationship between acculturation to the global culture and the more individually oriented constructs of perceived usefulness and perceived ease of use. Further, being acculturated to the global culture may give a stronger perception of the usefulness of the Internet. Evidence of this relationship is seen in the findings of a link by the acculturation to the global consumer culture on communication and consumer electronics adoption found by Cleveland (2006). Therefore I propose that:

$H_{1a}$: *Acculturation to the global culture will have a positive relationship with the intention to adopt the Internet.*

$H_{1b}$: *Acculturation to the global culture will have a positive relationship with perceived ease of use.*

$H_{1c}$: *Acculturation to the global culture will have a positive relationship with perceived usefulness.*

Culture defines the social environment (Srite and Karahanna, 2006; Oetting, 1993) and sets the rules of behaviour for a group of people. This influences perceptions of desired behaviours. Thus I propose that the acculturation to global culture can positively correlate with the perceptions of desired behaviours represented by subjective norms.

Furthermore, acculturation to global culture can be related to the intention to adopt the Internet directly and positively, as was found by Cleveland (2006) in the case of communication and consumer electronics adoption. Therefore, the following hypothesis is proposed:

$H_{1d}$: *Acculturation to the global culture will have a positive relationship with subjective norm.*

Hofstede found that the Arab world has a collectivist culture with strong, cohesive in-groups (Hofstede and ITIM). Collectivist cultures are expected to induce a positive effect on subjective norm (Srite and Karahanna, 2006). Therefore,

$H_{2a}$: *National identification will have a positive relationship with subjective norm.*

$H_{2b}$: *National identification will have a positive relationship with the intention to adopt the Internet.*

The ethnic cultures examined have also been identified as collectivist cultures (personal communication, Mr. Sahem). Collectivist cultures are expected to induce a positive effect on subjective norm (Srite and Karahanna, 2006). Therefore,

$H_{3a}$: *Ethnic identification will have a positive relationship with subjective norm.*

$H_{3b}$: *Ethnic identification will have a positive relationship with the intention to adopt the Internet.*

Consistent with TRA, subjective norm is expected to have a positive relationship with the intention to adopt the Internet as it has been found to be a significant antecedent to behavioural intention to adopt a technology in past studies (Venkatesh and Davis, 2000; Srite and Karahanna, 2006). Furthermore, Subjective norm has been found to be significantly related to perceived usefulness (Venkatesh and Davis, 2000). Therefore,

$H_{4a}$: *Subjective norm will have a positive relationship with perceived usefulness.*

$H_{4b}$: *Subjective norm will have a positive relationship with the intention to adopt the Internet.*

The following hypotheses follow from the relationships proposed originally in TAM (Davis et al., 1989) and will be included in the model as recommended by Benbasat and Barki (2007):

$H_5$: *Perceived ease of use will have a positive relationship with perceived usefulness.*

$H_6$: *Perceived ease of use will have a positive relationship with the intention to adopt the Internet.*

$H_7$: *Perceived usefulness will have a positive relationship with the intention to adopt the Internet.*

# Chapter 4 Research Method

## 4.1. Research Setting

To study the effects of globalization, one would need to look at a culture which has been opening up in recent years. Jordan provides an excellent example of a country whose culture has been opening up to globalization in the last ten years. Free trade agreements have been signed between the government of Jordan and other countries including an agreement signed with the US on October 24th, 2000 (Office of the US Trade Representative).

Further, before 1996 the ministry of information in Jordan was in charge of censoring any written material entering the country. This situation has changed a great deal since the new king came into power. The ministry of information became the ministry of communication and information technology and is actively implementing e-government projects with many projects already completed (Ministry of Information and Communication Technology). These projects not only automate the internal work of government departments, but also develop an e-services portal for the general public. For example, a person looking at buying a piece of land can go to the portal of the lands department and look up the information they need (Department of lands and survey)(currently only available in Arabic).

In addition to Jordan having all the features of a nation as defined by Smith (1991), Jordan is made up of a diverse population including Chechens and Circassians (King Hussein Website). This provides us with the opportunity to study ethnic cultures as well as the national culture.

A major concern in Jordan at the last ICT summit was the low penetration rate of the Internet among the general public (Jordan Business, Farawati and Robertson 2007). There are currently many efforts to improve the intention to adopt the Internet rates. One project is supported by United States Agency for International Development (US-AID), among others, and is designed to help those in the poorer parts of the country adopt Internet technologies by providing them with knowledge stations equipped with all the necessary hardware, software and Internet connections (personal communication with ministry of ICT, Jordan, officials (Emiesh March 2007); personal communication with the National Information Technology Center—NITC—official (March/April 2007), and

(Government of Jordan), (US-AID in Jordan; US-AID in Jordan). These projects can be seen as a result of globalization. They would not have been possible if Jordan and the US, among others, did not develop free trade agreements and provide support.

## Preparation Phase

To prepare for this project, I spent two months in Jordan during the early stages (spring 2007) to form an understanding of important issues. This time provided me with the opportunity to observe the environment and survey the local media in relation to the intention to adopt the Internet. When it was clear that the intention to adopt the Internet rates were a concern and that this concern was being addressed by providing the public with Knowledge Stations, I approached the Ministry of ICT and met with a representative who is involved in the follow up on knowledge station effectiveness. I then was referred to, and met with, the knowledge station's program manager in the National Information Technology Center (NITC) office. These meetings consisted of informal semi structured interviews whose role was simply to assist me in forming a better idea of the situation as related to the intention to adopt the Internet in Jordan. It also assured me of the control of one important variable: access to Internet.

With the wide availability of knowledge stations, access to Internet is not an issue. This is because knowledge stations provide training on Internet use and assistance to the general public in addition to providing the facilities. Therefore confounding issues such as the cost of computer and Internet access, the technical abilities to set up Internet access as well as other issues related to access are controlled for through the presence of knowledge stations.

Further, establishing contact with government officials positioned me well in terms of obtaining approval to conduct this research study. It provided me with the opportunity to inform them of our ethics protocol, which assured them that an effort has been made to protect study participant and to conduct the study in an ethical manner. Taking this opportunity provided the study with the Jordanian parallel of the ethics review process conducted in Montreal and included the Jordanian government in the approval process. This was important because the topics covered in the questionnaire could be seen as sensitive in their nature as they ask about ethnic and national interpretations.

Therefore, an official at the ICT Ministry was provided with a full description of the study consisting of the ethics protocol form, consent forms and English version of the questionnaire. The approval letter was obtained before proceeding with the project.

## 4.2. Operational Definitions and Measures

All items were measured using a five item Likert scale with 1 representing strongly disagree and 5 representing strongly agree. The Likert scale was kept to five items following Likert (Likert 1932; Uebersax 2006) and to reduce the information processing stress induced by the long survey (Miller 1956).

*Acculturation to Global Culture (AGC)* is an adaptation of the AGCC (Cleveland and Laroche, 2007; Cleveland, 2006) concept and measure. AGC has ten formative dimensions, including four mass media dimensions, with a set of questions measuring each dimension. The dimensions are:

*Cosmopolitanism* is the degree to which a person is cosmopolitan. A cosmopolitan person is one who is familiar with and at ease in many different countries and cultures

(Erin McKean 2005). Cosmopolitanism was measured using Cleveland's (2006) 6-item instrument.

*English language use/exposure (ELU)* is the degree to which a person is exposed to the English language and the degree to which a person uses the English language (Cleveland, 2006). ELU was measured using Cleveland's (2006) 12-item instrument.

*Social interactions*, including *travel, migration, and contacts with foreigners (Travel)* reflects the degree to which a person travels, has migrated, or is in contact with foreigners (Cleveland, 2006). Travel was measured using Cleveland's (2006) 6-item instrument.

*Global/foreign mass media exposure (GMM)* indicates the degree to which a person is exposed to foreign or global television, literature such as magazines or books, and other types of media (Cleveland, 2006). This dimension was expanded to include other relevant global mass media. Specifically, mass media of Europe, the Middle East and Asia will be added to those of America. GMM was measured using Cleveland's (2006) 6-item instrument.

The following three dimensions of the AGC measure are marketing oriented. However, they will be retained as they are expected to contribute to the global culture in general.

*Exposure to the marketing activities of multi-national companies (EXM)* is the degree of a person's exposure to the marketing and advertising activities of multinational or global corporations (Cleveland, 2006). EXM was measured using Cleveland's (2006) 7-item instrument.

*Openness to and desire to emulate global culture (Openness)* reflects the degree to which a person admires the lifestyles of other countries and is likely to desire ownership of

consumption symbols from other countries (Cleveland 2006). Openness was measured using Cleveland's (2006) 3-item instrument.

*Self-identification with global culture (IDT)* corresponds to the degree of self-ascribed membership in or outright identification with a global consumer culture (Cleveland, 2006). IDT was measured using Cleveland's (2006) 6-item instrument.

*Ethnic identification (Ethnic ID)* is an adaptation of ethnic identification as elaborated by Cleveland (2006). In addition, religious affiliation was added to account for the religious aspect ethnic identity (Mitchell 2006). Ethnic ID has 5 formative dimensions as follows:

*Ethnic language use (EthLU)* refers to the extent to which a person uses their ethnic language in daily interactions with family, friends and during social events. Language use on a personal basis, such as reading, writing and thinking is also included in this dimension. EthLU was measured using Cleveland's (2006) 12-item reflective instrument.

*Ethnic media use (EM)* reflects the extent to which a person uses or is exposed to ethnic language mass media such as radio and television. EM was measured using Cleveland's (2006) 5-item reflective instrument.

*Ethnic interpersonal relationships (EIR)* corresponds to the degree to which a person is involved in social relationships with others from the ethnic community on a social voluntary basis. EIR was measured using Cleveland's (2006) 5-item reflective instrument.

*Identification and desire to maintain ethnic culture (IDMCE)* indicates the degree to which a person identifies with the ethnic culture and has a desire to maintain its cultural

norms and values (Cleveland, 2006). IDMCE was measured using Cleveland's (2006) 11-item reflective instrument.

*Religious affiliation (RA)* reflects the degree to which a person is involved in their religion practices and religion related activities on a regular basis. The measure for RA is an 8-item reflective instrument adapted from Eid (Eid 2003).

*National identification (National ID)* is an adaptation of ethnic identification as elaborated by Cleveland (2006). Specifically, concepts related to the common legal rights and duties for all members of a nation as well as the common economy with territorial mobility for national members as elaborated by Smith (1991). National ID has 5 formative dimensions as follows:

*National language use (NLU)* refers to the extent to which a person uses the national language in daily interactions with family, friends and during social events. Language use on a personal basis, such as reading, writing and thinking is also included in this dimension. NLU was measured using Cleveland's (2006) 12-item reflective instrument.

*National media use (NM)* reflects the extent to which a person uses or is exposed to the national language mass media such as radio and television. NM was measured using Cleveland's (2006) 5-item reflective instrument.

*National interpersonal relationships (NIR)* corresponds to the degree to which a person is involved in social relationships with others from the national community on a social voluntary basis. NIR was measured using Cleveland's (2006) 5-item reflective instrument.

*Identification and desire to maintain national culture (IDMCN)* indicates the degree to which a person identifies with the national culture and has a desire to maintain its cultural norms and values (Cleveland, 2006). IDMCN was measured using Cleveland's (2006) 11-item reflective instrument.

*Economy, Territory, and Legal (ETL)* reflects the degree to which a person feels they have rights to free economic participation, free territorial ownership rights and fair legal rights in the nation they are part of (based on Smith, 1991). The measure for ETL is a 5-item instrument created based on Smith (1991).

*Perceived ease of use (PEoU)* is defined as "the degree to which a person believes that using a particular system would be free of effort." (Davis, 1989) PEoU was measured using an adaptation of the 6-item instrument developed by Davis (1989) for PEoU.

*Perceived usefulness (PU)* is defined as "the degree to which a person believes that using a particular system would enhance his or her job performance." ((Davis 1989)) The definition for this study will be slightly altered by not focusing on job performance in particular, but to generalizing the construct to personal performance. PU was measured using an adaptation of the 6-item instrument developed by Davis (1989) for PU.

*Subjective norm (SN)* is defined as the person's perception that most people who are important to him/her think he/she should or should not perform the behaviour in question (Ajzen and Fishbein, 1980, p. 57). The measure for SN was adapted from Srite and Karahanna (2006) which includes both subjective norm (2 items) and normative beliefs (3 items) and is consistent with the measure proposed by Ajzen and Fishbein (1980, p.272).

*The intention to adopt the Internet (IA)* is defined as the intention to adopt Internet applications within the next six months. Adopting the Internet was conceptualized as a *behavioural category.* "Behavioural categories cannot be directly observed. Instead they are inferred from single actions assumed to be instances of the general behavioural category" (Ajzen and Fishbein, 1980, p. 31). Therefore, behavioural categories involve *a set of actions* rather than a single action. To construct a behavioural category, a set of actions deemed relevant to the behavioural category is selected.

In the case of the intention to adopt the Internet, it is impossible to directly and purely use the Internet. This makes it possible to conceive of the intention to adopt the Internet as a behavioural category. Thus, one can say that a user who adopts many Internet applications has a high degree of the intention to adopt the Internet. Internet application adoption would be the set of actions relevant to the behavioural category of the intention to adopt the Internet.

The *intention* to perform behaviour has been found to be a good predictor of actual behaviour. Therefore, for the purposes of this study, the intention to adopt the Internet was measured.

Consequently, the intention to adopt the Internet is conceptualized as an *intention to adopt a behavioural category* (Ajzen and Fishbein, 1980, p. 46 and 47). Each action was measured using the standard behavioural intention instrument of 2-items. Each action in this behavioural category corresponds to the use of an Internet application. An Internet application is any application which requires an Internet connection to function. The actions are grouped into four formative dimensions: Communications, Entertainment,

Education, and Transaction. Thus, this construct can be seen as a multidimensional construct and modeled as shown in Figure 1.

## 4.3. Survey Development

The study consisted of a field survey. The English version of the questionnaire was pre-tested with an executive who plans and oversees the execution of a significant number of marketing surveys in Jordan. This led to the inclusion of the marketing dimensions of the AGC construct as seen earlier. It was found that further pre-testing was not necessary.

The questionnaire was then translated into classical Arabic. The intent of the translation was to ensure that if survey respondents are not fluent in English, they will have no problem answering the survey in Arabic.

Following the recommendations of Karahanna et al. (2002), the survey was translated from English to Arabic by a native Arabic speaker who was also a fluent English language speaker. A back translation of the Arabic survey was then conducted to ensure that the survey is accurate in its translation (Karahanna et al., 2002). The back translation was performed by a university translation professor. Some corrections were made to increase the accuracy of the initial translation. Further, a linguistic check was then performed by a third person on the corrected translated survey and the necessary adjustments were made. Arranging, implementing and coordinating this process took about 5 weeks.

When the survey was distributed, only the Arabic language surveys were requested by the survey coordinators.

## 4.4. Data Collection Procedure

The population targeted for the study was the general public, thus the best way to reach this population was to go through social clubs and associations. This approach proved to be very successful in Jordan.

Before distributing the surveys, formal permission was obtained from the ministry of ICT to collect data for this research study (as mentioned earlier). They were provided with a copy of the questionnaire and with a copy of the cover letter, consent form and ethics review documents. This step was done to avoid any possible problems especially because the survey consisted of questions regarding national and ethnic cultural identification. These subjects can be sensitive in some countries. For example, a similar attempt to the one in Jordan was done for data collection in Syria. However, in spite of great interesting in an Internet related study; the process was stopped as soon as the social club officials were told about the inclusion of national and ethnic identification related questions. Because of some sensitivity between the Syrian government and minority ethnic communities, they felt that it would not be prudent on their part to distribute our survey. They apologised and suggested that an electronic survey would be easier and more discrete to distribute. However, when contacted by e-mail, there was no response and this was taken as a polite way of declining participation in the survey.

Due to the distinction between an ethnic cultural identification and a national cultural identification included in this study, minority groups were needed to participate in the study. The cultural groups that make up Jordan are: the Bedouins, the Palestinians, the Circassians, the Armenians and the Chechens among others.

The first sample obtained for this study was through a cold call to a Chechen charity organization (Chechen Charity Society for Women) which agreed to distribute 150 surveys. The arrangement was made just prior to a general elections meeting for this organization. This was a very fortunate coincidence as it meant that the distribution and collection of the survey was helped by this opportunity. It was not enough however to meet the target of 150 as agreed, so some surveys were distributed though the organization's members to others from the community. 140 surveys were returned, out of which 136 were found to be useable.

The second sample obtained was through contact with an administrative volunteer of a Circassian social club (Al Ahli Club). The club agreed to distribute 300 surveys. 90 surveys were returned blank, 174 surveys were completed, out of which 171 were found to be useable.

**Table 3. Data Collection Results**

| | Chechen Sample | Circassian Sample | Combined Sample |
|---|---|---|---|
| **Surveys distributed** | 150 | 300 | 450 |
| **Blank surveys returned** | 3 | 90 | 93 |
| **Completed surveys returned** | 140 | 174 | 314 |
| **Discarded Surveys** | 4 | 3 | 7 |
| **Useable surveys** | 136 | 171 | 307 |
| **Percentage usable surveys** | 91% | 57% | 68.22% |
| **Number of missing values** | 186 | 866 | 1,052 |
| **Total data points** | 27,608 | 34,713 | 62,321 |
| **Percentage of missing data values replaced using mean value method** | 0.67% | 2.5% | 1.69% |

# Chapter 5 Results

## 5.1. Data Analysis Procedures

The tools used in this study are SPSS v.15 and SmartPLS 2.0 beta (Ringle et al. 2005). After discarding unusable surveys, missing data was replaced using the mean value method in the "Replace Missing Values" menu of SPSS (details of missing data numbers are shown in Table 3 above). The data consisted of the two samples as shown in Table 3. Each set of data was analyzed separately; please refer to Appendix A for the descriptive statistics for all constructs in each group. The demographics for each group were examined, a description follows. Group comparisons were then performed to determine if it is possible to merge the data. A description of this process follows the group demographics section below.

### Group Demographics

The Chechen group which responded to the survey was composed of 57% female and 43% male. The age distribution was mostly evenly distributed between the age groups between 16 years of age up to 41 years of age and above with a slight concentration in the age group of 17 to 20 years old (22%). Most survey respondents had bachelor degrees (46%) and there were approximately as many single respondents as married respondents.

In the Circassian group, the majority of respondents were male (57%) with the highest concentration of respondents from the 17 to 20 year old group. The majority of this sample also had bachelor degrees (53%); however, most of this group was single (89%). Detailed demographic statistics are provided in appendix C.

## Group Comparisons

Group comparisons were performed using Levene's test for equality of variances to assess whether it is possible to merge the data. It was found that there were no differences at the 0.05 level of significance for all latent variables except those of the ethnic identification construct; please refer to Appendix B for details. Therefore, the merged data was analyzed only for the other constructs (acculturation to the global culture and its dimensions, national identification and its dimensions, perceived ease of use, perceived usefulness and the intention to adopt the Internet).

Due to the statistical difference between both samples on the ethnic identification construct, this report includes three models. The first model is the full model for the Chechen community sample. The second model is the full model for the Circassian community sample. Finally the third model is for the merged sample without the ethnic identification construct. Appendices A and C are organized according to these three models.

## Confirmatory Factor Analysis

Confirmatory factor analysis was performed on first level latent variables (all dimensions and constructs with reported indicator data) using SPSS for all three models. All Cronbach's Alphas were greater than the recommended 0.70 level for confirmatory research (Nunnally 1967, cited from Straub et al. 2004). Details of the results from this analysis are shown in Tables 4 to 6.

The research models were further analyzed using PLS (Partial Least Squares). PLS allows for the assessment of the psychometric properties of the model as well as gives the

direction and strength of the relationships. PLS allows for the use of a small sample size as long as the sample is ten times the largest construct. This condition has been met here except for the Communications dimension of the intention to adopt the Internet in the Chechen and Circassian datasets. Therefore this dimension was split into Asynchronous Communication (12 items measuring e-mail, collaboration applications, news groups, forums, blogging and social networking) and Synchronous Communication (6 items measuring text chat, voice chat, and video conferencing). These new dimensions now conform to this restriction for all three datasets. Second level latent variables were assessed using a two step approach. The first order latent variables were aggregated, and then their scores were used to estimate the second level latent variables. This procedure was applied to the following constructs: acculturation to the global culture, national identification, ethnic identification, and the intention to adopt the Internet.

**Table 4. Cronbach Alphas for all constructs and dimensions**

| Construct or Dimension | | Cronbach's Alpha | | | Number of Items | Formative / Reflective |
|---|---|---|---|---|---|---|
| | | Chechen | Circassian | Combined | | |
| *Acculturation to Global Culture (AGC)* | | Not Applicable for Formative Constructs | | | 10 dimensions | F |
| *Acculturation to Global Culture* | *Cosmopolitanism* | 0.934 | 0.926 | 0.929 | 6 | R |
| | *English language use/exposure (ELU)* | 0.953 | 0.707 | 0.949 | 12 | R |
| | *Social interactions (Travel)* | 0.799 | 0.707 | 0.752 | 6 | R |
| | *Global mass media exposure—America (GMMAmerica)* | 0.856 | 0.848 | 0.851 | 6 | R |
| | *Global mass media exposure—Europe (GMMEurope)* | 0.884 | 0.900 | 0.898 | 6 | R |
| | *Global mass media exposure—Middle Ease (GMMME)* | 0.896 | 0.885 | 0.889 | 6 | R |
| | *Global mass media exposure—Asia (GMMAsia)* | 0.937 | 0.890 | 0.911 | 6 | R |
| | *Exposure to the marketing activities of multi-national companies (EXM)* | 0.830 | 0.835 | 0.832 | 7 | R |
| | *Openness to and desire to emulate global consumer culture (Openness)* | 0.862 | 0.841 | 0.851 | 3 | R |
| | *Self-identification with global consumer culture (IDT)* | 0.874 | 0.865 | 0.872 | 6 | R |

**Table 5. Cronbach Alphas for all constructs and dimensions (continued)**

| Construct or Dimension | | Cronbach's Alpha | | | Number of Items | Formative / Reflective |
|---|---|---|---|---|---|---|
| | | Chechen | Circassian | Combined | | |
| *National Identification* | | Not Applicable for Formative Constructs | | | | F |
| *National Identification* | *National language use (NLU)* | 0.861 | 0.895 | 0.882 | 12 | R |
| | *National media use (NM)* | 0.829 | 0.817 | 0.829 | 5 | R |
| | *National interpersonal relationships (NIR)* | 0.907 | 0.898 | 0.902 | 5 | R |
| | *Identification and desire to maintain National culture (IDMCN)* | 0.963 | 0.958 | 0.960 | 11 | R |
| | *Economy, Territory and Legal (ETL)* | 0.880 | 0.880 | 0.881 | 5 | R |
| *Ethnic identification (Ethnic ID)* | | Not Applicable for Formative Constructs | | | 5 dimensions | F |
| *Ethnic identification* | *Ethnic language use (EthLU)* | 0.957 | 0.980 | N/A | 12 | R |
| | *Ethnic media use (EM)* | 0.901 | 0.907 | N/A | 5 | R |
| | *Ethnic interpersonal relationships (EIR)* | 0.920 | 0.893 | N/A | 5 | R |
| | *Identification and desire to maintain ethnic culture (IDMCE)* | 0.951 | 0.958 | N/A | 11 | R |
| | *Religious affiliation (RA)* | 0.769 | 0.794 | N/A | 8 | R |
| *Perceived Ease of Use (PEoU)* | | 0.949 | 0.903 | 0.924 | 6 | R |
| *Perceived Usefulness (PU)* | | 0.931 | 0.910 | 0.920 | 6 | R |
| *Subjective norm (SN)* | | 0.888 | 0.830 | 0.863 | 5 | R |

**Table 6. Cronbach Alphas for all constructs and dimensions (continued)**

| Construct or Dimension | | Cronbach's Alpha | | | Number of Items | Formative / Reflective |
|---|---|---|---|---|---|---|
| | | Chechen | Circassian | Combined | | |
| *The intention to adopt the Internet* | | Not Applicable for Formative Constructs | | | 4 | F |
| *The intention to adopt the Internet* | *Asynchronous Communication (INTC)* | 0.918 | 0.859 | 0.889 | 12 | R |
| | *Synchronous Communication (INTC)* | 0.884 | 0.904 | 0.895 | 6 | R |
| | *Entertainment (INTE)* | 0.872 | 0.837 | 0.857 | 4 | R |
| | *Education (INTED)* | 0.904 | 0.754 | 0.840 | 4 | R |
| | *Transaction (INTT)* | 0.940 | 0.920 | 0.930 | 10 | R |

The model includes both reflective and formative constructs as indicated in Table 2. Reflective and formative constructs are assessed according to different guidelines.

For reflective constructs and dimensions, the measurement model must meet convergent and discriminant validity (Petter et al. 2007). Convergent validity verifies that each item in a construct actually measures what it is theoretically supposed to measure. This is achieved by only including constructs with reliability values higher than 0.70 using the rho coefficient (shown in heading of CFA tables 8, 14, and 20 below). Further, average variance extracted (AVE) must be higher than 0.50 (Fornell and Larcker 1981). All constructs met these criteria.

Discriminant validity reflects the degree to which each construct is unique. It is verified in two ways. First, items associated with a construct should correlate more strongly with each other than with other constructs in the model (shown in the cross loadings tables 7,

13 and 19—please note that this requirement does not apply to formative constructs). Second, the square root of each construct's AVE should be notably larger than its correlation with other construct (Straub et al. 2004). These criteria have been met as can be seen in the CFA tables 8, 14, and 20 below. Diagonal items show the square root of the AVE.

The formative construct assessment and validation follows the 2 phases summarised by Petter et al. (2007). Phase I is before data collection. First formative constructs are identified by asking if the dimensions predict the construct; if dropping a dimension would change what the construct is measuring; if a change in one dimension of the construct is independent of changes in other dimensions; and if the dimensions have different antecedents and consequences. Acculturation to the global culture, ethnic identification and the intention to adopt the Internet were identified as formative constructs. Content validity is assessed by asking if the dimensions under specify the domain of the construct and by using expert validation methods. This was done for the acculturation to the global culture and ethnic identification by Cleveland (2006). In addition, these questions were revisited in the pre-test for this study. In addition, the pre-test covered these questions for the intention to adopt the Internet construct. Although there are many Internet applications (thus the risk of under specification), the pre-test indicated that the Internet applications covered were adequate for Jordan.

Phase II is after data collection. Construct validity is assessed using item weights (Petter et al., 2007) for the dimensions (tables 9 to 12 for the Chechen community; 15 to 18 for the Circassian community and 21 to 23 for the combined data model). Non significant dimensions are retained to preserve content validity (Bollen and Lennox 1991).

Construct reliability is assessed by verifying the absence of multi-collinearity using the VIF values (tables 9 to 12 for the Chechen community; 15 to 18 for the Circassian community and 21 to 23 for the combined data model). VIF values must be less than 3.3 for formative constructs. As shown, this condition has been met for all formative constructs. Finally, the use of PLS allows for the modeling of a formative endogenous variable as the intention to adopt the Internet is modeled (personal communication, Cenfetelli, 2008).

## *5.2. Full Model for Chechen Community*

The following section discusses the findings as related to the first model. This model is based on the data collected in the Chechen community. Tables A.1. to A.28. provide detailed descriptive statistics for each of the Chechen community constructs.

### Chechen Community Results

The following tables show the relevant statistical information as described above. Please note the differences between reflective and formative latent variables.

**Table 7. Chechen Community Cross Loadings**

| Dimension or Item | AGC† | Ethnic Identification† | National Identification† | PEoU | PU | SN | Intention to adopt the Internet† |
|---|---|---|---|---|---|---|---|
| Cos | 0.45 | 0.13 | -0.05 | 0.16 | 0.20 | 0.23 | 0.17 |
| ELU | 0.66 | 0.07 | -0.34 | 0.37 | 0.26 | 0.18 | 0.28 |
| EXM | 0.40 | 0.23 | -0.09 | 0.14 | 0.13 | 0.09 | 0.28 |
| GMMAmerica | 0.61 | 0.01 | -0.24 | 0.33 | 0.23 | 0.18 | 0.26 |
| GMMAsia | 0.14 | 0.10 | 0.13 | -0.06 | 0.12 | 0.09 | 0.09 |
| GMMEurope | 0.57 | 0.18 | -0.13 | 0.21 | 0.23 | 0.16 | 0.33 |
| GMMME | -0.04 | 0.02 | 0.38 | -0.11 | 0.01 | 0.01 | 0.02 |
| Openness | 0.47 | 0.05 | 0.04 | 0.09 | 0.22 | 0.19 | 0.28 |
| IDT | 0.54 | 0.13 | -0.14 | 0.13 | 0.32 | 0.20 | 0.24 |
| Trav | 0.72 | 0.15 | -0.21 | 0.27 | 0.30 | 0.31 | 0.32 |
| EIR | -0.06 | 0.49 | 0.12 | 0.19 | 0.01 | 0.18 | 0.08 |
| EM | 0.16 | 0.82 | -0.09 | -0.01 | 0.12 | 0.17 | 0.23 |
| EthLU | -0.01 | 0.28 | -0.09 | 0.05 | -0.02 | 0.07 | 0.06 |
| IDMCE | 0.11 | 0.74 | -0.08 | 0.18 | 0.14 | 0.17 | 0.20 |
| RA | -0.16 | -0.04 | 0.14 | 0.00 | -0.10 | -0.03 | 0.00 |
| NIR | 0.05 | -0.17 | -0.21 | -0.07 | -0.01 | 0.02 | 0.06 |
| NLU | -0.08 | -0.31 | 0.53 | -0.09 | -0.06 | 0.01 | -0.17 |
| NM | -0.36 | -0.18 | 0.81 | -0.24 | -0.16 | -0.03 | -0.25 |
| ETL | -0.11 | 0.06 | -0.08 | 0.19 | -0.01 | -0.02 | 0.03 |
| IDMCN | -0.10 | -0.04 | 0.38 | -0.12 | -0.12 | -0.03 | -0.12 |
| PEoU1 | 0.34 | 0.03 | -0.20 | **0.82** | 0.28 | 0.34 | 0.36 |
| PEoU2 | 0.35 | 0.16 | -0.21 | **0.90** | 0.32 | 0.33 | 0.46 |
| PEoU3 | 0.30 | 0.12 | -0.16 | **0.90** | 0.38 | 0.37 | 0.44 |
| PEoU4 | 0.39 | 0.12 | -0.27 | **0.91** | 0.38 | 0.35 | 0.49 |
| PEoU5 | 0.38 | 0.10 | -0.21 | **0.92** | 0.42 | 0.34 | 0.53 |
| PEoU6 | 0.35 | 0.03 | -0.19 | **0.91** | 0.41 | 0.33 | 0.47 |
| PU1 | 0.38 | 0.15 | -0.19 | 0.49 | **0.73** | 0.34 | 0.48 |
| PU2 | 0.39 | 0.21 | -0.14 | 0.33 | **0.87** | 0.39 | 0.47 |
| PU3 | 0.39 | 0.18 | -0.17 | 0.38 | **0.92** | 0.37 | 0.52 |
| PU4 | 0.32 | 0.15 | -0.12 | 0.27 | **0.88** | 0.36 | 0.43 |
| PU5 | 0.35 | 0.11 | -0.15 | 0.26 | **0.90** | 0.37 | 0.41 |
| PU6 | 0.34 | 0.11 | -0.13 | 0.36 | **0.87** | 0.40 | 0.40 |
| NB1 | 0.28 | 0.19 | -0.08 | 0.31 | 0.38 | **0.81** | 0.27 |
| NB2 | 0.29 | 0.15 | 0.00 | 0.30 | 0.28 | **0.87** | 0.22 |
| NB3 | 0.36 | 0.18 | -0.09 | 0.41 | 0.29 | **0.83** | 0.34 |
| SN1 | 0.25 | 0.22 | -0.02 | 0.27 | 0.44 | **0.84** | 0.25 |
| SN2 | 0.29 | 0.17 | -0.01 | 0.30 | 0.39 | **0.82** | 0.30 |
| INTAsync | 0.46 | 0.31 | -0.27 | 0.50 | 0.47 | 0.35 | 0.95 |
| INTE | 0.25 | 0.13 | -0.21 | 0.33 | 0.19 | 0.18 | 0.51 |
| INTED | 0.36 | 0.14 | -0.27 | 0.40 | 0.49 | 0.19 | 0.80 |
| INTSync | 0.27 | 0.34 | -0.17 | 0.35 | 0.22 | 0.20 | 0.61 |
| INTT | 0.41 | 0.20 | -0.21 | 0.37 | 0.39 | 0.20 | 0.74 |

† Acculturation to the global culture, ethnic identification, national identification and the intention to adopt the Internet are formative variables and thus must not have correlating cross loadings.

## Assessment of the measurement model

Details of the measurement model for the Chechen community sample are shown in Table 8. As can be seen, all requirements for the discriminant and convergent validity are met for the reflective constructs. Tables 9 to 12 show the statistics for the formative constructs.

**Table 8. Chechen Community CFA**

| Construct ($R^2$) | AGC† | Ethnic Identification† | National Identification† | PEoU Rho = 0.96 | PU Rho = 0.95 | SN Rho = 0.92 | The intention to adopt the Internet† |
|---|---|---|---|---|---|---|---|
| **AGC** | — | | | | | | |
| **Ethnic Identification** | 0.19 | — | | | | | |
| **National Identification** | -0.33 | -0.10 | — | | | | |
| **PEoU (0.16)** | 0.39 | 0.10 | -0.23 | 0.89 | | | |
| **PU (0.31)** | 0.42 | 0.18 | -0.17 | 0.41 | 0.86 | | |
| **SN (0.16)** | 0.35 | 0.22 | -0.05 | 0.38 | 0.43 | 0.83 | |
| **Internet Adoption (0.46)** | 0.48 | 0.27 | -0.31 | 0.52 | 0.53 | 0.33 | — |

† AGC, Ethnic Identification, National Identification and INT are formative constructs and thus have no AVE or Rho values. (Bollen 1984; Bollen and Lennox 1991).

**Table 9. Chechen Community Acculturation to the Global Culture Statistics**

| Dimension | Mean | Std. Deviation | VIF | Outer Weights | Weights T-Values |
|---|---|---|---|---|---|
| **Cos** | 4.01 | 0.96 | 1.37 | 0.043 | 0.30 |
| **ELU**** | 2.05 | 1.17 | 1.41 | **0.410** | **2.53** |
| **EXM** | 3.84 | 0.76 | 1.34 | 0.021 | 0.14 |
| **GMM America** | 3.49 | 1.00 | 1.95 | 0.022 | 0.10 |
| **GMM Asia** | 1.75 | 0.90 | 1.36 | 0.063 | 0.36 |
| **GMM Europe** | 2.48 | 0.98 | 1.65 | 0.261 | 1.50 |
| **GMM Middle East** | 2.53 | 1.04 | 1.30 | -0.176 | 1.11 |
| **IDT** | 2.65 | 1.03 | 1.59 | 0.106 | 0.63 |
| **Openness*** | 2.36 | 0.99 | 1.12 | **0.354** | **2.26** |
| **Travel**** | 3.81 | 0.95 | 1.47 | **0.413** | **2.71** |

* Significant at the 0.05 level.
** Significant at the 0.01 level.

Three dimensions from the acculturation to the global culture (as shown in table 9) appear to be most instrumental in creating the character of this construct. These dimensions are English language exposure and use, openness to the global culture and the extent to which a person has had social interactions with foreigners and has traveled outside their country. Surprisingly what mass media a person is exposed to and interacts with does not appear to matter to the extent that language use matters. Therefore, a person reading the Jordanian press in English is more likely to be more accultured to the global culture than a person reading an international paper in Arabic. Unfortunately, it is not possible to relate this aspect of the analysis to Cleveland's (2006) findings as acculturation to the global culture construct was conceptualized as a reflective construct in his analysis. I feel that it is more likely that the construct is formative as one cannot expect each dimension to correlate with the other dimensions in the same construct. This constitutes the definition of a formative construct (Petter, Straub, and Rai, 2007).

**Table 10. Chechen Community National Identification Statistics**

| Dimension | Mean | Std. Deviation | VIF | Outer Weights | Weights T-Values |
|---|---|---|---|---|---|
| **NIR** | 3.12 | 1.11 | 1.51 | -0.666 | 1.19 |
| **IDMCN** | 3.24 | 1.11 | 1.70 | 0.515 | 1.12 |
| **ETL** | 4.65 | 0.60 | 1.06 | -0.171 | 0.65 |
| **NLU** | 3.22 | 0.83 | 1.62 | 0.171 | 0.44 |
| **NM** | 3.29 | 0.92 | 1.41 | 0.696 | 1.45 |

None of the national identification dimensions are significant in forming the construct (table 10). This may be related to the weakness of how this construct relates to the rest of the model. Perhaps national identification is not well measured, or perhaps it is simply

not a relevant construct to the intention to adopt the Internet and technology use in general. Perhaps it would be related to an Internet application with importance to a national identity such as an election voting system. What is clear from this study is that none of the dimensions of national identification are significant in forming the construct in context of the intention to adopt the Internet.

**Table 11. Chechen Community Ethnic Identification Statistics**

| Dimension | Mean | Std. Deviation | VIF | Outer Weights | Weights T-Values |
|---|---|---|---|---|---|
| **EIR** | 3.84 | 1.13 | 1.61 | 0.083 | 0.20 |
| **IDMCE*** | 4.57 | 0.63 | 1.46 | **0.588** | **1.75** |
| **RA** | 4.13 | 0.60 | 1.02 | -0.079 | 0.35 |
| **EthLU** | 3.40 | 1.18 | 1.36 | -0.186 | 0.64 |
| **EM*** | 1.69 | 0.90 | 1.14 | **0.696** | **2.16** |

* Significant at the 0.05 level.

Two dimensions significantly form the ethnic identification construct (table 11). These two dimensions are identification with and desire to maintain the ethnic culture and exposure to ethnic media. However, these two dimensions were not sufficiently strong as to create a construct that has a significant relationship with technology adoption in this sample.

**Table 12. Chechen Community the intention to adopt the Internet Statistics**

| Dimension | Mean | Std. Deviation | VIF | Outer Weights | Weights T-Values |
|---|---|---|---|---|---|
| **Synchronous Communication** | 2.06 | 1.23 | 2.08 | 0.085 | 0.40 |
| **Asynchronous Communication***** | 2.50 | 1.17 | 2.90 | **0.712** | **3.46** |
| **INTE** | 2.60 | 1.38 | 1.37 | 0.116 | 0.69 |
| **INTED*** | 3.57 | 1.34 | 1.82 | **0.340** | **1.71** |
| **INTT** | 1.81 | 1.22 | 2.23 | 0.059 | 0.29 |

* Significant at the 0.05 level.
*** Significant at the 0.001 level.

It is clear from table 12 that Asynchronous communications are the most significant of Internet applications in terms of forming the intention to adopt the Internet construct. This may be due to limitations in Internet bandwidth which may have negatively affected the adoption of more synchronous communications applications. Further, it is interesting to note that the other significant dimension of the intention to adopt the Internet is the education applications dimension. This is a good sign because one of the government's goals is to increase the human resource capabilities of the Jordanian citizens through information and communication technologies.

## Assessment of structural model—Chechen Community

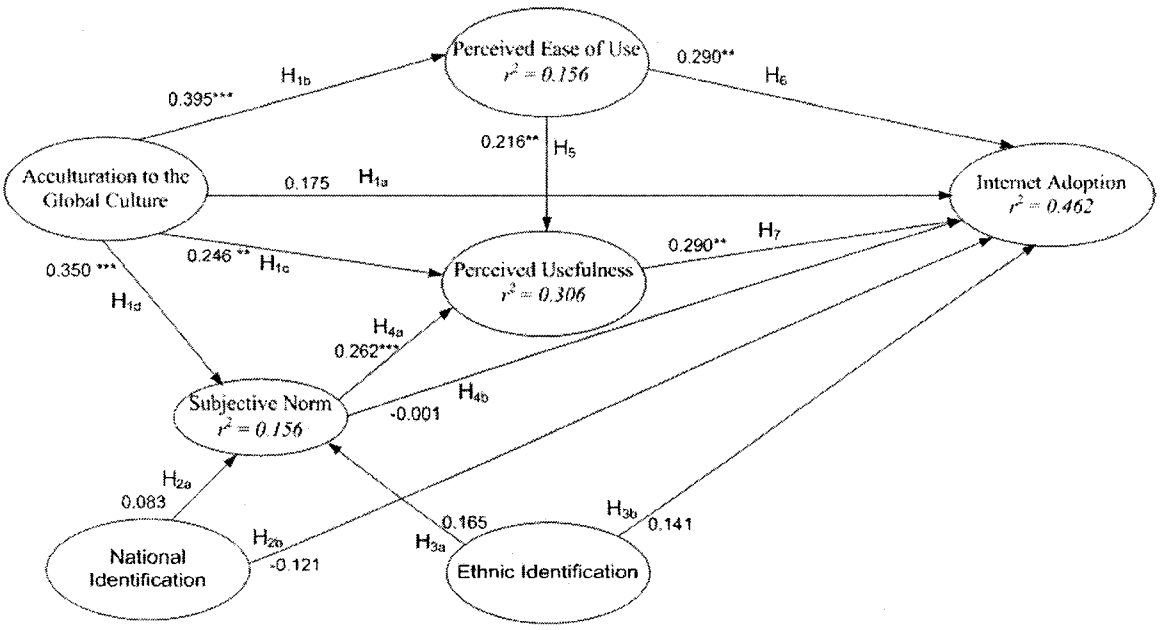


**Figure 2: The Structural Model for the Chechen Community**

The structural model assessment results are presented in figure 2. Hypothesis 1a, referring to the direct relationship between the AGC and the intention to adopt the Internet, was not supported. Hypotheses 1b, 1c, and 1d, referring to the relationship between AGC and PEoU, PU, and SN respectively, are supported (path = 0.395, $p<0.001$; path = 0.246, $p<0.01$; path = 0.350, $p<0.001$).

There is no relationship between national identification and subjective norm, nor with national identification and the intention to adopt the Internet (hypotheses 2a and b are not supported). Similarly, there is no relationship between ethnic identification and the intention to adopt the Internet (hypothesis 3b) nor between ethnic identification and subjective norm in this sample (hypothesis 3a).

Subjective norm has a relationship with the intention to adopt the Internet only indirectly through perceived usefulness, in essence, hypothesis 4b is not supported, while 4a is (path = 0.262, $p<0.001$). Perceived ease of use is related to both perceived usefulness and the intention to adopt the Internet equally significantly (hypothesis 5, path = 0.216, $p<0.01$ and hypothesis 6, path = 0.290, $p<0.01$, respectively). Perceived usefulness is related to the intention to adopt the Internet directly as expected (hypothesis 7, path = 0.290, $p<0.01$).

## Chechen Community Discussion

In keeping with the findings of Cleveland (2006), acculturation to the global culture is not related to the intention to adopt the Internet positively; however, the relationship is only indirect through subjective norm, perceived ease of use, and perceived usefulness. Further, although Cleveland (2006) found that ethnic identification had a negative

relationship with related technologies' use, the findings of this study are contrary to the findings of Cleveland (2006). This is true for both national identification and ethnic identification. National identification (the equivalent in operationalization to Cleveland's (2006) ethnic identification) does not have a link with any of the hypothesised constructs (subjective norm and the intention to adopt the Internet). The same is true for ethnic identification, which was added to account for ethnically heterogeneously populated countries.

This study once again shows the power of the TAM (Davis, 1989). The constructs of perceived ease of use and perceived usefulness completely mediate all relationships between the cultural construct of acculturation to the global culture and the intention to adopt the Internet. Further, they also mediate the relationship between subjective norm and the intention to adopt the Internet. This result is unexpected. According to the theory of reasoned action (Ajzen and Fishbein, 1980) there should be a direct relationship between subjective norm and the intention to adopt the Internet. Not finding this relationship raises some questions: Is this a peculiarity of the culture? Is this a peculiarity of Internet technologies? Would the results be different with a larger sample?

The explained variance in this model is comparable with the findings of other IS studies. For example, Srite and Karahanna's (2006) first study which looked at culture in the form of Hofstede's dimensions also had an $R^2$ of 0.46. However, it only had an $R^2$ of 0.16 for perceived usefulness. The model shown above has a much higher $R^2$ for perceived usefulness (0.31). This may be an indicator that the constructs included are important.

Further, there are no the intention to adopt the Internet studies which test antecedents to subjective norm. This study explains 16% of the variance in this neglected construct. Thus I propose that this is the beginning of this stream of research.

## *5.3. Full Model for Circassian Community*

The following section discusses the findings as related to the second model. This model is based on the data collected in the Circassian community. Tables A.29. to A.56. provide detailed descriptive statistics for each of the Circassian community constructs.

### Circassian Community Results

The following tables show the relevant statistical information as described above. Please note the differences between reflective and formative latent variables.

**Table 13. Circassian Community Cross Loadings**

| Dimension or Item | AGC† | Ethnic Identification† | National Identification† | PEoU | PU | SN | Intention to adopt the Internet† |
|---|---|---|---|---|---|---|---|
| **Cos** | 0.45 | 0.18 | 0.10 | 0.08 | 0.18 | 0.13 | 0.18 |
| **ELU** | 0.53 | 0.10 | 0.17 | 0.20 | 0.18 | 0.06 | 0.23 |
| **EXM** | 0.45 | 0.04 | 0.07 | 0.08 | 0.32 | 0.09 | 0.05 |
| **GMMAmerica** | 0.42 | 0.05 | 0.07 | 0.05 | 0.21 | 0.09 | 0.15 |
| **GMMAsia** | -0.02 | 0.02 | 0.13 | -0.10 | 0.01 | 0.00 | 0.03 |
| **GMMEurope** | 0.49 | 0.08 | 0.12 | 0.09 | 0.18 | 0.11 | 0.22 |
| **GMMME** | 0.37 | 0.09 | 0.14 | 0.11 | 0.11 | 0.16 | 0.12 |
| **IDT** | 0.66 | 0.19 | 0.08 | 0.03 | 0.30 | 0.18 | 0.28 |
| **Openness** | 0.49 | 0.14 | 0.05 | 0.11 | 0.16 | 0.13 | 0.22 |
| **Trav** | 0.19 | 0.19 | 0.05 | 0.11 | 0.07 | 0.06 | 0.03 |
| **EIR** | 0.08 | 0.64 | -0.08 | 0.30 | 0.12 | 0.18 | 0.01 |
| **EthLU** | 0.14 | 0.43 | 0.10 | 0.01 | -0.01 | 0.11 | 0.04 |
| **EM** | 0.16 | 0.52 | 0.08 | 0.02 | 0.01 | 0.12 | 0.08 |
| **IDMCE** | 0.25 | 0.66 | 0.05 | 0.14 | 0.23 | 0.17 | 0.04 |
| **RA** | 0.08 | 0.70 | 0.17 | -0.04 | -0.07 | 0.16 | 0.10 |
| **NIR** | 0.16 | -0.16 | 0.50 | -0.06 | 0.07 | 0.07 | 0.14 |
| **NLU** | -0.11 | 0.11 | -0.21 | -0.11 | -0.15 | 0.00 | -0.08 |
| **NM** | 0.01 | 0.15 | 0.18 | -0.24 | -0.04 | 0.10 | -0.01 |
| **ETL** | 0.04 | 0.17 | 0.44 | 0.06 | 0.01 | 0.10 | 0.09 |
| **IDMCN** | 0.11 | 0.11 | 0.82 | -0.05 | 0.02 | 0.17 | 0.18 |
| **PEoU1** | 0.20 | 0.05 | 0.01 | **0.79** | 0.29 | 0.33 | 0.23 |
| **PEoU2** | 0.22 | 0.14 | 0.06 | **0.81** | 0.39 | 0.41 | 0.28 |
| **PEoU3** | 0.20 | 0.23 | 0.03 | **0.83** | 0.42 | 0.41 | 0.29 |
| **PEoU4** | 0.21 | 0.26 | -0.03 | **0.88** | 0.41 | 0.38 | 0.29 |
| **PEoU5** | 0.14 | 0.00 | -0.05 | **0.75** | 0.34 | 0.25 | 0.23 |
| **PEoU6** | 0.22 | 0.06 | -0.04 | **0.86** | 0.44 | 0.30 | 0.26 |
| **PU1** | 0.30 | -0.04 | 0.06 | 0.52 | **0.71** | 0.26 | 0.30 |
| **PU2** | 0.30 | 0.09 | 0.15 | 0.39 | **0.84** | 0.42 | 0.38 |
| **PU3** | 0.35 | 0.05 | 0.10 | 0.30 | **0.83** | 0.33 | 0.41 |
| **PU4** | 0.38 | 0.08 | 0.10 | 0.35 | **0.89** | 0.34 | 0.41 |
| **PU5** | 0.36 | 0.12 | 0.08 | 0.39 | **0.85** | 0.36 | 0.39 |
| **PU6** | 0.26 | 0.09 | 0.07 | 0.38 | **0.86** | 0.35 | 0.39 |
| **SN1** | 0.15 | 0.14 | 0.08 | 0.29 | 0.29 | **0.73** | 0.28 |
| **SN2** | 0.15 | 0.25 | 0.14 | 0.29 | 0.31 | **0.78** | 0.29 |
| **NB1** | 0.35 | 0.26 | 0.20 | 0.39 | 0.39 | **0.80** | 0.34 |
| **NB2** | 0.16 | 0.09 | 0.17 | 0.39 | 0.32 | **0.81** | 0.23 |
| **NB3** | 0.08 | 0.17 | 0.13 | 0.25 | 0.24 | **0.73** | 0.22 |
| **INTAsync** | 0.28 | 0.11 | 0.19 | 0.19 | 0.42 | 0.31 | 0.82 |
| **INTE** | 0.27 | 0.06 | 0.03 | 0.03 | 0.21 | 0.05 | 0.39 |
| **INTED** | 0.12 | 0.16 | 0.26 | 0.17 | 0.18 | 0.26 | 0.52 |
| **INTSync** | 0.35 | 0.02 | 0.17 | 0.34 | 0.41 | 0.31 | 0.90 |
| **INTT** | 0.16 | 0.15 | 0.19 | 0.06 | 0.14 | 0.27 | 0.45 |

† Acculturation to the global culture, ethnic identification, national identification and the intention to adopt the Internet are formative variables and thus must not have correlating cross loadings.

## Assessment of the measurement model

Details of the measurement model for the Circassian community sample are shown in table 14. As can be seen, all requirements for the discriminant and convergent validity are met for the reflective constructs. Tables 15 to 18 show the statistics for the formative constructs.

**Table 14. Circassian Community CFA**

| Construct ($R^2$) | AGC† | Ethnic Identification† | National Identification† | PEoU Rho = 0.93 | PU Rho = 0.93 | SN Rho = 0.88 | Intention to adopt the Internet† |
|---|---|---|---|---|---|---|---|
| **AGC** | — | | | | | | |
| **Ethnic Identification** | 0.20 | — | | | | | |
| **National Identification** | 0.19 | 0.10 | — | | | | |
| **PEoU (0.06)** | 0.24 | 0.16 | 0.00 | 0.82 | | | |
| **PU (0.34)** | 0.39 | 0.08 | 0.11 | 0.47 | 0.83 | | |
| **SN (0.12)** | 0.25 | 0.25 | 0.19 | 0.42 | 0.41 | 0.77 | |
| **Internet Adoption (0.30)** | 0.37 | 0.10 | 0.24 | 0.32 | 0.46 | 0.36 | — |

† AGC, Ethnic Identification, National Identification and the intention to adopt the Internet are formative constructs and thus have no AVE or Rho values. (Bollen, 1984; Bollen and Lennox, 1991).

**Table 15. Circassian Community Acculturation to the Global Culture Statistics**

| Dimension | Mean | Std. Deviation | VIF | Outer Weights | Weights T-Values |
|---|---|---|---|---|---|
| **Cos** | 3.98 | 1.05 | 1.18 | 0.278 | 1.57 |
| **ELU*** | 2.54 | 1.02 | 1.28 | **0.402** | **1.90** |
| **EXM** | 3.83 | 0.79 | 1.23 | 0.247 | 1.38 |
| **GMM America** | 3.67 | 1.01 | 1.81 | -0.024 | 0.11 |
| **GMM Asia** | 1.77 | 0.88 | 1.26 | -0.325 | 1.28 |
| **GMM Europe** | 2.91 | 1.13 | 1.77 | 0.250 | 1.10 |
| **GMM Middle East**** | 2.41 | 1.00 | 1.24 | **0.454** | **2.36** |
| **IDT** | 3.07 | 1.07 | 1.64 | 0.221 | 1.06 |
| **Openness*** | 2.64 | 1.13 | 1.20 | **0.318** | **2.08** |
| **Travel** | 3.81 | 0.82 | 1.34 | 0.194 | 1.11 |

* Significant at the 0.05 level.
* * Significant at the 0.01 level.

There is one difference in the dimensions which drive the acculturation to the global culture in the Circassian community from that in the Chechen community. Here, as in the Chechen community, English language exposure and use and openness to the global culture are both instrumental in the acculturation to the global culture. However, Acculturation to the global culture is significantly formed by exposure to the global mass media of the Middle Ease instead of being formed by the social interactions with foreigners and travel dimension as was the case with the Chechen community. This may be because the Circassian community is larger in Jordan than is the Chechen community (King Husseing web site, accessed on 8 July, 2008) and consequently does not find the need to interact with foreigners (especially those of Circassian origin) to the extent that the Chechen group does need to interact with Chechens residing outside Jordan.

**Table 16. Circassian Community National Identification Statistics**

| Dimension | Mean | Std. Deviation | VIF | Outer Weights | Weights T-Values |
|---|---|---|---|---|---|
| **National Interpersonal Relationships** | 2.95 | 1.14 | 1.61 | 0.080 | 0.21 |
| **National Identification*** | 3.10 | 1.15 | 1.91 | **0.781** | **2.01** |
| **National Language Use*** | 3.91 | 0.85 | 1.47 | **-0.629** | **1.82** |
| **National Media Use** | 2.88 | 0.99 | 1.49 | 0.193 | 0.46 |
| **Economy, Territory, and Legal Rights** | 4.44 | 0.84 | 1.18 | 0.345 | 1.25 |

* Significant at the 0.05 level.

Although the construct of National Identification is not related to the model significantly (as shown below in figure 3), it is interesting to see the difference between its dimensions in both communities. In the Chechen community there were no significant dimensions. In the Circassian community there are two significant dimensions including identification with the Jordanian national culture and the desire to maintain it as well as national language use. The reasons for these differences can be explored through future qualitative research.

**Table 17. Circassian Community Ethnic Identification Statistics**

| Dimension | Mean | Std. Deviation | VIF | Outer Weights | Weights T-Values |
|---|---|---|---|---|---|
| **Ethnic Interpersonal Relationships** | 4.34 | 0.84 | 1.26 | 0.424 | 1.22 |
| **Ethnic Identification** | 4.70 | 0.54 | 1.34 | 0.295 | 0.77 |
| **Ethnic Language Use** | 1.63 | 1.48 | 1.81 | -0.004 | 0.01 |
| **Ethnic Media Use** | 1.92 | 1.08 | 1.79 | 0.342 | 0.79 |
| **Religious Affiliation*** | 3.96 | 0.74 | 1.09 | **0.517** | **1.67** |

* Significant at the 0.05 level.

Ethnic identification is significantly related to subjective norm (as shown below in figure 3). This construct has only one significant dimension: religious affiliation. In contract with the Chechen community results for this construct, we see that the Circassian community appears to have different formative determinants of ethnic identification in the context of the intention to adopt the Internet.

**Table 18. Circassian Community the intention to adopt the Internet Statistics**

| Dimension | Mean | Std. Deviation | VIF | Outer Weights | Weights T-Values |
|---|---|---|---|---|---|
| **Asynchronous Communication** | 2.85 | 0.97 | 2.10 | 0.288 | 0.86 |
| **Synchronous Communication*** | 2.29 | 1.29 | 1.62 | **0.635** | **2.04** |
| **Entertainment Use** | 3.00 | 1.22 | 1.11 | 0.150 | 0.55 |
| **Education Use** | 3.58 | 1.03 | 1.30 | 0.236 | 0.86 |
| **Transaction Use** | 1.87 | 1.08 | 1.31 | 0.024 | 0.09 |

* Significant at the 0.05 level.

The most significant dimension of the intention to adopt the Internet in the Circassian community is the synchronous communication technologies dimension. Once again this is different from the Chechen community, even though there were no significant differences in the group comparisons. This difference may be because the Circassian community in general is stronger in terms of resources and may thus have better access to technologies which facilitate the adoption of synchronous communications. However, this may also be a function on the culture of each group such as the Circassian group leaning more towards instant feedback, where as the Chechen group

is more comfortable with a style of communication which allows for a more composed message. Once again, qualitative research is needed to explain these differences.

## Assessment of the structural model—Circassian Community

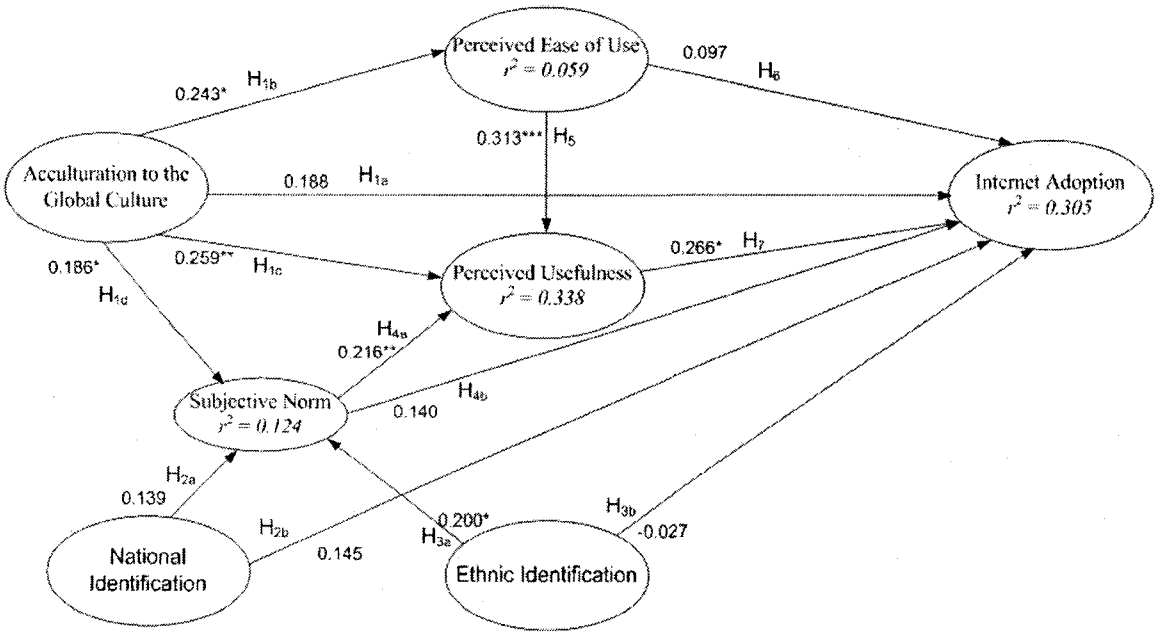


**Figure 3: Circassian Community Structural Model**

The structural model assessment results for the Circassian community are presented in figure 3. Hypothesis 1a, referring to the direct relationship between AGC and the the intention to adopt the Internet, was not supported. Hypotheses 1b, 1c, and 1d, referring to the relationship between AGC and PEoU, PU, and SN respectively, are supported (path = 0.243, $p<0.05$; path = 0.259, $p<0.01$; path = 0.186, $p<0.05$).

There is no relationship between national identification and subjective norm, nor with national identification and the intention to adopt the Internet (hypotheses 2a and b are not

supported). Simelarly, there is no direct relationship between ethnic identification and the intention to adopt the Internet (hypothesis 3b); however, there is a significant relationship from ethnic identification to subjective norm in this sample (hypothesis 3a is supported with path = 0.200, $p<0.05$).

Subjective norm is related to the intention to adopt the Internet only indirectly through perceived usefulness, in essence, hypothesis 4b is not supported, while 4a is (hypothesis 5, path = 0.216, $p<0.05$). Perceived ease of use is linked to perceived usefulness (path = 0.313, $p<0.001$): however, it is not linked to the intention to adopt the Internet (hypothesis 6 is not supported). Perceived usefulness is related to the intention to adopt the Internet directly as expected (hypothesis 7, path = 0.266, $p<0.05$).

## Circassian Community Discussion

The results from the analysis of the Circassian community's data indicate different relationships and/or significance of relationships between the Chechen community model and the Circassian community model. Although acculturation to the global culture is related to the intention to adopt the Internet through perceived ease of use, perceived usefulness and subjective norm, it is a less significant relationship. Further, this relationship is not direct as was found by Cleveland (2006).

Additionally, the relationship between Ethnic identification and subjective norm indicates that there may be a relationship between ethnic identification and technology adoption as was found by Cleveland (2006). However, this relationship found here is not direct and is positive rather than negative. Although we do not have evidence from this study to explain this, a telephone conversation with a Syrian member of the Circassian community

provides a possible explanation which may also be valid for the Jordanian Circassian community. He said that the community depends to a great extent on the Internet to share information. Due to the possibility to reach a geographically dispersed group directly on the Internet, they use electronic methods to communicate more easily. Evidence of this can be found by looking through the Internet at discussion forums on Circassian culture and Facebook groups for Circassians. In spite of this possible explanation, more research is needed to better understand this relationship.

National identification does not appear to contribute to the current model. However, including it has enabled us to distinguish between two important constructs for ethnically heterogeneous countries. This clarifies what appeared as an issue in the analysis for Canada and India in Cleveland's (2006) international study.

The explained variance in this model is somewhat less than the findings of other IS studies. This may be due to some other factors present in this cultural group. Qualitative research may help determine such factors. However, the $R^2$ for perceived usefulness—0.34—is still higher than comparable studies such as Srite and Karahanna's (2006) where perceived usefulness had an $R^2$ of 0.21 in the second study. This may be an indicator that other factors are affecting the intention to adopt the Internet.

Further, we find that 12% of the variance in subjective norm is explained by the three cultural constructs examined here (acculturation to the global culture and ethnic identification). Finally, it is interesting that a higher percentage was explained by acculturation to the global culture alone in the Chechen community dataset with a lower percentage here contributed to by acculturation to the global culture and ethnic identification.

## 5.4. Combined Model for Chechen and Circassian Communities

Due to a significant difference in the comparison between the two groups of data, ethnic identification cannot be included in the combined data model for this study. Therefore the data is merged for all constructs except ethnic identification. Tables A.57. to A.84. provide detailed descriptive statistics for each of the combined model constructs.

### Chechen and Circassian Community Results

The following tables show the relevant statistical information as described earlier. Please note the differences between reflective and formative latent variables.

**Table 19. Combined Model Cross Loadings**

| Construct or Dimension | AGC† | National Identification† | PEoU | PU | SN | Intention to adopt the Internet† |
|---|---|---|---|---|---|---|
| **Cos** | 0.46 | -0.02 | 0.11 | 0.18 | 0.17 | 0.16 |
| **ELU** | 0.68 | 0.33 | 0.28 | 0.23 | 0.16 | 0.24 |
| **EXM** | 0.45 | 0.07 | 0.10 | 0.24 | 0.08 | 0.15 |
| **GMMAmerica** | 0.56 | 0.19 | 0.18 | 0.22 | 0.15 | 0.20 |
| **GMMAsia** | 0.05 | -0.12 | -0.08 | 0.06 | 0.04 | 0.04 |
| **GMMEurope** | 0.61 | 0.13 | 0.14 | 0.22 | 0.16 | 0.28 |
| **GMMME** | 0.13 | -0.19 | 0.00 | 0.06 | 0.07 | 0.04 |
| **IDT** | 0.67 | 0.04 | 0.08 | 0.32 | 0.21 | 0.25 |
| **Openness** | 0.54 | 0.04 | 0.10 | 0.19 | 0.17 | 0.24 |
| **Trav** | 0.51 | 0.15 | 0.19 | 0.18 | 0.18 | 0.16 |
| **NIR** | 0.07 | 0.46 | -0.07 | 0.03 | 0.03 | 0.08 |
| **IDMCN** | 0.00 | 0.30 | -0.09 | -0.05 | 0.06 | 0.05 |
| **ETL** | -0.05 | 0.29 | 0.10 | -0.01 | 0.03 | 0.05 |
| **NLU** | -0.03 | -0.15 | -0.08 | -0.06 | 0.07 | -0.04 |
| **NM** | -0.22 | -0.69 | -0.24 | -0.11 | 0.00 | -0.14 |
| **PEoU1** | 0.23 | 0.14 | **0.81** | 0.29 | 0.34 | 0.27 |
| **PEoU2** | 0.21 | 0.17 | **0.84** | 0.36 | 0.36 | 0.35 |
| **PEoU3** | 0.22 | 0.11 | **0.86** | 0.41 | 0.39 | 0.34 |
| **PEoU4** | 0.27 | 0.15 | **0.89** | 0.40 | 0.36 | 0.35 |
| **PEoU5** | 0.24 | 0.21 | **0.83** | 0.38 | 0.30 | 0.37 |
| **PEoU6** | 0.28 | 0.19 | **0.89** | 0.43 | 0.32 | 0.35 |
| **PU1** | 0.31 | 0.19 | 0.51 | **0.72** | 0.31 | 0.37 |
| **PU2** | 0.32 | 0.06 | 0.37 | **0.85** | 0.41 | 0.41 |
| **PU3** | 0.35 | 0.11 | 0.33 | **0.87** | 0.35 | 0.42 |
| **PU4** | 0.33 | 0.03 | 0.32 | **0.89** | 0.36 | 0.41 |
| **PU5** | 0.32 | 0.05 | 0.34 | **0.86** | 0.36 | 0.36 |
| **PU6** | 0.26 | 0.05 | 0.37 | **0.87** | 0.38 | 0.39 |
| **NB1** | 0.30 | -0.01 | 0.35 | 0.39 | **0.80** | 0.30 |
| **NB2** | 0.22 | 0.03 | 0.35 | 0.31 | **0.84** | 0.23 |
| **NB3** | 0.19 | 0.12 | 0.33 | 0.28 | **0.79** | 0.29 |
| **SN1** | 0.19 | -0.01 | 0.28 | 0.37 | **0.79** | 0.27 |
| **SN2** | 0.20 | 0.04 | 0.30 | 0.35 | **0.80** | 0.31 |
| **INTAsync** | 0.36 | 0.13 | 0.35 | 0.45 | 0.35 | 0.93 |
| **INTE** | 0.28 | 0.05 | 0.18 | 0.21 | 0.14 | 0.49 |
| **INTED** | 0.19 | 0.17 | 0.29 | 0.33 | 0.22 | 0.66 |
| **INTSync** | 0.32 | 0.21 | 0.35 | 0.33 | 0.27 | 0.80 |
| **INTT** | 0.28 | 0.07 | 0.21 | 0.26 | 0.24 | 0.59 |

† Acculturation to the global culture, national identification and the intention to adopt the Internet are formative variables and thus must not have correlating cross loadings.

## Assessment of the measurement model

Details of the measurement model for the combined data sample are shown in Table 20. As can be seen, all requirements for the discriminant and convergent validity are met for the reflective constructs. Tables 21 to 23 show the statistics for the formative constructs.

**Table 20: Combined Model CFA**

| Construct ($R^2$) | AGC† | National Identification† | PEoU Rho = 0.94 | PU Rho = 0.94 | SN Rho= 0.90 | Intention to adopt the Internet† |
|---|---|---|---|---|---|---|
| **AGC** | — | | | | | |
| **National Identification** | 0.22 | — | | | | |
| **PEoU (0.08)** | 0.29 | 0.19 | 0.85 | | | |
| **PU (0.32)** | 0.37 | 0.10 | 0.44 | 0.85 | | |
| **SN (0.08))** | 0.28 | 0.04 | 0.40 | 0.43 | 0.80 | |
| **Internet Adoption (0.32)** | 0.39 | 0.19 | 0.40 | 0.46 | 0.35 | — |

† AGC, National Identification and the intention to adopt the Internet are formative constructs and thus have no AVE or Rho values. (Bollen, 1984; Bollen and Lennox, 1991).

**Table 21. Combined Model Acculturation to the Global Culture Statistics**

| Dimension | Mean | Std. Deviation | VIF | Outer Weights | Weights T-Values |
|---|---|---|---|---|---|
| **Cos** | 3.99 | 1.01 | 1.22 | 0.191 | 1.50 |
| **ELU*** ** | 2.32 | 1.12 | 1.33 | **0.450** | **3.24** |
| **EXM** | 3.83 | 0.77 | 1.26 | 0.127 | 1.01 |
| **GMM America** | 3.59 | 1.01 | 1.81 | -0.027 | 0.18 |
| **GMM Asia** | 1.76 | 0.89 | 1.29 | -0.150 | 0.84 |
| **GMM Europe*** | 2.72 | 1.08 | 1.71 | **0.278** | **1.80** |
| **GMM Middle East** | 2.46 | 1.02 | 1.23 | 0.143 | 1.01 |
| **IDT** | 2.88 | 1.07 | 1.60 | 0.201 | 1.43 |
| **Openness**** | 2.52 | 1.08 | 1.15 | **0.343** | **2.91** |
| **Travel** | 3.81 | 0.88 | 1.35 | 0.125 | 0.90 |

* Significant at the 0.05 level.
** Significant at the 0.01 level.
*** Significant at the 0.001 level.

English language use and openness to the global culture are constant in their significant contribution to the acculturation to the global culture. This is perhaps because the

English language is the main language of the Internet. Further, it is possible that this openness to the global culture plants the seed of curiosity about the world which may be explored through the Internet. Further research may clarify the reasons behind what is significant in its contribution to the acculturation to the global culture construct in the context of the intention to adopt the Internet.

**Table 22. Combined Model National Identification Statistics**

| Dimension | Mean | Std. Deviation | VIF | Outer Weights | Weights T-Values |
|---|---|---|---|---|---|
| **NIR** | 3.03 | 1.13 | 1.55 | -0.579 | 0.96 |
| **IDMCN** | 3.16 | 1.13 | 1.79 | -0.009 | 0.58 |
| **ETL** | 4.53 | 0.75 | 1.09 | -0.230 | 0.87 |
| **NLU** | 3.60 | 0.91 | 1.23 | 0.068 | 0.04 |
| **NM** | 3.06 | 0.98 | 1.26 | 0.900 | 1.24 |

None of the national identification dimensions is significant in its contribution. This may be because the effect of this construct is captured, in part, by the ethnic identification construct. Further, combining the data may have cancelled out the significant effect that was seen in the Circassian community's data.

**Table 23. Combined Model the intention to adopt the Internet Statistics**

| Dimension | Mean | Std. Deviation | VIF | Outer Weights | Weights T-Values |
|---|---|---|---|---|---|
| **Synchronous Communication*** | 2.19 | 1.27 | 1.78 | **0.323** | **2.22** |
| **Asynchronous Communication***** | 2.70 | 1.08 | 2.43 | **0.540** | **3.13** |
| **INTE** | 2.82 | 1.31 | 1.20 | 0.143 | 1.15 |
| **INTED*** | 3.58 | 1.18 | 1.48 | **0.255** | **1.80** |
| **INTT** | 1.84 | 1.14 | 1.58 | 0.003 | 0.00 |

* Significant at the 0.05 level.
*** Significant at the 0.001 level.

In the combined dataset it appears that both communication modes are significant, although the Asynchronous communication is more significant than the synchronous

communication mode. It is not clear why this is so; this may simply due to the merge of the data from the two groups and a function of an additive effect. In addition, education emerges as significant in the merged data sample as in the Chechen data sample.

## Assessment of the structural model

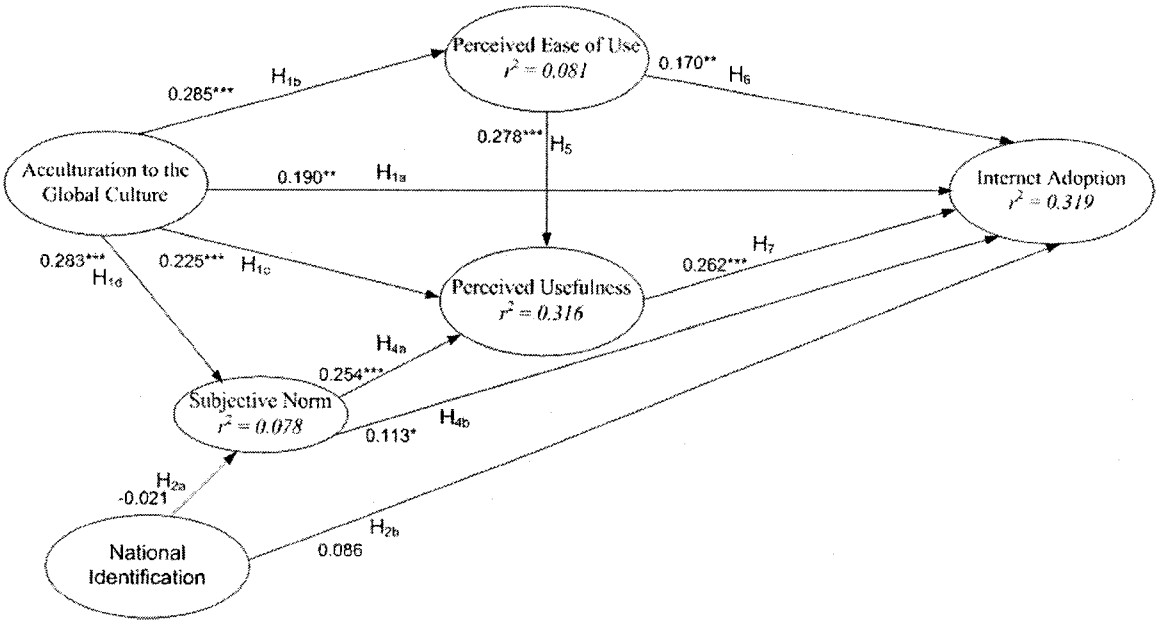


**Figure 4. The Structural Model for both the Chechen and Circation Communities**

The structural model assessment results are presented in figure 4. Hypothesis 1a, referring to the direct relationship between AGC and the intention to adopt the Internet, was supported (path = 0.190, $p<0.01$). Hypotheses 1b, 1c, and 1d, referring to the relationship between AGC and PEoU, PU, and SN respectively, are supported (path = 0.285, $p<0.001$; path = 0.225, $p<0.001$; path = 0.283, $p<0.001$).

There is no relationship between national identification and subjective norm, nor with national identification and the intention to adopt the Internet (hypotheses 2a and b are not supported).

Subjective norm is related to the intention to adopt the Internet both directly and indirectly through perceived usefulness, in essence, hypothesis 4b is supported (path = 0.113, $p<0.05$) and hypothesis 4a is also supported (path = 0.254, $p<0.001$). Perceived ease of use is significantly linked to both perceived usefulness and the intention to adopt the Internet (hypothesis 5, path = 0.278, $p<0.001$ and hypothesis 6, path = 0.170, $p<0.01$, respectively). Perceived usefulness is linked to the intention to adopt the Internet directly as expected (hypothesis 7, path = 0.262, $p<0.001$).

## Combined Model Discussion

The combined model approaches Cleveland's (2006) findings in that the direct relationship between the acculturation to the global culture and the intention to adopt the Internet is now significant. However, national identification is not significantly related to the intention to adopt the Internet. This is in contrast with Cleveland's (2006) findings. However, there is a mismatch in operationalization due to Cleveland not distinguishing between ethnic identification and national identification. There may have been a pooled effect in his analysis where both national and ethnic identification were pooled into one. This would be the case for countries with a more homogenous population where the ethnic and national identities are one and the same.

Subjective norm here also follows a more common pattern with a direct relationship to the intention to adopt the Internet as well as an indirect relationship through perceived

usefulness. This is consistent with findings in the IS literature (e.g. Srite and Karahanna, 2006)

**Table 24. Summary of findings**

| Hypothesis | | Chechen Community | Circassian Community | Both Communities |
|---|---|---|---|---|
| 1a: | Acculturation to the global culture will have a positive relationship with the intention to adopt the Internet | Not Supported | Not Supported | Supported ** |
| 1b: | Acculturation to the global culture will have a positive relationship with perceived ease of use. | Supported *** | Supported * | Supported *** |
| 1c: | Acculturation to the global culture will have a positive relationship with perceived usefulness. | Supported ** | Supported ** | Supported *** |
| 1d: | Acculturation to the global culture will have a positive relationship with subjective norm. | Supported *** | Supported * | Supported *** |
| 2a: | National identification will have a positive relationship with subjective norm. | Not Supported | Not Supported | Not Supported |
| 2b: | National identification will have a positive relationship with the intention to adopt the Internet. | Not Supported | Not Supported | Not Supported |
| 3a: | Ethnic identification will have a positive relationship with subjective norm. | Not supported | Supported * | Not Applicable |
| 3b: | Ethnic identification will have a positive relationship with the intention to adopt the Internet. | Not Supported | Not Supported | Not Applicable |
| 4a: | Subjective norm will have a positive relationship with perceived usefulness. | Supported *** | Supported ** | Supported *** |
| 4b: | Subjective norm will have a positive relationship with the intention to adopt the Internet. | Not Supported | Not Supported | Supported * |
| 5: | Perceived ease of use will have a positive relationship with perceived usefulness. | Supported ** | Supported *** | Supported *** |
| 6: | Perceived ease of use will have a positive relationship with the intention to adopt the Internet. | Supported ** | Not Supported | Supported ** |
| 7: | Perceived usefulness will have a positive relationship with the intention to adopt the Internet. | Supported ** | Supported * | Supported *** |

# Chapter 6 General Discussion and Research Implications

As shown in the table above (24), we can see that in the combined dataset there is a direct relationship between the acculturation to the global culture and the intention to adopt the Internet, as well as between subjective norm and the intention to adopt the Internet. This may be due to the larger sample size of the combined dataset. Therefore, we should consider this in interpretations of unsupported hypothesis. This may also be an indicator that there are important links with ethnic identification and national identification, as was found by Cleveland (2006), which have not been uncovered here.

## *6.1. Differences in acculturation to the global culture*

Two dimensions in the acculturation to the global culture are common contributors to the construct in all models; these dimensions are English language use and openness to the global culture. It is clear how one can influence English language use, however, how is it possible to influence the openness to the global culture? Would influencing this dimension strengthen it and lead to a stronger effect on the dependent variable in our model? Would efforts to influence this dimension be welcome in the communities which are being studied? These questions may be best answered with more qualitative research that can complement this etic (from the observer's point of view) study with a more emic (from the study participants' point of view) approach.

## 6.2. Differences in explaining the intention to adopt the Internet

It appears that the explanatory power of the model is much stronger for the Chechen community, with $R^2 = 0.46$ as compared with $R^2 = 0.31$ for the Circassian community and $R^2 = 0.32$ for the combined data model. As mentioned earlier, this may be due to some factor affecting the intention to adopt the Internet in the Circassian community that has not been accounted for in our model. A possible factor may be the availability of online communities, applications and content of interest and large enough groups of users to make it worthwhile for other members of the community to adopt the Internet technologies.

More generally, the findings of this study, especially from the combined dataset, support previous findings regarding the relationship between culture and technology adoption (Loch, Straub, and Kamel, 2003, Straub, Loch, and Hill 2001). The use of the English language, exposure to technically advanced cultures (GMM Europe) and openness to the global culture are conceptually close to the findings of Loch et al. (2003) and Straub et al. (2001) specifically "Reading in foreign technology journals" and "Speaking and writing proficiency in foreign tongues of technically advanced cultures". In the Chechen community, social interactions and travel outside of Jordan were significant indicatiors of acculturation to the global culture. Findings by Loch et al. (2003) and Straub et al. (2001) are similar, specifically "extent of travel for business", "extent of travel for pleasure", and "extent of contact with family members residing abroad". These similar findings create a sense of consensus that the concepts introduced to the IS field through this research are valuable and hold promising prospects for future research.

# Chapter 7 Contributions and Limitations

## *7.1. Contributions to Theory*

This study fills the void present in current IS cultural research. By knowing how the culture of globalization and cultural identification affect technology adoption, we can develop models of cultural change and the convergence/divergence of cultures. Cleveland (2006) presented evidence that the global culture is related to the adoption of the Internet and other technologies. Our findings here indicate that indeed this is the case. However, it is still not clear what the role of ethnic identification is. It appears to differ from one ethnic group to another, more needs to be learned about why this happens.

A significant contribution of the study to the IS literature is that antecedents to subjective norm have been proposed and tested with promising results. The explained variance is highest for the Chechen community at an $R^2 = 0.16$. This is a good start in the search for antecedents to a construct that has been long ignored in the IS literature.

Another contribution is the conceptualization of a multi-dimensional construct the dependent variable and specifically for the intention to adopt the Internet. The use of such a conceptualization is a departure from the typical conceptualization of the dependent variable, however there are others with similar conceptualizations (de Grosbois et al. 2008).

## 7.2. Contributions to Practice

By understanding how the culture of globalization and cultural identification are related to the adoption of the Internet by the general public it is possible to develop programs that increase the intention to adopt the Internet. From this study, it is clear that providing English language education will be instrumental in more the intention to adopt the Internet. Experiences with other cultural groups foster a more open attitude towards the global culture would also be of similar value across ethnic cultural groups as suggested through this study. These conclusions can be proposed since both of these ideas have appeared in both ethnic communities.

The knowledge created through this study can be used by governments in developing countries with a profile similar to Jordan to diffuse Internet and other technologies. Further, non-government and commercial organizations with an international presence may also find the information in this report useful. They can use it in planning training for their international staff, especially in developing countries.

Stafford et al. (Stafford et al. 2006) found that the new king's efforts are contributing to faster adoption of the Internet in Jordan than in Turkey. Although they do not consider differences between groups in Jordan, their study supports findings similar to ours in that the strategies taken through knowledge stations are assisting the Jordanian public in adopting the Internet.

## 7.3. Limitations of the Study and Future Research

This study is a cross sectional study and thus is only a correlational study. There are several problems with this approach: There is no causality determined through this study.

Further, a cross sectional approach does not allow us to see change in culture. To truly develop a more dynamic view of culture a longitudinal qualitative study is needed. Still, the study raises some interesting questions as discussed earlier and thus the need for further research.

Using qualitative research methods may shed light on some of the questions raised in this study. Qualitative methods also would assist in taking a more emic approach. This would overcome the current limitation of the etic approach currently used.

The study collected data from two minority groups in a Middle Eastern country, thus care must be taken in generalizing the findings of the study. This limitation can be remedied in the future by collecting a larger sample from more diversified groups in different countries.

Another possibility to improving this line of research is to use a more sophisticated measure of normative beliefs which also considers the motivation of a person to comply with the social pressures of normative behaviour (Zolait and Sulaiman, 2008).

A limitation of this study is that it was not possible to survey a group of respondents at a specific stage in the technology adoption process. Although an effort was made (in question 5.1 in the English survey or questions 2.37 through 2.54 in the Arabic survey) to determine at what stage of adoption or use the respondents were, this was not possible due to a significant lack of responses on that set of questions.

The findings of this study only apply to the intention to adopt the Internet. It is important to note that other technologies are far more popular in Jordan. One example is the cellular phone including the use of text messaging. It would be interesting to study the

impact of the different cultural concepts on that technology. With the convergence of technologies, what would the possible outcomes be when taking into account cultural influences?

This work sets the stage for further research in e-commerce in the world at large. The intention to adopt the Internet is a first step to the use of web technologies which would be needed for e-commerce. Further research could attempt to connect more specific cultural trends with specific Internet applications such as social networking. Furthermore, there are many other possibilities of using the dynamic view of culture in trying to further understand the process of technological adoption and appropriation. Perhaps the process also works in the opposite direction with technology adoption and use changing cultures. Additionally, the concept of acculturation can be applied to different levels of culture such as the organizational culture, or the group culture, in order to examine dynamic cultural phenomena.

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# Appendix A: Descriptive Statistics

## *Chechen*

### Acculturation to the Global Culture

**Table A.1. Chechen Acculturation to the Global Culture—Cosmopolitanism Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| COS1 | 136 | 1.0 | 5.0 | 3.978 | 1.1767 |
| COS2 | 136 | 1.0 | 5.0 | 4.051 | 1.0703 |
| COS3 | 136 | 1.0 | 5.0 | 3.985 | 1.1737 |
| COS4 | 136 | 1.0 | 5.0 | 4.000 | 1.0818 |
| COS5 | 136 | 1.0 | 5.0 | 4.176 | 1.0102 |
| COS6 | 136 | 1.0 | 5.0 | 3.897 | 1.1108 |
| Valid N (listwise) | 136 | | | | |

**Table A.2. Chechen Acculturation to the Global Culture—English Language Use Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| ELU1 | 136 | .0 | 5.0 | 1.941 | 1.3152 |
| ELU2 | 136 | .0 | 5.0 | 2.478 | 1.6237 |
| ELU3 | 136 | .0 | 5.0 | 2.074 | 1.4789 |
| ELU4 | 136 | .0 | 5.0 | 1.846 | 1.3547 |
| ELU5 | 136 | .0 | 5.0 | 1.184 | .8450 |
| ELU6 | 136 | .0 | 5.0 | 1.309 | .9927 |
| ELU7 | 136 | .0 | 5.0 | 1.187 | .8447 |
| ELU8 | 136 | .0 | 5.0 | 2.304 | 1.5553 |
| ELU9 | 136 | .0 | 5.0 | 2.363 | 1.6221 |
| ELU10 | 136 | .0 | 5.0 | 2.410 | 1.7179 |
| ELU11 | 136 | .0 | 5.0 | 2.120 | 1.6422 |
| ELU12 | 136 | .0 | 5.0 | 3.351 | 1.8146 |
| Valid N (listwise) | 136 | | | | |

**Table A.3. Chechen Acculturation to the Global Culture—Social Interactions and Travel Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| TRAV1 | 136 | 1.0 | 5.0 | 4.022 | 1.1955 |
| Trav2Rev | 136 | 1.00 | 5.00 | 3.6324 | 1.38676 |
| TRAV3 | 136 | 1.0 | 5.0 | 3.890 | 1.2029 |
| TRAV4 | 136 | 1.0 | 5.0 | 2.449 | 1.3268 |
| TRAV5 | 136 | 1.0 | 5.0 | 3.772 | 1.1986 |
| TRAV6 | 136 | 1.0 | 5.0 | 3.729 | 1.1746 |
| Valid N (listwise) | 136 | | | | |

Table A.4. Chechen Acculturation to the Global Culture—Openness Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| OPE1 | 136 | 1.0 | 5.0 | 2.309 | 1.1958 |
| OPE2 | 136 | 1.0 | 5.0 | 2.324 | 1.1014 |
| OPE3 | 136 | 1.0 | 5.0 | 2.456 | 1.0602 |
| Valid N (listwise) | 136 | | | | |

Table A.5. Chechen Acculturation to the Global Culture—Exposure to Multinational Company Marketing Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| EXM1 | 136 | 1.0 | 5.0 | 3.919 | 1.0615 |
| EXM2 | 136 | 1.0 | 5.0 | 3.765 | 1.0970 |
| EXM3 | 136 | 1.0 | 5.0 | 4.272 | .8816 |
| EXM4 | 136 | 1.0 | 5.0 | 3.993 | 1.0852 |
| EXM5 | 136 | 1.0 | 5.0 | 3.603 | 1.1501 |
| EXM6 | 136 | 1.0 | 5.0 | 3.919 | 1.0753 |
| EXM7 | 136 | 1.0 | 5.0 | 3.382 | 1.1991 |
| Valid N (listwise) | 136 | | | | |

Table A.6. Chechen Acculturation to the Global Culture—Identification with the Global Culture Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| IDT1 | 136 | 1.0 | 5.0 | 3.044 | 1.3871 |
| IDT2 | 136 | 1.0 | 5.0 | 3.096 | 1.3764 |
| IDT3 | 136 | 1.0 | 5.0 | 2.467 | 1.3266 |
| IDT4 | 136 | 1.0 | 5.0 | 2.243 | 1.2202 |
| IDT5 | 136 | 1.0 | 5.0 | 2.125 | 1.1381 |
| IDT6 | 136 | 1.0 | 5.0 | 2.941 | 1.4389 |
| Valid N (listwise) | 136 | | | | |

Table A.7. Chechen Acculturation to the Global Culture—Global Mass Media-America Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| GMMAmerica1 | 136 | 1.0 | 5.0 | 4.346 | .9458 |
| GMMAmerica2 | 136 | 1.0 | 5.0 | 3.993 | 1.2442 |
| GMMAmerica3 | 136 | 1.0 | 5.0 | 4.081 | 1.0041 |
| GMMAmerica4 | 136 | 1.0 | 5.0 | 3.162 | 1.6158 |
| GMMAmerica5 | 136 | 1.0 | 5.0 | 2.785 | 1.4110 |
| GMMAmerica6 | 136 | 1.0 | 5.0 | 2.603 | 1.5409 |
| Valid N (listwise) | 136 | | | | |

**Table A.8. Chechen Acculturation to the Global Culture—Global Mass Media-Europe Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| GMMEurope1 | 136 | 1.0 | 5.0 | 2.779 | 1.1463 |
| GMMEurope2 | 136 | 1.0 | 5.0 | 2.574 | 1.2331 |
| GMMEurope3 | 136 | 1.0 | 5.0 | 2.382 | 1.1422 |
| GMMEurope4 | 136 | 1.0 | 5.0 | 2.669 | 1.3557 |
| GMMEurope5 | 136 | 1.0 | 5.0 | 2.279 | 1.2214 |
| GMMEurope6 | 136 | 1.0 | 5.0 | 2.191 | 1.2679 |
| Valid N (listwise) | 136 | | | | |

**Table A.9. Chechen Acculturation to the Global Culture—Global Mass Media-Middle East Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| GMMME1 | 136 | 1.0 | 5.0 | 2.570 | 1.1959 |
| GMMME2 | 136 | 1.0 | 5.0 | 2.237 | 1.2184 |
| GMMME3 | 136 | 1.0 | 5.0 | 2.585 | 1.2195 |
| GMMME4 | 136 | 1.0 | 5.0 | 2.644 | 1.3956 |
| GMMME5 | 136 | 1.0 | 5.0 | 2.807 | 1.3416 |
| GMMME6 | 136 | 1.0 | 5.0 | 2.326 | 1.3379 |
| Valid N (listwise) | 136 | | | | |

**Table A.10. Chechen Acculturation to the Global Culture—Global Mass Media-Asia Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| GMMAsia1 | 136 | 1.0 | 5.0 | 1.917 | 1.1225 |
| GMMAsia2 | 136 | 1.0 | 5.0 | 1.746 | 1.0797 |
| GMMAsia3 | 136 | 1.0 | 5.0 | 1.701 | .9815 |
| GMMAsia4 | 136 | 1.0 | 5.0 | 1.866 | 1.1274 |
| GMMAsia5 | 136 | 1.0 | 4.0 | 1.632 | .9065 |
| GMMAsia6 | 136 | 1.0 | 5.0 | 1.627 | .9712 |
| Valid N (listwise) | 136 | | | | |

# National Identification

**Table A.11. Chechen National Identification—Interpersonal Relationships Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| NIR1 | 136 | 1.0 | 5.0 | 2.993 | 1.3361 |
| NIR2 | 136 | 1.0 | 5.0 | 3.235 | 1.2486 |
| NIR3 | 136 | 1.0 | 5.0 | 3.111 | 1.3259 |
| NIR4 | 136 | 1.0 | 5.0 | 3.089 | 1.2793 |
| NIR5 | 136 | 1.0 | 5.0 | 3.163 | 1.2836 |
| Valid N (listwise) | 136 | | | | |

**Table A.12. Chechen National Identification—Identification and Desire to Maintain Culture-National Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| IDMCN1 | 136 | 1.0 | 5.0 | 3.137 | 1.2339 |
| IDMCN2 | 136 | 1.0 | 5.0 | 3.336 | 1.3049 |
| IDMCN3 | 136 | 1.0 | 5.0 | 3.606 | 1.3375 |
| IDMCN4 | 136 | 1.0 | 5.0 | 3.433 | 1.2734 |
| IDMCN5 | 136 | 1.0 | 5.0 | 3.415 | 1.2495 |
| IDMCN6 | 136 | 1.0 | 5.0 | 3.163 | 1.2720 |
| IDMCN7 | 136 | 1.0 | 5.0 | 3.311 | 1.2908 |
| IDMCN8 | 136 | 1.0 | 5.0 | 3.366 | 1.2504 |
| IDMCN9 | 136 | 1.0 | 5.0 | 2.800 | 1.2696 |
| IDMCN10 | 136 | 1.0 | 5.0 | 3.000 | 1.3389 |
| IDMCN11 | 136 | 1.0 | 5.0 | 3.090 | 1.4219 |
| Valid N (listwise) | 136 | | | | |

**Table A.13. Chechen National Identification—Economy Territory and Legal Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| ETL1 | 136 | 1.0 | 5.0 | 4.564 | .8287 |
| ETL2 | 136 | 1.0 | 5.0 | 4.541 | .8672 |
| ETL3 | 136 | 1.0 | 5.0 | 4.733 | .6348 |
| ETL4 | 136 | 1.0 | 5.0 | 4.657 | .7003 |
| ETL5 | 136 | 2.0 | 5.0 | 4.741 | .6081 |
| Valid N (listwise) | 136 | | | | |

**Table A.14. Chechen National Identification—National Language Use Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| NLU1 | 136 | 1.0 | 5.0 | 4.333 | .9270 |
| NLU2 | 136 | 1.0 | 5.0 | 3.859 | 1.0552 |
| NLU3 | 136 | 1.0 | 5.0 | 2.422 | 1.5127 |
| NLU4 | 136 | 1.0 | 5.0 | 2.422 | 1.4009 |
| NLU5 | 136 | 1.0 | 5.0 | 2.600 | 1.4412 |
| NLU6 | 136 | 1.0 | 5.0 | 3.216 | 1.3298 |
| NLU7 | 136 | 1.0 | 5.0 | 3.649 | 1.2664 |
| NLU8 | 136 | 1.0 | 5.0 | 3.556 | 1.4177 |
| NLU9 | 136 | 1.0 | 5.0 | 3.709 | 1.2986 |
| NLU10 | 136 | 1.0 | 5.0 | 2.481 | 1.1901 |
| NLU11 | 136 | 1.0 | 5.0 | 3.370 | 1.4944 |
| NLU12 | 136 | 1.0 | 5.0 | 3.030 | 1.4347 |
| Valid N (listwise) | 136 | | | | |

**Table A.15. Chechen National Identification—National Media Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| NM1 | 136 | 1.0 | 5.0 | 3.607 | 1.2177 |
| NM2 | 136 | 1.0 | 5.0 | 4.112 | 1.1199 |
| NM3 | 136 | 1.0 | 5.0 | 2.567 | 1.2077 |
| NM4 | 136 | 1.0 | 5.0 | 3.396 | 1.2825 |
| NM5 | 136 | 1.0 | 5.0 | 2.785 | 1.1247 |
| Valid N (listwise) | 136 | | | | |

## Ethnic Identification

**Table A.16. Chechen Ethnic Identification—Interpersonal Relationships Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| EIR1 | 136 | 1.0 | 5.0 | 4.037 | 1.2013 |
| EIR2 | 136 | 1.0 | 5.0 | 3.985 | 1.2231 |
| EIR3 | 136 | 1.0 | 5.0 | 3.735 | 1.3997 |
| EIR4 | 136 | 1.0 | 5.0 | 3.378 | 1.4446 |
| EIR5 | 136 | 1.0 | 5.0 | 4.067 | 1.1813 |
| Valid N (listwise) | 136 | | | | |

**Table A.17. Chechen Ethnic Identification—Identification and Desire to Maintain Culture-Ethnic Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| IDMCE1 | 136 | 2.0 | 5.0 | 4.336 | .8515 |
| IDMCE2 | 136 | 3.0 | 5.0 | 4.726 | .5635 |
| IDMCE3 | 136 | 1.0 | 5.0 | 4.692 | .6687 |
| IDMCE4 | 136 | 1.0 | 5.0 | 4.644 | .7214 |
| IDMCE5 | 136 | 2.0 | 5.0 | 4.637 | .7056 |
| IDMCE6 | 136 | 1.0 | 5.0 | 4.719 | .6628 |
| IDMCE7 | 136 | 2.0 | 5.0 | 4.770 | .5701 |
| IDMCE8 | 136 | 1.0 | 5.0 | 4.619 | .7869 |
| IDMCE9 | 136 | 1.0 | 5.0 | 4.126 | 1.1118 |
| IDMCE10 | 136 | 1.0 | 5.0 | 4.639 | .7337 |
| IDMCE11 | 136 | 1.0 | 5.0 | 4.338 | .9729 |
| Valid N (listwise) | 136 | | | | |

**Table A.18. Chechen Ethnic Identification—Religious Affiliation Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| RA1 | 136 | 1.0 | 5.0 | 4.779 | .6743 |
| RA2 | 136 | 1.0 | 5.0 | 4.370 | .9718 |
| RA3 | 136 | 1.0 | 5.0 | 4.578 | .8732 |
| RA4 | 136 | 1.0 | 5.0 | 4.704 | .7105 |
| RA5 | 136 | 1.0 | 5.0 | 2.489 | 1.3750 |
| RA6 | 136 | 1.0 | 5.0 | 4.316 | 1.0520 |
| RA7 | 136 | 1.0 | 5.0 | 4.778 | .6630 |
| RA8 | 136 | 1.0 | 5.0 | 3.059 | 1.2035 |
| Valid N (listwise) | 136 | | | | |

**Table A.19. Chechen Ethnic Identification—Ethnic Language Use Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| ETHLU1 | 136 | .0 | 5.0 | 4.088 | 1.4271 |
| ETHLU2 | 136 | .0 | 5.0 | 3.911 | 1.4477 |
| ETHLU3 | 136 | .0 | 5.0 | 4.067 | 1.5114 |
| ETHLU4 | 136 | .0 | 5.0 | 4.103 | 1.3839 |
| ETHLU5 | 136 | .0 | 5.0 | 4.110 | 1.4281 |
| ETHLU6 | 136 | .0 | 5.0 | 3.644 | 1.4980 |
| ETHLU7 | 136 | .0 | 5.0 | 4.015 | 1.5153 |
| ETHLU8 | 136 | .0 | 5.0 | 1.493 | 1.1547 |
| ETHLU9 | 136 | .0 | 5.0 | 3.949 | 1.5363 |
| ETHLU10 | 136 | .0 | 5.0 | 2.485 | 1.5347 |
| ETHLU11 | 136 | .0 | 5.0 | 1.397 | .9682 |
| ETHLU12 | 136 | .0 | 5.0 | 3.566 | 1.6764 |
| Valid N (listwise) | 136 | | | | |

**Table A.20. Chechen Ethnic Identification—Ethnic Media Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| EM1 | 136 | 1.0 | 5.0 | 1.647 | 1.0555 |
| EM2 | 136 | 1.0 | 5.0 | 1.391 | .8240 |
| EM3 | 136 | 1.0 | 5.0 | 2.211 | 1.3336 |
| EM4 | 136 | 1.0 | 5.0 | 1.679 | 1.0583 |
| EM5 | 136 | 1.0 | 5.0 | 1.545 | .9784 |
| Valid N (listwise) | 136 | | | | |

## TRA and TAM

**Table A.21. Chechen Subjective Norm Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| NB1 | 136 | 1.0 | 5.0 | 3.400 | 1.2661 |
| NB2 | 136 | 1.0 | 5.0 | 3.926 | 1.1064 |
| NB3 | 136 | 1.0 | 5.0 | 3.882 | 1.1991 |
| SN1 | 136 | 1.0 | 5.0 | 3.801 | 1.1143 |
| SN2 | 136 | 1.0 | 5.0 | 3.434 | 1.2690 |
| Valid N (listwise) | 136 | | | | |

**Table A.22. Chechen Perceived Ease of Use Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| PEoU1 | 136 | 1.0 | 5.0 | 4.221 | .9714 |
| PEoU2 | 136 | 1.0 | 5.0 | 3.949 | .9685 |
| PEoU3 | 136 | 1.0 | 5.0 | 3.956 | .9651 |
| PEoU4 | 136 | 1.0 | 5.0 | 3.897 | .9759 |
| PEoU5 | 136 | 1.0 | 5.0 | 3.704 | 1.0755 |
| PEoU6 | 136 | 1.0 | 5.0 | 3.857 | 1.0410 |
| Valid N (listwise) | 136 | | | | |

**Table A.23. Chechen Perceived Usefulness Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| PU1 | 136 | 1.0 | 5.0 | 3.904 | 1.0741 |
| PU2 | 136 | 1.0 | 5.0 | 3.351 | 1.1564 |
| PU3 | 136 | 1.0 | 5.0 | 3.415 | 1.2376 |
| PU4 | 136 | 1.0 | 5.0 | 3.426 | 1.2149 |
| PU5 | 136 | 1.0 | 5.0 | 3.652 | 1.1758 |
| PU6 | 136 | 1.0 | 5.0 | 3.632 | 1.1535 |
| Valid N (listwise) | 136 | | | | |

## The intention to adopt the Internet

**Table A.24. Chechen the intention to adopt the Internet—Asynchronous Communication Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| INTC1 | 136 | .0 | 5.0 | 3.793 | 1.7131 |
| INTC2 | 136 | .0 | 5.0 | 3.541 | 1.7754 |
| INTC9 | 136 | .0 | 5.0 | 2.164 | 1.5212 |
| INTC10 | 136 | .0 | 5.0 | 2.089 | 1.5657 |
| INTC11 | 136 | .0 | 5.0 | 2.378 | 1.6369 |
| INTC12 | 136 | .0 | 5.0 | 2.368 | 1.6000 |
| INTC13 | 136 | .0 | 5.0 | 2.515 | 1.6420 |
| INTC14 | 136 | .0 | 5.0 | 2.404 | 1.6617 |
| INTC15 | 136 | .0 | 5.0 | 2.382 | 1.6196 |
| INTC16 | 136 | .0 | 5.0 | 2.368 | 1.5387 |
| INTC17 | 136 | .0 | 5.0 | 1.912 | 1.5467 |
| INTC18 | 136 | .0 | 5.0 | 2.132 | 1.5578 |
| Valid N (listwise) | 136 | | | | |

**Table A.25. Chechen the intention to adopt the Internet—Synchronous Communication Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| INTC3 | 136 | .0 | 5.0 | 2.415 | 1.6347 |
| INTC4 | 136 | .0 | 5.0 | 2.267 | 1.5926 |
| INTC5 | 136 | .0 | 5.0 | 1.955 | 1.4851 |
| INTC6 | 136 | .0 | 5.0 | 1.853 | 1.5032 |
| INTC7 | 136 | .0 | 5.0 | 2.037 | 1.5795 |
| INTC8 | 136 | .0 | 5.0 | 1.830 | 1.4934 |
| Valid N (listwise) | 136 | | | | |

**Table A.26. Chechen the intention to adopt the Internet—Entertainment Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| INTE1 | 136 | .0 | 5.0 | 2.419 | 1.6127 |
| INTE2 | 136 | .0 | 5.0 | 2.081 | 1.6012 |
| INTE3 | 136 | .0 | 5.0 | 2.822 | 1.6187 |
| INTE4 | 136 | .0 | 5.0 | 3.074 | 1.6583 |
| Valid N (listwise) | 136 | | | | |

**Table A.27. Chechen the intention to adopt the Internet—Education Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| INTED1 | 136 | .0 | 5.0 | 4.147 | 1.3307 |
| INTED2 | 136 | .0 | 5.0 | 3.904 | 1.4498 |
| INTED3 | 136 | .0 | 5.0 | 3.213 | 1.6394 |
| INTED4 | 136 | .0 | 5.0 | 3.007 | 1.6577 |
| Valid N (listwise) | 136 | | | | |

**Table A.28. Chechen the intention to adopt the Internet—Transactions Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| INTT1 | 136 | .0 | 5.0 | 1.610 | 1.4255 |
| INTT2 | 136 | .00 | 5.00 | 1.4741 | 1.38687 |
| INTT3 | 136 | .0 | 5.0 | 1.588 | 1.4114 |
| INTT4 | 136 | .0 | 5.0 | 1.566 | 1.3915 |
| INTT5 | 136 | .0 | 5.0 | 2.074 | 1.5282 |
| INTT6 | 136 | .0 | 5.0 | 1.956 | 1.4851 |
| INTT7 | 136 | .0 | 5.0 | 2.184 | 1.6918 |
| INTT8 | 136 | .0 | 5.0 | 2.104 | 1.6206 |
| INTT9 | 136 | .0 | 5.0 | 1.801 | 1.5955 |
| INTT10 | 136 | .0 | 5.0 | 1.787 | 1.5889 |
| Valid N (listwise) | 136 | | | | |

## *Circassian*

### Acculturation to the Global

**Table A.29. Circassian Acculturation to the Global Culture—Cosmopolitanism Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| COS1 | 171 | 1.0 | 5.0 | 3.959 | 1.2144 |
| COS2 | 171 | 1.0 | 5.0 | 3.929 | 1.3221 |
| COS3 | 171 | 1.0 | 5.0 | 4.041 | 1.2144 |
| COS4 | 171 | 1.0 | 5.0 | 3.988 | 1.2126 |
| COS5 | 171 | 1.0 | 5.0 | 4.006 | 1.2054 |
| COS6 | 171 | 1.0 | 5.0 | 3.936 | 1.1988 |
| Valid N (listwise) | 171 | | | | |

**Table A.30. Circassian Acculturation to the Global Culture—English Language Use Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| ELU1 | 171 | .0 | 5.0 | 2.538 | 1.3515 |
| ELU2 | 171 | .0 | 5.0 | 3.246 | 1.4342 |
| ELU3 | 171 | .0 | 5.0 | 2.947 | 1.4563 |
| ELU4 | 171 | .0 | 5.0 | 2.333 | 1.4017 |
| ELU5 | 171 | .0 | 5.0 | 1.737 | 1.1711 |
| ELU6 | 171 | .0 | 5.0 | 1.924 | 1.2367 |
| ELU7 | 171 | .0 | 5.0 | 1.848 | 1.2273 |
| ELU8 | 171 | .0 | 5.0 | 2.865 | 1.5261 |
| ELU9 | 171 | .0 | 5.0 | 3.088 | 1.5218 |
| ELU10 | 171 | .0 | 5.0 | 3.053 | 1.6351 |
| ELU11 | 171 | .0 | 5.0 | 2.665 | 1.6555 |
| ELU12 | 171 | .0 | 5.0 | 3.942 | 1.4046 |
| Valid N (listwise) | 171 | | | | |

**Table A.31. Circassian Acculturation to the Global Culture—Social Interactions and Travel Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| TRAV1 | 171 | 1.0 | 5.0 | 4.154 | 1.2603 |
| Trav2Rev | 171 | 1.00 | 5.00 | 3.7633 | 1.36884 |
| TRAV3 | 171 | 1.0 | 5.0 | 4.006 | 1.2247 |
| TRAV4 | 171 | 1.0 | 5.0 | 3.148 | 1.3876 |
| TRAV5 | 171 | 1.0 | 5.0 | 4.018 | 1.2004 |
| TRAV6 | 171 | 1.0 | 5.0 | 3.757 | 1.2720 |
| Valid N (listwise) | 171 | | | | |

**Table A.32. Circassian Acculturation to the Global Culture—Openness to the Global Culture Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| OPE1 | 171 | 1.0 | 5.0 | 2.515 | 1.3852 |
| OPE2 | 171 | 1.0 | 5.0 | 2.594 | 1.2857 |
| OPE3 | 171 | 1.0 | 5.0 | 2.825 | 1.1998 |
| Valid N (listwise) | 171 | | | | |

**Table A.33. Circassian Acculturation to the Global Culture—Exposure to Multinational Companies Marketing Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| EXM1 | 171 | 1.0 | 5.0 | 3.819 | 1.1866 |
| EXM2 | 171 | 1.0 | 5.0 | 3.930 | 1.1145 |
| EXM3 | 171 | 1.0 | 5.0 | 4.058 | 1.1204 |
| EXM4 | 171 | 1.0 | 5.0 | 4.024 | 1.0513 |
| EXM5 | 171 | 1.0 | 5.0 | 3.629 | 1.0981 |
| EXM6 | 171 | 1.0 | 5.0 | 3.829 | 1.0550 |
| EXM7 | 171 | 1.0 | 5.0 | 3.542 | 1.1264 |
| Valid N (listwise) | 171 | | | | |

**Table A.34. Circassian Acculturation to the Global Culture—Identification with the Global Culture Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| IDT1 | 171 | 1.0 | 5.0 | 3.476 | 1.3149 |
| IDT2 | 171 | 1.0 | 5.0 | 3.379 | 1.3758 |
| IDT3 | 171 | 1.0 | 5.0 | 2.959 | 1.3256 |
| IDT4 | 171 | 1.0 | 5.0 | 2.765 | 1.3647 |
| IDT5 | 171 | 1.0 | 5.0 | 2.794 | 1.4262 |
| IDT6 | 171 | 1.0 | 5.0 | 3.036 | 1.5220 |
| Valid N (listwise) | 171 | | | | |

**Table A.35. Circassian Acculturation to the Global Culture—Global Mass Media-America Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| GMMAmerica1 | 171 | 1.0 | 5.0 | 4.351 | 1.0926 |
| GMMAmerica2 | 171 | 1.0 | 5.0 | 4.041 | 1.2095 |
| GMMAmerica3 | 171 | 1.0 | 5.0 | 4.152 | 1.0739 |
| GMMAmerica4 | 171 | 1.0 | 5.0 | 3.679 | 1.4321 |
| GMMAmerica5 | 171 | 1.0 | 5.0 | 2.994 | 1.5010 |
| GMMAmerica6 | 171 | 1.0 | 5.0 | 2.801 | 1.6111 |
| Valid N (listwise) | 171 | | | | |

**Table A.36. Circassian Acculturation to the Global Culture—Global Mass Media-Europe Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| GMMEurope1 | 171 | 1.0 | 5.0 | 3.140 | 1.3518 |
| GMMEurope2 | 171 | 1.0 | 5.0 | 3.129 | 1.3442 |
| GMMEurope3 | 171 | 1.0 | 5.0 | 2.871 | 1.2861 |
| GMMEurope4 | 171 | 1.0 | 5.0 | 3.082 | 1.4243 |
| GMMEurope5 | 171 | 1.0 | 5.0 | 2.684 | 1.3910 |
| GMMEurope6 | 171 | 1.0 | 5.0 | 2.532 | 1.4804 |
| Valid N (listwise) | 171 | | | | |

**Table A.37. Circassian Acculturation to the Global Culture—Middle East Global Mass Media-Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| GMMME1 | 171 | 1.0 | 5.0 | 2.310 | 1.2043 |
| GMMME2 | 171 | 1.0 | 5.0 | 2.164 | 1.1718 |
| GMMME3 | 171 | 1.0 | 5.0 | 2.482 | 1.2186 |
| GMMME4 | 171 | 1.0 | 5.0 | 2.854 | 1.3358 |
| GMMME5 | 171 | 1.0 | 5.0 | 2.444 | 1.3200 |
| GMMME6 | 171 | 1.0 | 5.0 | 2.175 | 1.3032 |
| Valid N (listwise) | 171 | | | | |

**Table A.38. Circassian Acculturation to the Global Culture—Global Mass Media-Asia Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| GMMAsia1 | 171 | 1.0 | 5.0 | 2.041 | 1.2804 |
| GMMAsia2 | 171 | 1.0 | 5.0 | 1.771 | 1.0739 |
| GMMAsia3 | 171 | 1.0 | 5.0 | 1.782 | 1.0872 |
| GMMAsia4 | 171 | 1.0 | 5.0 | 1.776 | 1.1101 |
| GMMAsia5 | 171 | 1.0 | 5.0 | 1.637 | 1.0045 |
| GMMAsia6 | 171 | 1.0 | 5.0 | 1.585 | 1.0333 |
| Valid N (listwise) | 171 | | | | |

## National Identification

**Table A.39. Circassian National Identification—National Interpersonal Relationships Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| NIR1 | 171 | 1.0 | 5.0 | 3.041 | 1.3905 |
| NIR2 | 171 | 1.0 | 5.0 | 3.124 | 1.3115 |
| NIR3 | 171 | 1.0 | 5.0 | 2.854 | 1.3620 |
| NIR4 | 171 | 1.0 | 5.0 | 2.772 | 1.3018 |
| NIR5 | 171 | 1.0 | 5.0 | 2.971 | 1.3866 |
| Valid N (listwise) | 171 | | | | |

**Table A.40. Circassian National Identification—Identification and Desire to Maintain Culture-National Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| IDMCN1 | 171 | 1.0 | 5.0 | 3.172 | 1.3806 |
| IDMCN2 | 171 | 1.0 | 5.0 | 3.148 | 1.3833 |
| IDMCN3 | 171 | 1.0 | 5.0 | 3.580 | 1.3573 |
| IDMCN4 | 171 | 1.0 | 5.0 | 3.219 | 1.3348 |
| IDMCN5 | 171 | 1.0 | 5.0 | 3.159 | 1.3692 |
| IDMCN6 | 171 | 1.0 | 5.0 | 2.776 | 1.2776 |
| IDMCN7 | 171 | 1.0 | 5.0 | 2.959 | 1.3692 |
| IDMCN8 | 171 | 1.0 | 5.0 | 3.212 | 1.3856 |
| IDMCN9 | 171 | 1.0 | 5.0 | 2.876 | 1.3728 |
| IDMCN10 | 171 | 1.0 | 5.0 | 2.971 | 1.4077 |
| IDMCN11 | 171 | 1.0 | 5.0 | 3.030 | 1.4325 |
| Valid N (listwise) | 171 | | | | |

**Table A.41. Circassian National Identification—Economy Territory and Legal Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| ETL1 | 171 | 1.0 | 5.0 | 4.287 | 1.1329 |
| ETL2 | 171 | 1.0 | 5.0 | 4.287 | 1.1140 |
| ETL3 | 171 | 1.0 | 5.0 | 4.567 | .9517 |
| ETL4 | 171 | 1.0 | 5.0 | 4.547 | .8948 |
| ETL5 | 171 | 1.0 | 5.0 | 4.535 | .9710 |
| Valid N (listwise) | 171 | | | | |

**Table A.42. Circassian National Identification—National Language Use Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| NLU1 | 171 | .0 | 5.0 | 4.559 | .9759 |
| NLU2 | 171 | .0 | 5.0 | 4.439 | 1.0178 |
| NLU3 | 171 | .0 | 5.0 | 4.249 | 1.1920 |
| NLU4 | 171 | .0 | 5.0 | 4.251 | 1.1617 |
| NLU5 | 171 | .0 | 5.0 | 4.271 | 1.1416 |
| NLU6 | 171 | .0 | 5.0 | 4.409 | .9742 |
| NLU7 | 171 | .0 | 5.0 | 4.363 | 1.0614 |
| NLU8 | 171 | .0 | 5.0 | 3.141 | 1.5197 |
| NLU9 | 171 | .0 | 5.0 | 3.899 | 1.3748 |
| NLU10 | 171 | .0 | 5.0 | 2.412 | 1.3830 |
| NLU11 | 171 | .0 | 5.0 | 3.182 | 1.5017 |
| NLU12 | 171 | .0 | 5.0 | 3.743 | 1.4925 |
| Valid N (listwise) | 171 | | | | |

**Table A.43. Circassian National Identification—National Media Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| NM1 | 171 | 1.0 | 5.0 | 2.977 | 1.3370 |
| NM2 | 171 | 1.0 | 5.0 | 3.702 | 1.3758 |
| NM3 | 171 | 1.0 | 5.0 | 2.171 | 1.1932 |
| NM4 | 171 | 1.0 | 5.0 | 3.053 | 1.3774 |
| NM5 | 171 | 1.0 | 5.0 | 2.509 | 1.1850 |
| Valid N (listwise) | 171 | | | | |

## Ethnic Identification

**Table A.44. Circassian Ethnic Identification—Ethnic Interpersonal Relationships Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| EIR1 | 171 | 1.0 | 5.0 | 4.316 | 1.0598 |
| EIR2 | 171 | 1.0 | 5.0 | 4.424 | .9124 |
| EIR3 | 171 | 1.0 | 5.0 | 4.316 | 1.0374 |
| EIR4 | 171 | 1.0 | 5.0 | 4.111 | 1.1347 |
| EIR5 | 171 | 1.0 | 5.0 | 4.541 | .8479 |
| Valid N (listwise) | 171 | | | | |

**Table A.45. Circassian Ethnic Identification—Identification and Desire to Maintain Culture-Ethnic Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| IDMCE1 | 171 | 2.0 | 5.0 | 4.520 | .7847 |
| IDMCE2 | 171 | 1.0 | 5.0 | 4.765 | .6624 |
| IDMCE3 | 171 | 2.0 | 5.0 | 4.860 | .4889 |
| IDMCE4 | 171 | 1.0 | 5.0 | 4.788 | .6525 |
| IDMCE5 | 171 | 2.0 | 5.0 | 4.772 | .6044 |
| IDMCE6 | 171 | 1.0 | 5.0 | 4.776 | .6664 |
| IDMCE7 | 171 | 1.0 | 5.0 | 4.805 | .6533 |
| IDMCE8 | 171 | 1.0 | 5.0 | 4.607 | .8047 |
| IDMCE9 | 171 | 1.0 | 5.0 | 4.529 | .8621 |
| IDMCE10 | 171 | 1.0 | 5.0 | 4.740 | .7298 |
| IDMCE11 | 171 | 1.0 | 5.0 | 4.547 | .8049 |
| Valid N (listwise) | 171 | | | | |

**Table A.46. Circassian Ethnic Identification—Religious Affiliation Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| RA1 | 171 | 1.0 | 5.0 | 4.579 | .8801 |
| RA2 | 171 | 1.0 | 5.0 | 4.228 | 1.0293 |
| RA3 | 171 | 1.0 | 5.0 | 4.374 | 1.0848 |
| RA4 | 171 | 1.0 | 5.0 | 4.424 | .8928 |
| RA5 | 171 | 1.0 | 5.0 | 2.763 | 1.3688 |
| RA6 | 171 | 1.0 | 5.0 | 3.520 | 1.4606 |
| RA7 | 171 | 1.0 | 5.0 | 4.556 | 1.0123 |
| RA8 | 171 | 1.0 | 5.0 | 3.205 | 1.3500 |
| Valid N (listwise) | 171 | | | | |

**Table A.47. Circassian Ethnic Identification—Ethnic Language Use Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| ETHLU1 | 171 | .0 | 5.0 | 1.772 | 1.6594 |
| ETHLU2 | 171 | .0 | 5.0 | 1.532 | 1.5654 |
| ETHLU3 | 171 | .0 | 5.0 | 1.854 | 1.7679 |
| ETHLU4 | 171 | .0 | 5.0 | 1.813 | 1.7184 |
| ETHLU5 | 171 | .0 | 5.0 | 1.673 | 1.6336 |
| ETHLU6 | 171 | .0 | 5.0 | 1.509 | 1.4965 |
| ETHLU7 | 171 | .0 | 5.0 | 1.532 | 1.5579 |
| ETHLU8 | 171 | .0 | 5.0 | 1.207 | 1.3411 |
| ETHLU9 | 171 | .0 | 5.0 | 2.089 | 1.9276 |
| ETHLU10 | 171 | .0 | 5.0 | 1.676 | 1.7067 |
| ETHLU11 | 171 | .0 | 5.0 | 1.251 | 1.3551 |
| ETHLU12 | 171 | .0 | 5.0 | 1.678 | 1.7444 |
| Valid N (listwise) | 171 | | | | |

**Table A.48. Circassian Ethnic Identification—Ethnic Media Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| EM1 | 171 | 1.0 | 5.0 | 1.871 | 1.1508 |
| EM2 | 171 | 1.0 | 5.0 | 1.753 | 1.1823 |
| EM3 | 171 | 1.0 | 5.0 | 2.200 | 1.3746 |
| EM4 | 171 | 1.0 | 5.0 | 1.946 | 1.3028 |
| EM5 | 171 | 1.0 | 5.0 | 1.832 | 1.2818 |
| Valid N (listwise) | 171 | | | | |

## TRA and TAM

**Table A.49. Circassian Subjective Norm Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| NB1 | 171 | 1.0 | 5.0 | 3.734 | 1.1808 |
| NB2 | 171 | 1.0 | 5.0 | 4.241 | 1.0877 |
| NB3 | 171 | 1.0 | 5.0 | 4.244 | 1.0765 |
| SN1 | 171 | 1.0 | 5.0 | 4.083 | 1.1551 |
| SN2 | 171 | 1.0 | 5.0 | 3.778 | 1.2714 |
| Valid N (listwise) | 171 | | | | |

**Table A.50. Circassian Perceived Ease of Use Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| PEoU1 | 171 | 1.0 | 5.0 | 4.280 | .9135 |
| PEoU2 | 171 | 1.0 | 5.0 | 3.888 | 1.0870 |
| PEoU3 | 171 | 1.0 | 5.0 | 4.088 | .9872 |
| PEoU4 | 171 | 1.0 | 5.0 | 3.936 | 1.0691 |
| PEoU5 | 171 | 1.0 | 5.0 | 3.877 | 1.0804 |
| PEoU6 | 171 | 1.0 | 5.0 | 3.994 | 1.0375 |
| Valid N (listwise) | 171 | | | | |

**Table A.51. Circassian Percieved Usefulness Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| PU1 | 171 | 1.0 | 5.0 | 4.148 | 1.0936 |
| PU2 | 171 | 1.0 | 5.0 | 3.576 | 1.3229 |
| PU3 | 171 | 1.0 | 5.0 | 3.586 | 1.2765 |
| PU4 | 171 | 1.0 | 5.0 | 3.649 | 1.1905 |
| PU5 | 171 | 1.0 | 5.0 | 3.765 | 1.2141 |
| PU6 | 171 | 1.0 | 5.0 | 3.895 | 1.2369 |
| Valid N (listwise) | 171 | | | | |

## The intention to adopt the Internet

**Table A.52. Circassian the intention to adopt the Internet—Asynchronous Communication Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| INTC1 | 171 | .0 | 5.0 | 4.071 | 1.4736 |
| INTC2 | 171 | .0 | 5.0 | 3.901 | 1.5403 |
| INTC9 | 171 | .0 | 5.0 | 2.424 | 1.5596 |
| INTC10 | 171 | .0 | 5.0 | 2.363 | 1.5920 |
| INTC11 | 171 | .0 | 5.0 | 2.653 | 1.4643 |
| INTC12 | 171 | .0 | 5.0 | 2.494 | 1.4723 |
| INTC13 | 171 | .0 | 5.0 | 2.329 | 1.5483 |
| INTC14 | 171 | .0 | 5.0 | 2.159 | 1.5543 |
| INTC15 | 171 | .0 | 5.0 | 2.586 | 1.4931 |
| INTC16 | 171 | .0 | 5.0 | 2.491 | 1.5353 |
| INTC17 | 171 | .0 | 5.0 | 3.459 | 1.7153 |
| INTC18 | 171 | .0 | 5.0 | 3.298 | 1.7031 |
| Valid N (listwise) | 171 | | | | |

**Table A.53. Circassian the intention to adopt the Internet—Synchronous Communication Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| INTC3 | 171 | .0 | 5.0 | 3.053 | 1.7363 |
| INTC4 | 171 | .0 | 5.0 | 2.781 | 1.6679 |
| INTC5 | 171 | .0 | 5.0 | 1.959 | 1.4727 |
| INTC6 | 171 | .0 | 5.0 | 1.865 | 1.4347 |
| INTC7 | 171 | .0 | 5.0 | 2.105 | 1.5943 |
| INTC8 | 171 | .0 | 5.0 | 1.988 | 1.4911 |
| Valid N (listwise) | 171 | | | | |

**Table A.54. Circassian the intention to adopt the Internet—Entertainment Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| INTE1 | 171 | .0 | 5.0 | 2.585 | 1.6079 |
| INTE2 | 171 | .0 | 5.0 | 2.409 | 1.4938 |
| INTE3 | 171 | .0 | 5.0 | 3.414 | 1.4693 |
| INTE4 | 171 | .0 | 5.0 | 3.579 | 1.3926 |
| Valid N (listwise) | 171 | | | | |

**Table A.55. Circassian the intention to adopt the Internet—Education Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| INTED1 | 171 | .0 | 5.0 | 4.231 | 1.0290 |
| INTED2 | 171 | .0 | 5.0 | 4.023 | 1.1425 |
| INTED3 | 171 | .0 | 5.0 | 3.053 | 1.5765 |
| INTED4 | 171 | .0 | 5.0 | 3.018 | 1.5698 |
| Valid N (listwise) | 171 | | | | |

**Table A.56. Circassian the intention to adopt the Internet—Transaction Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| INTT1 | 171 | .0 | 5.0 | 1.696 | 1.3333 |
| INTT2 | 171 | .0 | 5.0 | 1.624 | 1.3238 |
| INTT3 | 171 | .0 | 5.0 | 1.696 | 1.3095 |
| INTT4 | 171 | .0 | 5.0 | 1.653 | 1.3162 |
| INTT5 | 171 | .0 | 5.0 | 2.235 | 1.5617 |
| INTT6 | 171 | .0 | 5.0 | 2.266 | 1.5397 |
| INTT7 | 171 | .0 | 5.0 | 1.976 | 1.4306 |
| INTT8 | 171 | .0 | 5.0 | 1.947 | 1.4111 |
| INTT9 | 171 | .0 | 5.0 | 1.801 | 1.4415 |
| INTT10 | 171 | .0 | 5.0 | 1.778 | 1.4174 |
| Valid N (listwise) | 171 | | | | |

## *Combined Dataset*

### Acculturation to the Global Culture

**Table A.57. Combined Dataset Acculturation to the Global Culture—Cosmopolitanism Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| COS1 | 307 | 1.0 | 5.0 | 3.967 | 1.1960 |
| COS2 | 307 | 1.0 | 5.0 | 3.983 | 1.2166 |
| COS3 | 307 | 1.0 | 5.0 | 4.016 | 1.1949 |
| COS4 | 307 | 1.0 | 5.0 | 3.993 | 1.1547 |
| COS5 | 307 | 1.0 | 5.0 | 4.081 | 1.1245 |
| COS6 | 307 | 1.0 | 5.0 | 3.919 | 1.1589 |
| Valid N (listwise) | 307 | | | | |

**Table A.58. Combined Dataset Acculturation to the Global Culture—English Language Use Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| ELU1 | 307 | .0 | 5.0 | 2.273 | 1.3661 |
| ELU2 | 307 | .0 | 5.0 | 2.906 | 1.5658 |
| ELU3 | 307 | .0 | 5.0 | 2.561 | 1.5271 |
| ELU4 | 307 | .0 | 5.0 | 2.117 | 1.4000 |
| ELU5 | 307 | .0 | 5.0 | 1.492 | 1.0736 |
| ELU6 | 307 | .0 | 5.0 | 1.651 | 1.1739 |
| ELU7 | 307 | .0 | 5.0 | 1.555 | 1.1224 |
| ELU8 | 307 | .0 | 5.0 | 2.617 | 1.5618 |
| ELU9 | 307 | .0 | 5.0 | 2.767 | 1.6054 |
| ELU10 | 307 | .0 | 5.0 | 2.768 | 1.6999 |
| ELU11 | 307 | .0 | 5.0 | 2.424 | 1.6690 |
| ELU12 | 307 | .0 | 5.0 | 3.680 | 1.6233 |
| Valid N (listwise) | 307 | | | | |

**Table A.59. Combined Dataset Acculturation to the Global Culture—Social Interactions and Travel Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| TRAV1 | 307 | 1.0 | 5.0 | 4.096 | 1.2317 |
| Trav2Rev | 307 | 1.00 | 5.00 | 3.7053 | 1.37609 |
| TRAV3 | 307 | 1.0 | 5.0 | 3.954 | 1.2145 |
| TRAV4 | 307 | 1.0 | 5.0 | 2.838 | 1.4026 |
| TRAV5 | 307 | 1.0 | 5.0 | 3.909 | 1.2038 |
| TRAV6 | 307 | 1.0 | 5.0 | 3.745 | 1.2279 |
| Valid N (listwise) | 307 | | | | |

**Table A.60. Combined Dataset Acculturation to the Global Culture—Openness to the Global Culture Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| OPE1 | 307 | 1.0 | 5.0 | 2.424 | 1.3067 |
| OPE2 | 307 | 1.0 | 5.0 | 2.474 | 1.2131 |
| OPE3 | 307 | 1.0 | 5.0 | 2.661 | 1.1530 |
| Valid N (listwise) | 307 | | | | |

**Table A.61. Combined Dataset Acculturation to the Global Culture—Exposure to Multinational Company Marketing Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| EXM1 | 307 | 1.0 | 5.0 | 3.863 | 1.1322 |
| EXM2 | 307 | 1.0 | 5.0 | 3.857 | 1.1080 |
| EXM3 | 307 | 1.0 | 5.0 | 4.153 | 1.0255 |
| EXM4 | 307 | 1.0 | 5.0 | 4.010 | 1.0648 |
| EXM5 | 307 | 1.0 | 5.0 | 3.617 | 1.1196 |
| EXM6 | 307 | 1.0 | 5.0 | 3.869 | 1.0632 |
| EXM7 | 307 | 1.0 | 5.0 | 3.471 | 1.1600 |
| Valid N (listwise) | 307 | | | | |

**Table A.62. Combined Dataset Acculturation to the Global Culture—Identification with the Global Culture Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| IDT1 | 307 | 1.0 | 5.0 | 3.285 | 1.3621 |
| IDT2 | 307 | 1.0 | 5.0 | 3.254 | 1.3810 |
| IDT3 | 307 | 1.0 | 5.0 | 2.741 | 1.3463 |
| IDT4 | 307 | 1.0 | 5.0 | 2.533 | 1.3262 |
| IDT5 | 307 | 1.0 | 5.0 | 2.498 | 1.3462 |
| IDT6 | 307 | 1.0 | 5.0 | 2.994 | 1.4841 |
| Valid N (listwise) | 307 | | | | |

**Table A.63. Combined Dataset Acculturation to the Global Culture—Global Mass Media-America Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| GMMAmerica1 | 307 | 1.0 | 5.0 | 4.349 | 1.0285 |
| GMMAmerica2 | 307 | 1.0 | 5.0 | 4.020 | 1.2233 |
| GMMAmerica3 | 307 | 1.0 | 5.0 | 4.121 | 1.0425 |
| GMMAmerica4 | 307 | 1.0 | 5.0 | 3.450 | 1.5353 |
| GMMAmerica5 | 307 | 1.0 | 5.0 | 2.902 | 1.4631 |
| GMMAmerica6 | 307 | 1.0 | 5.0 | 2.713 | 1.5809 |
| Valid N (listwise) | 307 | | | | |

**Table A.64. Combined Dataset Acculturation to the Global Culture—Global Mass Media-Europe Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| GMMEurope1 | 307 | 1.0 | 5.0 | 2.980 | 1.2756 |
| GMMEurope2 | 307 | 1.0 | 5.0 | 2.883 | 1.3232 |
| GMMEurope3 | 307 | 1.0 | 5.0 | 2.655 | 1.2464 |
| GMMEurope4 | 307 | 1.0 | 5.0 | 2.899 | 1.4071 |
| GMMEurope5 | 307 | 1.0 | 5.0 | 2.505 | 1.3318 |
| GMMEurope6 | 307 | 1.0 | 5.0 | 2.381 | 1.3984 |
| Valid N (listwise) | 307 | | | | |

**Table A.65. Combined Dataset Acculturation to the Global Culture—Global Mass Media-Middle East Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| GMMME1 | 307 | 1.0 | 5.0 | 2.425 | 1.2056 |
| GMMME2 | 307 | 1.0 | 5.0 | 2.196 | 1.1912 |
| GMMME3 | 307 | 1.0 | 5.0 | 2.528 | 1.2181 |
| GMMME4 | 307 | 1.0 | 5.0 | 2.761 | 1.3643 |
| GMMME5 | 307 | 1.0 | 5.0 | 2.605 | 1.3397 |
| GMMME6 | 307 | 1.0 | 5.0 | 2.242 | 1.3187 |
| Valid N (listwise) | 307 | | | | |

**Table A.66. Combined Dataset Acculturation to the Global Culture—Global Mass Media-Asia Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| GMMAsia1 | 307 | 1.0 | 5.0 | 1.986 | 1.2126 |
| GMMAsia2 | 307 | 1.0 | 5.0 | 1.760 | 1.0748 |
| GMMAsia3 | 307 | 1.0 | 5.0 | 1.747 | 1.0408 |
| GMMAsia4 | 307 | 1.0 | 5.0 | 1.816 | 1.1169 |
| GMMAsia5 | 307 | 1.0 | 5.0 | 1.635 | .9608 |
| GMMAsia6 | 307 | 1.0 | 5.0 | 1.603 | 1.0049 |
| Valid N (listwise) | 307 | | | | |

## National Identification

**Table A.67. Combined Dataset National Identification—National Interpersonal Relationships Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| NIR1 | 307 | 1.0 | 5.0 | 3.020 | 1.3647 |
| NIR2 | 307 | 1.0 | 5.0 | 3.173 | 1.2832 |
| NIR3 | 307 | 1.0 | 5.0 | 2.968 | 1.3500 |
| NIR4 | 307 | 1.0 | 5.0 | 2.912 | 1.2994 |
| NIR5 | 307 | 1.0 | 5.0 | 3.056 | 1.3432 |
| Valid N (listwise) | 307 | | | | |

**Table A.68. Combined Dataset National Identification—Identification and Desire to Maintain Culture-National Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| IDMCN1 | 307 | 1.0 | 5.0 | 3.156 | 1.3156 |
| IDMCN2 | 307 | 1.0 | 5.0 | 3.231 | 1.3502 |
| IDMCN3 | 307 | 1.0 | 5.0 | 3.591 | 1.3464 |
| IDMCN4 | 307 | 1.0 | 5.0 | 3.314 | 1.3102 |
| IDMCN5 | 307 | 1.0 | 5.0 | 3.272 | 1.3216 |
| IDMCN6 | 307 | 1.0 | 5.0 | 2.948 | 1.2875 |
| IDMCN7 | 307 | 1.0 | 5.0 | 3.115 | 1.3444 |
| IDMCN8 | 307 | 1.0 | 5.0 | 3.280 | 1.3275 |
| IDMCN9 | 307 | 1.0 | 5.0 | 2.842 | 1.3265 |
| IDMCN10 | 307 | 1.0 | 5.0 | 2.984 | 1.3755 |
| IDMCN11 | 307 | 1.0 | 5.0 | 3.056 | 1.4258 |
| Valid N (listwise) | 307 | | | | |

**Table A.69. Combined Dataset National Identification—Economy Territory and Legal Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| ETL1 | 307 | 1.0 | 5.0 | 4.410 | 1.0173 |
| ETL2 | 307 | 1.0 | 5.0 | 4.399 | 1.0184 |
| ETL3 | 307 | 1.0 | 5.0 | 4.641 | .8293 |
| ETL4 | 307 | 1.0 | 5.0 | 4.596 | .8150 |
| ETL5 | 307 | 1.0 | 5.0 | 4.626 | .8351 |
| Valid N (listwise) | 307 | | | | |

**Table A.70. Combined Dataset National Identification—National Language Use Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| NLU1 | 307 | .0 | 5.0 | 4.459 | .9596 |
| NLU2 | 307 | .0 | 5.0 | 4.182 | 1.0723 |
| NLU3 | 307 | .0 | 5.0 | 3.439 | 1.6201 |
| NLU4 | 307 | .0 | 5.0 | 3.441 | 1.5633 |
| NLU5 | 307 | .0 | 5.0 | 3.531 | 1.5268 |
| NLU6 | 307 | .0 | 5.0 | 3.881 | 1.2883 |
| NLU7 | 307 | .0 | 5.0 | 4.047 | 1.2081 |
| NLU8 | 307 | .0 | 5.0 | 3.325 | 1.4874 |
| NLU9 | 307 | .0 | 5.0 | 3.815 | 1.3427 |
| NLU10 | 307 | .0 | 5.0 | 2.443 | 1.2995 |
| NLU11 | 307 | .0 | 5.0 | 3.266 | 1.4989 |
| NLU12 | 307 | .0 | 5.0 | 3.427 | 1.5071 |
| Valid N (listwise) | 307 | | | | |

**Table A.71. Combined Dataset National Identification—National Media Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| NM1 | 307 | 1.0 | 5.0 | 3.256 | 1.3213 |
| NM2 | 307 | 1.0 | 5.0 | 3.883 | 1.2832 |
| NM3 | 307 | 1.0 | 5.0 | 2.346 | 1.2138 |
| NM4 | 307 | 1.0 | 5.0 | 3.205 | 1.3449 |
| NM5 | 307 | 1.0 | 5.0 | 2.631 | 1.1650 |
| Valid N (listwise) | 307 | | | | |

## Ethnic Identification

**Table A.72. Combined Dataset Ethnic Identification—Ethnic Interpersonal Relationships Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| EIR1 | 307 | 1.0 | 5.0 | 4.192 | 1.1313 |
| EIR2 | 307 | 1.0 | 5.0 | 4.229 | 1.0817 |
| EIR3 | 307 | 1.0 | 5.0 | 4.059 | 1.2432 |
| EIR4 | 307 | 1.0 | 5.0 | 3.786 | 1.3301 |
| EIR5 | 307 | 1.0 | 5.0 | 4.331 | 1.0348 |
| Valid N (listwise) | 307 | | | | |

**Table A.73. Combined Dataset Ethnic Identification—Identification and Desire to Maintain Culture-Ethnic Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| IDMCE1 | 307 | 2.0 | 5.0 | 4.439 | .8188 |
| IDMCE2 | 307 | 1.0 | 5.0 | 4.748 | .6198 |
| IDMCE3 | 307 | 1.0 | 5.0 | 4.785 | .5805 |
| IDMCE4 | 307 | 1.0 | 5.0 | 4.724 | .6865 |
| IDMCE5 | 307 | 2.0 | 5.0 | 4.712 | .6535 |
| IDMCE6 | 307 | 1.0 | 5.0 | 4.751 | .6644 |
| IDMCE7 | 307 | 1.0 | 5.0 | 4.790 | .6171 |
| IDMCE8 | 307 | 1.0 | 5.0 | 4.613 | .7956 |
| IDMCE9 | 307 | 1.0 | 5.0 | 4.351 | .9993 |
| IDMCE10 | 307 | 1.0 | 5.0 | 4.695 | .7321 |
| IDMCE11 | 307 | 1.0 | 5.0 | 4.455 | .8878 |
| Valid N (listwise) | 307 | | | | |

**Table A.74. Combined Dataset Ethnic Identification—Religious Affiliation Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| RA1 | 307 | 1.0 | 5.0 | 4.668 | .8006 |
| RA2 | 307 | 1.0 | 5.0 | 4.291 | 1.0051 |
| RA3 | 307 | 1.0 | 5.0 | 4.464 | 1.0002 |
| RA4 | 307 | 1.0 | 5.0 | 4.548 | .8276 |
| RA5 | 307 | 1.0 | 5.0 | 2.642 | 1.3761 |
| RA6 | 307 | 1.0 | 5.0 | 3.873 | 1.3529 |
| RA7 | 307 | 1.0 | 5.0 | 4.654 | .8806 |
| RA8 | 307 | 1.0 | 5.0 | 3.140 | 1.2871 |
| Valid N (listwise) | 307 | | | | |

**Table A.75. Combined Dataset Ethnic Identification—Ethnic Language Use Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| ETHLU1 | 307 | .0 | 5.0 | 2.798 | 1.9382 |
| ETHLU2 | 307 | .0 | 5.0 | 2.586 | 1.9202 |
| ETHLU3 | 307 | .0 | 5.0 | 2.834 | 1.9891 |
| ETHLU4 | 307 | .0 | 5.0 | 2.827 | 1.9452 |
| ETHLU5 | 307 | .0 | 5.0 | 2.752 | 1.9630 |
| ETHLU6 | 307 | .0 | 5.0 | 2.455 | 1.8339 |
| ETHLU7 | 307 | .0 | 5.0 | 2.632 | 1.9716 |
| ETHLU8 | 307 | .0 | 5.0 | 1.334 | 1.2679 |
| ETHLU9 | 307 | .0 | 5.0 | 2.913 | 1.9904 |
| ETHLU10 | 307 | .0 | 5.0 | 2.035 | 1.6791 |
| ETHLU11 | 307 | .0 | 5.0 | 1.316 | 1.1996 |
| ETHLU12 | 307 | .0 | 5.0 | 2.515 | 1.9526 |
| Valid N (listwise) | 307 | | | | |

**Table A.76. Combined Dataset Ethnic Identification—Ethnic Media Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| EM1 | 307 | 1.0 | 5.0 | 1.771 | 1.1134 |
| EM2 | 307 | 1.0 | 5.0 | 1.593 | 1.0529 |
| EM3 | 307 | 1.0 | 5.0 | 2.205 | 1.3544 |
| EM4 | 307 | 1.0 | 5.0 | 1.828 | 1.2061 |
| EM5 | 307 | 1.0 | 5.0 | 1.705 | 1.1643 |
| Valid N (listwise) | 307 | | | | |

**Table A.77. Combined Dataset Subjective Norm Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| NB1 | 307 | 1.0 | 5.0 | 3.586 | 1.2285 |
| NB2 | 307 | 1.0 | 5.0 | 4.102 | 1.1054 |
| NB3 | 307 | 1.0 | 5.0 | 4.084 | 1.1448 |
| SN1 | 307 | 1.0 | 5.0 | 3.958 | 1.1440 |
| SN2 | 307 | 1.0 | 5.0 | 3.626 | 1.2798 |
| Valid N (listwise) | 307 | | | | |

**Table A.78. Combined Dataset Perceived Ease of Use Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| PEoU1 | 307 | 1.0 | 5.0 | 4.254 | .9385 |
| PEoU2 | 307 | 1.0 | 5.0 | 3.915 | 1.0350 |
| PEoU3 | 307 | 1.0 | 5.0 | 4.029 | .9781 |
| PEoU4 | 307 | 1.0 | 5.0 | 3.919 | 1.0273 |
| PEoU5 | 307 | 1.0 | 5.0 | 3.800 | 1.0799 |
| PEoU6 | 307 | 1.0 | 5.0 | 3.933 | 1.0396 |
| Valid N (listwise) | 307 | | | | |

**Table A.79. Combined Dataset Perceived Usefulness Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| PU1 | 307 | 1.0 | 5.0 | 4.040 | 1.0900 |
| PU2 | 307 | 1.0 | 5.0 | 3.476 | 1.2549 |
| PU3 | 307 | 1.0 | 5.0 | 3.510 | 1.2602 |
| PU4 | 307 | 1.0 | 5.0 | 3.550 | 1.2045 |
| PU5 | 307 | 1.0 | 5.0 | 3.715 | 1.1967 |
| PU6 | 307 | 1.0 | 5.0 | 3.779 | 1.2058 |
| Valid N (listwise) | 307 | | | | |

## The intention to adopt the Internet

**Table A.80. Combined Dataset the intention to adopt the Internet—Asynchronous Communication Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| INTC1 | 307 | .0 | 5.0 | 3.947 | 1.5875 |
| INTC2 | 307 | .0 | 5.0 | 3.741 | 1.6555 |
| INTC9 | 307 | .0 | 5.0 | 2.309 | 1.5456 |
| INTC10 | 307 | .0 | 5.0 | 2.242 | 1.5837 |
| INTC11 | 307 | .0 | 5.0 | 2.531 | 1.5467 |
| INTC12 | 307 | .0 | 5.0 | 2.438 | 1.5289 |
| INTC13 | 307 | .0 | 5.0 | 2.411 | 1.5905 |
| INTC14 | 307 | .0 | 5.0 | 2.268 | 1.6048 |
| INTC15 | 307 | .0 | 5.0 | 2.496 | 1.5512 |
| INTC16 | 307 | .0 | 5.0 | 2.436 | 1.5355 |
| INTC17 | 307 | .0 | 5.0 | 2.773 | 1.8118 |
| INTC18 | 307 | .0 | 5.0 | 2.781 | 1.7373 |
| Valid N (listwise) | 307 | | | | |

**Table A.81. Combined Dataset the intention to adopt the Internet—Synchronous Communication Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| INTC3 | 307 | .0 | 5.0 | 2.770 | 1.7189 |
| INTC4 | 307 | .0 | 5.0 | 2.553 | 1.6522 |
| INTC5 | 307 | .0 | 5.0 | 1.957 | 1.4758 |
| INTC6 | 307 | .0 | 5.0 | 1.860 | 1.4630 |
| INTC7 | 307 | .0 | 5.0 | 2.075 | 1.5856 |
| INTC8 | 307 | .0 | 5.0 | 1.918 | 1.4918 |
| Valid N (listwise) | 307 | | | | |

**Table A.82. Combined Dataset the intention to adopt the Internet—Entertainment Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| INTE1 | 307 | .0 | 5.0 | 2.511 | 1.6095 |
| INTE2 | 307 | .0 | 5.0 | 2.264 | 1.5483 |
| INTE3 | 307 | .0 | 5.0 | 3.152 | 1.5627 |
| INTE4 | 307 | .0 | 5.0 | 3.355 | 1.5342 |
| Valid N (listwise) | 307 | | | | |

**Table A.83. Combined Dataset the intention to adopt the Internet—Education Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| INTED1 | 307 | .0 | 5.0 | 4.194 | 1.1710 |
| INTED2 | 307 | .0 | 5.0 | 3.971 | 1.2869 |
| INTED3 | 307 | .0 | 5.0 | 3.124 | 1.6040 |
| INTED4 | 307 | .0 | 5.0 | 3.013 | 1.6067 |
| Valid N (listwise) | 307 | | | | |

**Table A.84. Combined Dataset the intention to adopt the Internet—Transaction Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| INTT1 | 307 | .0 | 5.0 | 1.658 | 1.3733 |
| INTT2 | 307 | .00 | 5.00 | 1.5573 | 1.35190 |
| INTT3 | 307 | .0 | 5.0 | 1.648 | 1.3544 |
| INTT4 | 307 | .0 | 5.0 | 1.615 | 1.3486 |
| INTT5 | 307 | .0 | 5.0 | 2.164 | 1.5465 |
| INTT6 | 307 | .0 | 5.0 | 2.129 | 1.5211 |
| INTT7 | 307 | .0 | 5.0 | 2.068 | 1.5525 |
| INTT8 | 307 | .0 | 5.0 | 2.017 | 1.5070 |
| INTT9 | 307 | .0 | 5.0 | 1.801 | 1.5091 |
| INTT10 | 307 | .0 | 5.0 | 1.782 | 1.4933 |
| Valid N (listwise) | 307 | | | | |

# Appendix B: Chechen and Circassian Group Comparisons

**Table B.1. Subjective Norm Group Comparisons**

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| NB1 | Equal variances assumed | 1.318 | .252 | -2.382 | 305 | .018 | -.3337 | .1401 | -.6094 | -.0581 |
| | Equal variances not assumed | | | -2.363 | 279.980 | .019 | -.3337 | .1412 | -.6117 | -.0558 |
| NB2 | Equal variances assumed | .034 | .854 | -2.499 | 305 | .013 | -.3147 | .1259 | -.5625 | -.0669 |
| | Equal variances not assumed | | | -2.494 | 287.430 | .013 | -.3147 | .1262 | -.5630 | -.0664 |
| NB3 | Equal variances assumed | 2.569 | .110 | -2.780 | 305 | .006 | -.3617 | .1301 | -.6177 | -.1057 |
| | Equal variances not assumed | | | -2.746 | 274.095 | .006 | -.3617 | .1317 | -.6210 | -.1024 |
| SN1 | Equal variances assumed | .024 | .878 | -2.153 | 305 | .032 | -.2814 | .1307 | -.5385 | -.0242 |
| | Equal variances not assumed | | | -2.162 | 293.890 | .031 | -.2814 | .1301 | -.5375 | -.0253 |
| SN2 | Equal variances assumed | .083 | .773 | -2.361 | 305 | .019 | -.3446 | .1460 | -.6318 | -.0574 |
| | Equal variances not assumed | | | -2.362 | 289.877 | .019 | -.3446 | .1459 | -.6318 | -.0574 |

**Table B.2. Percieved Ease of Use Group Comparisons**

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| PEoU1 | Equal variances assumed | .720 | .397 | -.548 | 305 | .584 | -.0592 | .1079 | -.2716 | .1532 |
| | Equal variances not assumed | | | -.544 | 281.211 | .587 | -.0592 | .1087 | -.2732 | .1548 |
| PEoU2 | Equal variances assumed | 2.053 | .153 | .506 | 305 | .613 | .0603 | .1191 | -.1740 | .2946 |
| | Equal variances not assumed | | | .513 | 301.046 | .608 | .0603 | .1175 | -.1709 | .2915 |
| PEoU3 | Equal variances assumed | .295 | .587 | -1.181 | 305 | .238 | -.1327 | .1123 | -.3537 | .0883 |
| | Equal variances not assumed | | | -1.184 | 292.387 | .237 | -.1327 | .1120 | -.3531 | .0878 |
| PEoU4 | Equal variances assumed | .799 | .372 | -.327 | 305 | .744 | -.0386 | .1182 | -.2712 | .1940 |
| | Equal variances not assumed | | | -.330 | 299.223 | .742 | -.0386 | .1170 | -.2688 | .1916 |
| PEoU5 | Equal variances assumed | .137 | .711 | -1.400 | 305 | .162 | -.1735 | .1239 | -.4173 | .0703 |
| | Equal variances not assumed | | | -1.401 | 290.207 | .162 | -.1735 | .1238 | -.4172 | .0702 |
| PEoU6 | Equal variances assumed | .063 | .802 | -1.147 | 305 | .252 | -.1369 | .1194 | -.3719 | .0980 |
| | Equal variances not assumed | | | -1.147 | 289.221 | .252 | -.1369 | .1194 | -.3720 | .0981 |

**Table B.3. Perceived Usefulness Group Comparisons**

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| PU1 | Equal variances assumed | .037 | .847 | -1.959 | 305 | .051 | -.2442 | .1247 | -.4895 | .0011 |
| | Equal variances not assumed | | | -1.963 | 291.834 | .051 | -.2442 | .1244 | -.4891 | .0006 |
| PU2 | Equal variances assumed | 5.892 | .016 | -1.569 | 305 | .118 | -.2257 | .1438 | -.5088 | .0573 |
| | Equal variances not assumed | | | -1.593 | 302.252 | .112 | -.2257 | .1417 | -.5045 | .0530 |
| PU3 | Equal variances assumed | .562 | .454 | -1.182 | 305 | .238 | -.1710 | .1447 | -.4557 | .1138 |
| | Equal variances not assumed | | | -1.186 | 293.334 | .237 | -.1710 | .1442 | -.4548 | .1128 |
| PU4 | Equal variances assumed | .020 | .887 | -1.613 | 305 | .108 | -.2227 | .1380 | -.4943 | .0490 |
| | Equal variances not assumed | | | -1.609 | 287.006 | .109 | -.2227 | .1384 | -.4950 | .0497 |
| PU5 | Equal variances assumed | .320 | .572 | -.820 | 305 | .413 | -.1129 | .1376 | -.3835 | .1578 |
| | Equal variances not assumed | | | -.823 | 293.458 | .411 | -.1129 | .1371 | -.3826 | .1569 |
| PU6 | Equal variances assumed | .450 | .503 | -1.902 | 305 | .058 | -.2624 | .1380 | -.5339 | .0091 |
| | Equal variances not assumed | | | -1.917 | 297.348 | .056 | -.2624 | .1369 | -.5317 | .0070 |

**Table B.4. Acculturation to the Global Culture Group Comparisons**

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| Cos | Equal variances assumed | 1.815 | .179 | .329 | 305 | .743 | .03817 | .11610 | -.19030 | .26663 |
| | Equal variances not assumed | | | .332 | 299.157 | .740 | .03817 | .11491 | -.18797 | .26430 |
| ELU | Equal variances assumed | 2.274 | .133 | -3.915 | 305 | .000 | -.49022 | .12522 | -.73662 | -.24382 |
| | Equal variances not assumed | | | -3.857 | 270.398 | .000 | -.49022 | .12710 | -.74044 | -.23999 |
| Trav | Equal variances assumed | 3.083 | .080 | .014 | 305 | .989 | .00144 | .10107 | -.19744 | .20032 |
| | Equal variances not assumed | | | .014 | 267.702 | .989 | .00144 | .10277 | -.20091 | .20379 |
| Openness | Equal variances assumed | 3.963 | .047 | -2.295 | 305 | .022 | -.28175 | .12278 | -.52335 | -.04014 |
| | Equal variances not assumed | | | -2.328 | 301.801 | .021 | -.28175 | .12102 | -.51990 | -.04360 |
| EXM | Equal variances assumed | .403 | .526 | .034 | 305 | .973 | .00303 | .08904 | -.17217 | .17824 |
| | Equal variances not assumed | | | .034 | 293.328 | .973 | .00303 | .08872 | -.17158 | .17764 |
| IDT | Equal variances assumed | .000 | .985 | -3.425 | 305 | .001 | -.41537 | .12129 | -.65405 | -.17670 |
| | Equal variances not assumed | | | -3.440 | 294.263 | .001 | -.41537 | .12075 | -.65302 | -.17773 |
| GMMAmerica | Equal variances assumed | .091 | .763 | -1.513 | 305 | .131 | -.17488 | .11560 | -.40235 | .05259 |
| | Equal variances not assumed | | | -1.513 | 289.927 | .131 | -.17488 | .11557 | -.40233 | .05257 |
| GMMEurope | Equal variances assumed | 5.054 | .025 | -3.496 | 305 | .001 | -.42727 | .12221 | -.66775 | -.18678 |
| | Equal variances not assumed | | | -3.553 | 302.673 | .000 | -.42727 | .12025 | -.66391 | -.19063 |
| GMMME | Equal variances assumed | .292 | .589 | 1.051 | 305 | .294 | .12344 | .11740 | -.10758 | .35447 |
| | Equal variances not assumed | | | 1.047 | 284.467 | .296 | .12344 | .11793 | -.10868 | .35556 |
| GMMAsia | Equal variances assumed | .999 | .318 | -.168 | 305 | .866 | -.01727 | .10254 | -.21905 | .18450 |
| | Equal variances not assumed | | | -.168 | 287.118 | .867 | -.01727 | .10277 | -.21955 | .18500 |

## Table B.5. Ethnic Identification Group Comparison

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| EIR | Equal variances assumed | 20.637 | .000 | -4.462 | 305 | .000 | -.50107 | .11231 | -.72206 | -.28007 |
| | Equal variances not assumed | | | -4.318 | 242.934 | .000 | -.50107 | .11604 | -.72964 | -.27249 |
| NIR | Equal variances assumed | .121 | .728 | 1.285 | 305 | .200 | .16596 | .12918 | -.08824 | .42017 |
| | Equal variances not assumed | | | 1.289 | 293.153 | .198 | .16596 | .12875 | -.08743 | .41936 |
| IDMCE | Equal variances assumed | 7.727 | .006 | -1.990 | 305 | .047 | -.13303 | .06685 | -.26458 | -.00148 |
| | Equal variances not assumed | | | -1.952 | 264.289 | .052 | -.13303 | .06813 | -.26719 | .00113 |
| IDMCN | Equal variances assumed | .641 | .424 | 1.089 | 305 | .277 | .14149 | .12991 | -.11414 | .39711 |
| | Equal variances not assumed | | | 1.094 | 294.220 | .275 | .14149 | .12933 | -.11304 | .39601 |
| ETL | Equal variances assumed | 10.374 | .001 | 2.373 | 305 | .018 | .20237 | .08528 | .03457 | .37018 |
| | Equal variances not assumed | | | 2.460 | 302.426 | .014 | .20237 | .08228 | .04046 | .36428 |
| RA | Equal variances assumed | 11.982 | .001 | 2.276 | 305 | .024 | .17805 | .07824 | .02408 | .33201 |
| | Equal variances not assumed | | | 2.329 | 304.844 | .020 | .17805 | .07644 | .02764 | .32846 |
| NLU | Equal variances assumed | 1.559 | .213 | -7.111 | 305 | .000 | -.68908 | .09690 | -.87976 | -.49840 |
| | Equal variances not assumed | | | -7.128 | 292.166 | .000 | -.68908 | .09667 | -.87934 | -.49882 |
| EthLU | Equal variances assumed | 15.142 | .000 | 11.384 | 305 | .000 | 1.77016 | .15549 | 1.46419 | 2.07614 |
| | Equal variances not assumed | | | 11.671 | 304.979 | .000 | 1.77016 | .15167 | 1.47172 | 2.06861 |
| NM | Equal variances assumed | .905 | .342 | 3.743 | 305 | .000 | .41137 | .10991 | .19509 | .62766 |
| | Equal variances not assumed | | | 3.773 | 297.344 | .000 | .41137 | .10904 | .19679 | .62596 |
| EM | Equal variances assumed | 6.245 | .013 | -1.963 | 305 | .051 | -.22606 | .11515 | -.45264 | .00052 |
| | Equal variances not assumed | | | -2.004 | 304.272 | .046 | -.22606 | .11282 | -.44806 | -.00406 |

**Table B.6. The intention to adopt the Internet Group Comparison**

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| INTC | Equal variances assumed | 1.959 | .163 | -2.615 | 305 | .009 | -.30984 | .11849 | -.54300 | -.07668 |
| | Equal variances not assumed | | | -2.577 | 270.913 | .010 | -.30984 | .12023 | -.54653 | -.07314 |
| INTE | Equal variances assumed | 4.110 | .044 | -2.673 | 305 | .008 | -.39774 | .14878 | -.69050 | -.10498 |
| | Equal variances not assumed | | | -2.637 | 272.009 | .009 | -.39774 | .15084 | -.69470 | -.10078 |
| INTED | Equal variances assumed | 4.754 | .030 | -.097 | 305 | .923 | -.01307 | .13525 | -.27920 | .25306 |
| | Equal variances not assumed | | | -.094 | 246.953 | .925 | -.01307 | .13939 | -.28762 | .26148 |
| INTT | Equal variances assumed | 3.440 | .065 | -.403 | 305 | .688 | -.05291 | .13143 | -.31153 | .20571 |
| | Equal variances not assumed | | | -.397 | 270.976 | .692 | -.05291 | .13335 | -.31543 | .20962 |

# Appendix C: Demographics

## *Chechen*

**Table C.1. Chechen Gender Demographics**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Female | 78 | 57.4 | 57.4 | 57.4 |
| | Male | 58 | 42.6 | 42.6 | 100.0 |
| | Total | 136 | 100.0 | 100.0 | |

**Table C.2. Chechen Age Group Demographics**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | up to 16 | 6 | 4.4 | 4.4 | 4.4 |
| | 17 to 20 | 30 | 22.1 | 22.1 | 26.5 |
| | 21 to 25 | 22 | 16.2 | 16.2 | 42.6 |
| | 26 to 30 | 26 | 19.1 | 19.1 | 61.8 |
| | 31 to 35 | 19 | 14.0 | 14.0 | 75.7 |
| | 36 to 40 | 18 | 13.2 | 13.2 | 89.0 |
| | 41 and above | 15 | 11.0 | 11.0 | 100.0 |
| | Total | 136 | 100.0 | 100.0 | |

**Table C.3. Chechen Education Level Demographics**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Completed High School | 2 | 1.5 | 1.5 | 1.5 |
| | Completed Secondary School | 8 | 5.9 | 5.9 | 7.4 |
| | Some High School | 6 | 4.4 | 4.4 | 11.8 |
| | Completed High School | 30 | 22.1 | 22.1 | 33.8 |
| | Community College or Technical Training diploma | 16 | 11.8 | 11.8 | 45.6 |
| | Missing Data | 3 | 2.2 | 2.2 | 47.8 |
| | Bachelor Degree | 62 | 45.6 | 45.6 | 93.4 |
| | Master's Degree | 7 | 5.1 | 5.1 | 98.5 |
| | Doctorate Degree | 2 | 1.5 | 1.5 | 100.0 |
| | Total | 136 | 100.0 | 100.0 | |

**Table C.4. Chechen Marital Status Demographics**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Single | 63 | 46.3 | 46.3 | 46.3 |
| | Married | 66 | 48.5 | 48.5 | 94.9 |
| | Divorced | 6 | 4.4 | 4.4 | 99.3 |
| | Widowed | 1 | .7 | .7 | 100.0 |
| | Total | 136 | 100.0 | 100.0 | |

## *Circassian*

**Table C.5. Circassian Gender Demographics**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Female | 73 | 42.7 | 42.7 | 42.7 |
| | Male | 98 | 57.3 | 57.3 | 100.0 |
| | Total | 171 | 100.0 | 100.0 | |

**Table C.6. Circassian Age Group Demographics**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | up to 16 | 35 | 20.5 | 20.5 | 20.5 |
| | 17 to 20 | 53 | 31.0 | 31.0 | 51.5 |
| | 21 to 25 | 42 | 24.6 | 24.6 | 76.0 |
| | 26 to 30 | 28 | 16.4 | 16.4 | 92.4 |
| | 31 to 35 | 9 | 5.3 | 5.3 | 97.7 |
| | 36 to 40 | 2 | 1.2 | 1.2 | 98.8 |
| | 41 and above | 2 | 1.2 | 1.2 | 100.0 |
| | Total | 171 | 100.0 | 100.0 | |

**Table C.7. Circassian Education Demographics**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Completed Grade School | 5 | 2.9 | 3.0 | 3.0 |
| | Completed Secondary School | 21 | 12.3 | 12.4 | 15.4 |
| | Some High School | 4 | 2.3 | 2.4 | 17.8 |
| | Completed High School | 34 | 19.9 | 20.1 | 37.9 |
| | Community college or technical training diploma | 7 | 4.1 | 4.1 | 42.0 |
| | Bachelor Degree | 90 | 52.6 | 53.3 | 95.3 |
| | Master's Degree | 6 | 3.5 | 3.6 | 98.8 |
| | Doctorate Degree | 2 | 1.2 | 1.2 | 100.0 |
| | Total | 169 | 98.8 | 100.0 | |
| Missing | Missing Data | 2 | 1.2 | | |
| Total | | 171 | 100.0 | | |

**Table C.8. Circassian Marital Status Demographics**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Single | 152 | 88.9 | 88.9 | 88.9 |
| | Missing Data | 2 | 1.2 | 1.2 | 90.1 |
| | Married | 16 | 9.4 | 9.4 | 99.4 |
| | Widowed | 1 | .6 | .6 | 100.0 |
| | Total | 171 | 100.0 | 100.0 | |

## *Combined*

**Table C.9. Combined Gender Demographics**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Female | 151 | 49.2 | 49.2 | 49.2 |
| | Male | 156 | 50.8 | 50.8 | 100.0 |
| | Total | 307 | 100.0 | 100.0 | |

**Table C.10. Combined Age Group Demographics**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Up to 16 | 41 | 13.4 | 13.4 | 13.4 |
| | 17 to 20 | 83 | 27.0 | 27.0 | 40.4 |
| | 21 to 25 | 64 | 20.8 | 20.8 | 61.2 |
| | 26 to 30 | 54 | 17.6 | 17.6 | 78.8 |
| | 31 to 35 | 28 | 9.1 | 9.1 | 87.9 |
| | 36 to 40 | 20 | 6.5 | 6.5 | 94.5 |
| | 40 and above | 17 | 5.5 | 5.5 | 100.0 |
| | Total | 307 | 100.0 | 100.0 | |

**Table C.11. Combined Education Demographics**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Completed High School | 7 | 2.3 | 2.3 | 2.3 |
| | Completed Secondary School | 29 | 9.4 | 9.4 | 11.7 |
| | Some High School | 10 | 3.3 | 3.3 | 15.0 |
| | Completed High School | 64 | 20.8 | 20.8 | 35.8 |
| | Missing Data | 2 | .7 | .7 | 36.5 |
| | Community College or Technical Training diploma | 23 | 7.5 | 7.5 | 44.0 |
| | 8 | 3 | 1.0 | 1.0 | 45.0 |
| | Bachelor Degree | 152 | 49.5 | 49.5 | 94.5 |
| | Master's Degree | 13 | 4.2 | 4.2 | 98.7 |
| | Doctorate Degree | 4 | 1.3 | 1.3 | 100.0 |
| | Total | 307 | 100.0 | 100.0 | |

**Table C.12. Combined Marital Status Demographics**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Single | 215 | 70.0 | 70.0 | 70.0 |
| | 1 | 2 | .7 | .7 | 70.7 |
| | Married | 82 | 26.7 | 26.7 | 97.4 |
| | Divorced | 6 | 2.0 | 2.0 | 99.3 |
| | Widowed | 2 | .7 | .7 | 100.0 |
| | Total | 307 | 100.0 | 100.0 | |

# Appendix D: Measurement Instrument

## *Acculturation to the Global Culture*

### Cosmopolitanism

| | |
|---|---|
| I enjoy exchanging ideas with people from other cultures or countries. | Cos1 |
| I am interested in learning more about people who live in other countries. | Cos2 |
| I enjoy being with people from other countries to learn about their unique views and approaches. | Cos3 |
| I like to observe people of other cultures, to see what I can learn from them. | Cos4 |
| I like to learn about other ways of life. | Cos5 |
| I find people from other cultures stimulating. | Cos6 |

### English Language Use

| | |
|---|---|
| I mostly carry on conversations in the English language everyday. | ELU1 |
| In general, I speak the English language. | ELU2 |
| I speak English regularly. | ELU3 |
| I always use the English language with my friends. | ELU4 |
| I always speak/spoke English with my parents. | ELU5 |
| I always speak English with other family members. | ELU6 |
| I mostly speak in English at family gatherings. | ELU7 |
| I feel very comfortable speaking in English. | ELU8 |
| Many of the books that I read are in English. | ELU9 |
| Most of my writing is in English. | ELU10 |
| My thinking is done in English. | ELU11 |
| I prefer to watch English language T.V. than any other language I may speak. | ELU12 |

### Social Interactions and Travel

| | |
|---|---|
| I prefer spending my vacations outside of the country that I live in. | TRAV1 |
| While vacationing, I would prefer to stay in my home country, rather than visit another country. (reversed) | TRAV2 |
| Visiting foreign countries is one of my favourite things. | TRAV3 |
| I have travelled extensively outside of my home country. | TRAV4 |

| | |
|---|---|
| I often think about going to different countries and doing some traveling. | TRAV5 |
| When travelling, I like to immerse myself in the culture of the people I am visiting. | TRAV6 |

## Openness to the Global Culture

| | |
|---|---|
| I think people my age are basically the same around the world. For example, a 20-something in Jordan is basically the same as a 20-something in the U.S., Italy, or anywhere else. | OPE1 |
| I think that my lifestyle is almost the same as that of people of my age-group in other countries. | OPE2 |
| I think my lifestyle is almost the same as that of people of my social class in other countries. | OPE3 |

## Exposure to Multinational Company Marketing

| | |
|---|---|
| When I am watching T.V., I often see advertising for products that are from outside of my country. | EXM1 |
| When I am watching T.V., it seems that the number of advertisements for foreign brands is quite high, when compared to the number of advertisements for local brands. | EXM2 |
| Ads for foreign or global products are everywhere. | EXM3 |
| The magazines that I read are full of ads for foreign or global products. | EXM4 |
| When I read a newspaper, I come across many advertisements for foreign or global products. | EXM5 |
| Many of the T.V. commercials I see are placed by multinational companies. | EXM6 |
| In my city, there are many billboards and advertising signs for foreign and global products. | EXM7 |

## Identification with the Global Culture

| | |
|---|---|
| Advertising by foreign or global brands has a strong influence on my clothing choices. | IDT1 |
| I identify with famous international brands. | IDT2 |
| The way that I dress is influenced by the advertising activities of foreign or global companies. | IDT3 |
| I try to pattern my lifestyle, way of dressing, etc. to be a global consumer. | IDT4 |
| I pay attention to the fashions worn by people in my age-group that live in other countries. | IDT5 |
| I like reading magazines about the fashion, décor, and trends in other countries. | IDT6 |

## Global Global Mass Media Exposure

### America

| | |
|---|---|
| I enjoy watching films from **America** (e.g. Hollywood's American movies). | GMMAmerica1 |
| Some of my favourite actors/actresses are from **America.** | GMMAmerica2 |
| I often watch **American** T.V. programs. | GMMAmerica3 |
| I enjoy listening to music that is popular in **America.** | GMMAmerica4 |
| I enjoy reading magazines from **America.** | GMMAmerica5 |
| I like to read magazines that contain information about popular celebrities from **America.** | GMMAmerica6 |

### Europe

| | |
|---|---|
| I enjoy watching films from **Europe.** | GMMEurope1 |
| Some of my favourite actors/actresses are from **Europe.** | GMMEurope2 |
| I often watch **European** T.V. programs. | GMMEurope3 |
| I enjoy listening to music that is popular in **Europe.** | GMMEurope4 |
| I enjoy reading magazines from **Europe.** | GMMEurope5 |
| I like to read magazines that contain information about popular celebrities from **Europe.** | GMMEurope6 |

### Middle East

| | |
|---|---|
| I enjoy watching films from the **Middle East.** | GMMME1 |
| Some of my favourite actors/actresses are from the **Middle East.** | GMMME2 |
| I often watch **Middle Eastern** T.V. programs. | GMMME3 |
| I enjoy listening to music that is popular in the **Middle East.** | GMMME4 |
| I enjoy reading magazines from the **Middle East.** | GMMME5 |
| I like to read magazines that contain information about popular celebrities from the **Middle East.** | GMMME6 |

## Asia

| | |
|---|---|
| I enjoy watching films from **Asia** (e.g. Bollywood's Indian Movies). | GMMAsia1 |
| Some of my favourite actors/actresses are from **Asia**. | GMMAsia2 |
| I often watch **Asia** T.V. programs. | GMMAsia3 |
| I enjoy listening to music that is popular in **Asia**. | GMMAsia4 |
| I enjoy reading magazines from **Asia**. | GMMAsia5 |
| I like to read magazines that contain information about popular celebrities from **Asia**. | GMMAsia6 |

## *National Identification*

### National Interpersonal Relationships

| | |
|---|---|
| Most of the people that I go to parties or social events with are **Jordanian.** | NIR1 |
| I get together with other **Jordanians** very often. | NIR2 |
| Most of my friends are **Jordanian.** | NIR3 |
| Most of the people at the places I go to have fun and relax are **Jordanian.** | NIR4 |
| I have many **Jordanians** with whom I am very close. | NIR5 |

### Identification and Desire to Maintain Culture-National

| | |
|---|---|
| I am very attached to all aspects of the **Jordanian** culture. | IDMCN1 |
| I consider it very important to maintain the **Jordanian** culture. | IDMCN2 |
| I feel very proud to identify with the **Jordanian** culture. | IDMCN3 |
| It is very important for me to remain close to the **Jordanian** culture. | IDMCN4 |
| Although I believe that I might acquire some elements of another culture(s), it is important for me to hold on to the **Jordanian** culture. | IDMCN5 |
| The acquisition of **Jordanian** family values is desirable. | IDMCN6 |
| I believe that it is very important for children to learn the values of the **Jordanian** culture. | IDMCN7 |
| I feel very much a part of the **Jordanian** culture. | IDMCN8 |
| The **Jordanian** culture has the most positive impact on my life. | IDMCN9 |
| If I was to live elsewhere, I would still want to retain the **Jordanian** culture. | IDMCN10 |
| Participating in **Jordanian** holidays and events is very important to me. | IDMCN11 |

## Economy Territory and Legal

| | |
|---|---|
| I can work freely in **Jordan** as any other Jordanian. | ETL1 |
| I can participate in the economy of **Jordan** as any other Jordanian. | ETL2 |
| I am free to live in any part of **Jordan** that I choose. | ETL3 |
| I have equal legal rights as any other **Jordanian**. | ETL4 |
| I have equal legal responsibilities as any other **Jordanian**. | ETL5 |

## National Language Use

| | |
|---|---|
| In general, I speak Arabic. | NLU1 |
| I mostly carry on conversation in Arabic everyday. | NLU2 |
| I always speak/spoke Arabic with my parents. | NLU3 |
| I always speak Arabic with other family members. | NLU 4 |
| I mostly speak in Arabic at family gatherings. | NLU 5 |
| I always use Arabic with my friends. | NLU 6 |
| I speak Arabic regularly. | NLU 7 |
| Many of the books that I read are in Arabic. | NLU 8 |
| I feel very comfortable speaking in Arabic. | NLU 9 |
| I prefer to watch Arabic language T.V. over any other language I may speak. | NLU 10 |
| Most of my writing is in Arabic. | NLU 11 |
| My thinking is done in Arabic. | NLU 12 |

## National Media

| | |
|---|---|
| The magazines/books that I read are always in **Arabic**. | NM1 |
| The newspapers that I read are always in **Arabic**. | NM2 |
| The Internet sites that I visit are always in **Arabic**. | NM3 |
| The radio programs that I listen to are always in **Arabic**. | NM4 |
| The T.V. programs that I watch are always in **Arabic**. | NM5 |

## *Ethnic Identification*

### Ethnic Interpersonal Relationships

| | |
|---|---|
| Most of the people that I go to parties or social events with are **Chechen.** | EIR1 |
| I get together with other **Chechens** very often. | EIR2 |
| Most of my friends are **Chechen.** | EIR3 |
| Most of the people at the places I go to have fun and relax are **Chechen.** | EIR4 |
| I have many **Chechens** with whom I am very close. | EIR5 |

### Identification and Desire to Maintain Culture-Ethnic

| | |
|---|---|
| I am very attached to all aspects of the **Chechen** culture. | IDMCE1 |
| I consider it very important to maintain the **Chechen** culture. | IDMCE2 |
| I feel very proud to identify with the **Chechen** culture. | IDMCE3 |
| It is very important for me to remain close to the **Chechen** culture. | IDMCE4 |
| Although I believe that I might acquire some elements of another culture(s), it is important for me to hold on to the **Chechen** culture. | IDMCE5 |
| The acquisition of **Chechen** family values is desirable. | IDMCE6 |
| I believe that it is very important for children to learn the values of the **Chechen** culture. | IDMCE7 |
| I feel very much a part of the **Chechen** culture. | IDMCE8 |
| The **Chechen** culture has the most positive impact on my life. | IDMCE9 |
| If I was to live elsewhere, I would still want to retain the **Chechen** culture. | IDMCE10 |
| Participating in **Chechen** holidays and events is very important to me. | IDMCE11 |

### Religious Affiliation

| | |
|---|---|
| Religion is very important in my life. | RA1 |
| I believe that it is important to for a person to work in a job that would benefit their religious group. | RA2 |
| I believe that it is important for a person to marry someone from the same religion. | RA3 |
| I believe that I should support the special causes of my religion. | RA4 |
| I go to a masjed/church regularly. | RA5 |
| I pray regularly. | RA6 |
| I observe the fasting times (I fast when it is prescribed). | RA7 |
| I regularly attend religious events, activities and social affairs. | RA8 |

## Ethnic Language Use

| | |
|---|---|
| In general, I speak Chechen. | ETHLU 1 |
| I mostly carry on conversation in Chechen everyday. | ETHLU 2 |
| I always speak/spoke Chechen with my parents. | ETHLU 3 |
| I always speak Chechen with other family members. | ETHLU 4 |
| I mostly speak Chechen at family gatherings. | ETHLU 5 |
| I always use Chechen with my friends. | ETHLU 6 |
| I speak Chechen regularly. | ETHLU 7 |
| Many of the books that I read are in Chechen. | ETHLU 8 |
| I feel very comfortable speaking in Chechen. | ETHLU 9 |
| I prefer to watch Chechen language T.V. over any other language I may speak. | ETHLU 10 |
| Most of my writing is in Chechen. | ETHLU 11 |
| My thinking is done in Chechen. | ETHLU 12 |

## Ethnic Media

| | |
|---|---|
| The magazines/books that I read are always in **Chechen**. | EM1 |
| The newspapers that I read are always in **Chechen**. | EM2 |
| The Internet sites that I visit are always in **Chechen**. | EM3 |
| The radio programs that I listen to are always in **Chechen**. | EM4 |
| The T.V. programs that I watch are always in **Chechen**. | EM5 |

## *Subjective Norm*

| | |
|---|---|
| My relatives think that I should use the Internet. | NB1 |
| My friends think that I should use the Internet. | NB2 |
| My colleagues think that I should use the Internet. | NB3 |
| People who are important to me think that I should use the Internet. | SN1 |
| People who influence my behaviour think that I should use the Internet. | SN2 |

## *Technology Acceptance Model Constructs*

### Perceived Ease of Use

| | |
|---|---|
| Learning to operate Internet applications would be easy for me. | PEoU1 |
| I would find it easy to get Internet applications to do what I want them to do. | PEoU2 |
| I would find my interaction with Internet applications would be clear and understandable. | PeoU3 |
| I would find Internet applications to be flexible to interact with. | PEoU4 |
| It would be easy for me to become skilful at using Internet applications. | PEoU5 |
| I would find Internet applications easy to use. | PEoU6 |

### Perceived Usefulness

| | |
|---|---|
| Using the Internet in my personal life would enable me to accomplish tasks more quickly. | PU1 |
| Using the Internet would improve my personal life. | PU2 |
| Using the Internet in my personal life would increase my productivity. | PU3 |
| Using the Internet would enhance my effectiveness in my personal life. | PU4 |
| Using the Internet would make it easier to do many things in my personal life. | PU5 |
| I would find using the Internet useful in my personal life. | PU6 |

## *The intention to adopt the Internet*

### Asynchronous Communication

| | |
|---|---|
| I intend on using **e-mail** within the next six months. | INTC1 |
| During the next six months, I plan to experiment with or regularly use **e-mail**. | INTC2 |
| I intend on using **collaboration applications** within the next six months. | INTC9 |
| During the next six months, I plan to experiment with or regularly use **collaboration applications**. | INTC10 |
| I intend on using **news groups** within the next six months. | INTC11 |
| During the next six months, I plan to experiment with or regularly use **news groups**. | INTC12 |
| I intend on using **forums** within the next six months. | INTC13 |
| During the next six months, I plan to experiment with or regularly use **forums**. | INTC14 |
| I intend on using **bloging** within the next six months. | INTC15 |

| | |
|---|---|
| During the next six months, I plan to experiment with or regularly practice **bloging**. | INTC16 |
| I intend on using **social networking** utilities or web sites (such as Facebook or Myspace) on the Internet within the next six months. | INTC17 |
| During the next six months, I plan to experiment with or regularly use **social networking** utilities or web sites. | INTC18 |

## Synchronous Communication

| | |
|---|---|
| I intend on using **text chat** within the next six months. | INTC3 |
| During the next six months, I plan to experiment with or regularly use **text chat**. | INTC4 |
| I intend on using **voice chat** within the next six months. | INTC5 |
| During the next six months, I plan to experiment with or regularly use **voice chat**. | INTC6 |
| I intend on using **video conferencing** within the next six months. | INTC7 |
| During the next six months, I plan to experiment with or regularly use **video conferencing**. | INTC8 |

## Entertainment

| | |
|---|---|
| I intend on using **internet games** within the next six months. | INTE1 |
| During the next six months, I plan to experiment with or regularly use the **internet** for playing **internet games.** | INTE2 |
| I intend on using **internet** sourced **entertainment** within the next six months. | INTE3 |
| During the next six months, I plan to experiment with or regularly use the **internet** for **entertainment** (watch movies; listen to music; look at art, etc.). | INTE4 |

## Education

| | |
|---|---|
| I intend on browsing the web to search for information within the next six months. | INTED1 |
| During the next six months, I plan to experiment with or regularly browse the web to search for information. | INTED2 |
| I intend on using **e-learning** within the next six months. | INTED3 |
| During the next six months, I plan to experiment with or regularly use **e-learning**. | INTED4 |

## Transaction

| | |
|---|---|
| I intend to **buy goods** on the **internet** within the next six months. | INTT1 |
| During the next six months, I plan to experiment with or regularly use the **internet** to **buy goods**. | INTT2 |
| I intend **to buy services** on the **internet** within the next six months. | INTT3 |

| | |
|---|---|
| During the next six months, I plan to experiment with or regularly use the **internet** to **buy services**. | INTT4 |
| I intend **to access e-government services** through the **internet** within the next six months. | INTT5 |
| During the next six months, I plan to experiment with or regularly use the **internet** to **access e-government services**. | INTT6 |
| I intend **to access e-health services** on the **internet** within the next six months. | INTT7 |
| During the next six months, I plan to experiment with or regularly use the **internet** to **access e-health services**. | INTT8 |
| I intend **to access e-finance services** on the **internet** within the next six months. | INTT9 |
| During the next six months, I plan to experiment with or regularly use the **internet** to **access e-finance services**. | INTT10 |

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# Appendix E: Survey (English Version)

## Culture and Technology Adoption Survey

This survey is designed to assess cultural identification, acculturation to the global culture and their effect on the intention to start using Internet applications by members of the general public. The term "the Internet" refers to any application which needs an Internet connection to function. For example, e-mail is an Internet application because it needs an Internet connection to work.

This is not a test with right and wrong answers. All answers are correct as long as they reflect your personal opinions and feelings about the topic. Please answer the questions quickly with the first answer that comes to mind. Please answer all questions with no regard to what other people may think. Your opinion is what counts and your answers are anonymous.

Please *do not* write your name on the survey you fill out.

The survey is in five parts as follows:

Part 1: Perceptions about the Internet

Part 2: Intention to start using or continue using Internet

Part 3: Cultural Identification

Part 4: Language and media usage.

Part 5: Demographic information

### *Part 1: Perceptions about the Internet*

The following statements are about your attitude and the influence you feel from the people around you regarding Internet use. Using the Internet means using computer applications which require Internet access. Please indicate how much you agree with the following statements.

| | | Strongly Disagree | | | | Strongly Agree |
|---|---|---|---|---|---|---|
| 6. | My relatives think that I should use the Internet. | 1 | 2 | 3 | 4 | 5 |
| 7. | My friends think that I should use the Internet. | 1 | 2 | 3 | 4 | 5 |
| 8. | My colleagues think that I should use the Internet. | 1 | 2 | 3 | 4 | 5 |
| 9. | People who are important to me think that I should use the Internet. | 1 | 2 | 3 | 4 | 5 |
| 10. | People who influence my behaviour think that I should use the Internet. | 1 | 2 | 3 | 4 | 5 |
| 11. | Using the Internet is good. | 1 | 2 | 3 | 4 | 5 |
| 12. | Using the Internet is beneficial. | 1 | 2 | 3 | 4 | 5 |
| 13. | Using the Internet is rewarding. | 1 | 2 | 3 | 4 | 5 |
| 14. | Using the Internet is pleasant. | 1 | 2 | 3 | 4 | 5 |
| 15. | Learning to operate Internet applications would be easy for me. | 1 | 2 | 3 | 4 | 5 |
| 16. | I would find it easy to get Internet applications to do what I want them to do. | 1 | 2 | 3 | 4 | 5 |
| 17. | I would find my interaction with Internet applications would be clear and understandable. | 1 | 2 | 3 | 4 | 5 |
| 18. | I would find Internet applications to be flexible to interact with. | 1 | 2 | 3 | 4 | 5 |
| 19. | It would be easy for me to become skilful at using Internet applications. | 1 | 2 | 3 | 4 | 5 |
| 20. | I would find Internet applications easy to use. | 1 | 2 | 3 | 4 | 5 |
| 21. | Using the Internet in my personal life would enable me to accomplish tasks more quickly. | 1 | 2 | 3 | 4 | 5 |
| 22. | Using the Internet would improve my personal life. | 1 | 2 | 3 | 4 | 5 |
| 23. | Using the Internet in my personal life would increase my productivity. | 1 | 2 | 3 | 4 | 5 |
| 24. | Using the Internet would enhance my effectiveness in my personal life. | 1 | 2 | 3 | 4 | 5 |
| 25. | Using the Internet would make it easier to do many things in my personal life. | 1 | 2 | 3 | 4 | 5 |
| 26. | I would find using the Internet useful in my personal life. | 1 | 2 | 3 | 4 | 5 |

## *Part 2: Intention to start using (or continue using) the Internet*

The following statements are about your intention to start using or continue using the **Internet** (by using computer applications which require Internet access). The statements are organized according to the general type of Internet applications such as applications for communication, education, entertainment or for performing specific transactions. Please indicate how much you agree with the following statements by circling the number indicating your level of agreement with the statement. Where you do not find the application applicable to you, please circle the n/a in the N/A (not applicable) column.

| Communication | | Strongly Disagree | | | | Strongly Agree | N/A |
|---|---|---|---|---|---|---|---|
| 2.1. | I intend on using **e-mail** within the next six months. | 1 | 2 | 3 | 4 | 5 | n/a |
| 2.2. | During the next six months, I plan to experiment with or regularly use **e-mail**. | 1 | 2 | 3 | 4 | 5 | n/a |
| 2.3. | I intend on using **text chat** within the next six months. | 1 | 2 | 3 | 4 | 5 | n/a |
| 2.4. | During the next six months, I plan to experiment with or regularly use **text chat**. | 1 | 2 | 3 | 4 | 5 | n/a |
| 2.5. | I intend on using **voice chat** within the next six months. | 1 | 2 | 3 | 4 | 5 | n/a |
| 2.6. | During the next six months, I plan to experiment with or regularly use **voice chat**. | 1 | 2 | 3 | 4 | 5 | n/a |
| 2.7. | I intend on using **video conferencing** within the next six months. | 1 | 2 | 3 | 4 | 5 | n/a |
| 2.8. | During the next six months, I plan to experiment with or regularly use **video conferencing**. | 1 | 2 | 3 | 4 | 5 | n/a |
| 2.9. | I intend on using **collaboration applications** within the next six months. | 1 | 2 | 3 | 4 | 5 | n/a |
| 2.10. | During the next six months, I plan to experiment with or regularly use **collaboration applications**. | 1 | 2 | 3 | 4 | 5 | n/a |
| 2.11. | I intend on using **news groups** within the next six months. | 1 | 2 | 3 | 4 | 5 | n/a |
| 2.12. | During the next six months, I plan to experiment with or regularly use **news groups**. | 1 | 2 | 3 | 4 | 5 | n/a |
| 2.13. | I intend on using **forums** within the next six months. | 1 | 2 | 3 | 4 | 5 | n/a |
| 2.14. | During the next six months, I plan to experiment with or regularly use **forums**. | 1 | 2 | 3 | 4 | 5 | n/a |
| 2.15. | I intend on using **bloging** within the next six months. | 1 | 2 | 3 | 4 | 5 | n/a |
| 2.16. | During the next six months, I plan to experiment with or regularly practice **bloging**. | 1 | 2 | 3 | 4 | 5 | n/a |
| 2.17. | I intend on using **social networking** utilities or web sites (such as Facebook or Myspace) on the Internet within the next six months. | 1 | 2 | 3 | 4 | 5 | n/a |

| Communication | Strongly Disagree | | | | Strongly Agree | N/A |
|---|---|---|---|---|---|---|
| 2.18. During the next six months, I plan to experiment with or regularly use **social networking** utilities or web sites. | 1 | 2 | 3 | 4 | 5 | n/a |

| Entertainment | Strongly Disagree | | | | Strongly Agree | N/A |
|---|---|---|---|---|---|---|
| 2.19. I intend on using **internet games** within the next six months. | 1 | 2 | 3 | 4 | 5 | n/a |
| 2.20. During the next six months, I plan to experiment with or regularly use the **internet** for playing **internet games.** | 1 | 2 | 3 | 4 | 5 | n/a |
| 2.21. I intend on using **internet** sourced **entertainment** within the next six months. | 1 | 2 | 3 | 4 | 5 | n/a |
| 2.22. During the next six months, I plan to experiment with or regularly use the **internet** for **entertainment** (watch movies; listen to music; look at art, etc.). | 1 | 2 | 3 | 4 | 5 | n/a |

| Education | Strongly Disagree | | | | Strongly Agree | N/A |
|---|---|---|---|---|---|---|
| 2.23. I intend on browsing the web to search for information within the next six months. | 1 | 2 | 3 | 4 | 5 | n/a |
| 2.24. During the next six months, I plan to experiment with or regularly browse the web to search for information. | 1 | 2 | 3 | 4 | 5 | n/a |
| 2.25. I intend on using **e-learning** within the next six months. | 1 | 2 | 3 | 4 | 5 | n/a |
| 2.26. During the next six months, I plan to experiment with or regularly use **e-learning**. | 1 | 2 | 3 | 4 | 5 | n/a |

| Transaction | Strongly Disagree | | | | Strongly Agree | N/A |
|---|---|---|---|---|---|---|
| 2.27. I intend to **buy goods** on the **internet** within the next six months. | 1 | 2 | 3 | 4 | 5 | n/a |
| 2.28. During the next six months, I plan to experiment with or regularly use the **internet** to **buy goods**. | 1 | 2 | 3 | 4 | 5 | n/a |
| 2.29. I intend **to buy services** on the **internet** within the next six months. | 1 | 2 | 3 | 4 | 5 | n/a |
| 2.30. During the next six months, I plan to experiment with or regularly use the **internet** to **buy services**. | 1 | 2 | 3 | 4 | 5 | n/a |
| 2.31. I intend **to access e-government services** through the **internet** within the next six months. | 1 | 2 | 3 | 4 | 5 | n/a |
| 2.32. During the next six months, I plan to experiment with or regularly use the **internet** to **access e-government services**. | 1 | 2 | 3 | 4 | 5 | n/a |

| Transaction | | Strongly Disagree | | | | Strongly Agree | N/A |
|---|---|---|---|---|---|---|---|
| 2.33. | I intend **to access e-health services** on the **internet** within the next six months. | 1 | 2 | 3 | 4 | 5 | n/a |
| 2.34. | During the next six months, I plan to experiment with or regularly use the **internet** to **access e-health services.** | 1 | 2 | 3 | 4 | 5 | n/a |
| 2.35. | I intend **to access e-finance services** on the **internet** within the next six months. | 1 | 2 | 3 | 4 | 5 | n/a |
| 2.36. | During the next six months, I plan to experiment with or regularly use the **internet** to **access e-finance services.** | 1 | 2 | 3 | 4 | 5 | n/a |

## *Part 3: Cultural Identification*

The following statements are about the global culture. Please indicate how much you agree with the following statements.

### Section 1: The Global Culture

| | | Strongly Disagree | | | | Strongly Agree |
|---|---|---|---|---|---|---|
| 3.1. | I enjoy exchanging ideas with people from other cultures or countries. | 1 | 2 | 3 | 4 | 5 |
| 3.2. | I am interested in learning more about people who live in other countries. | 1 | 2 | 3 | 4 | 5 |
| 3.3. | I enjoy being with people from other countries to learn about their unique views and approaches. | 1 | 2 | 3 | 4 | 5 |
| 3.4. | I like to observe people of other cultures, to see what I can learn from them. | 1 | 2 | 3 | 4 | 5 |
| 3.5. | I like to learn about other ways of life. | 1 | 2 | 3 | 4 | 5 |
| 3.6. | I find people from other cultures stimulating. | 1 | 2 | 3 | 4 | 5 |
| 3.7. | I prefer spending my vacations outside of the country that I live in. | 1 | 2 | 3 | 4 | 5 |
| 3.8. | While vacationing, I would prefer to stay in my home country, rather than visit another country. | 1 | 2 | 3 | 4 | 5 |
| 3.9. | Visiting foreign countries is one of my favourite things. | 1 | 2 | 3 | 4 | 5 |
| 3.10. | I have travelled extensively outside of my home country. | 1 | 2 | 3 | 4 | 5 |
| 3.11. | I often think about going to different countries and doing some traveling. | 1 | 2 | 3 | 4 | 5 |
| 3.12. | When travelling, I like to immerse myself in the culture of the people I am visiting. | 1 | 2 | 3 | 4 | 5 |

| | | Strongly Disagree | | | | Strongly Agree |
|---|---|---|---|---|---|---|
| 3.13. | I think people my age are basically the same around the world. For example, a 20-something in Jordan is basically the same as a 20-something in the U.S., Italy, or anywhere else. | 1 | 2 | 3 | 4 | 5 |
| 3.14. | I think that my lifestyle is almost the same as that of people of my age-group in other countries. | 1 | 2 | 3 | 4 | 5 |
| 3.15. | I think my lifestyle is almost the same as that of people of my social class in other countries. | 1 | 2 | 3 | 4 | 5 |
| 3.16. | When I am watching T.V., I often see advertising for products that are from outside of my country. | 1 | 2 | 3 | 4 | 5 |
| 3.17. | When I am watching T.V., it seems that the number of advertisements for foreign brands is quite high, when compared to the number of advertisements for local brands. | 1 | 2 | 3 | 4 | 5 |
| 3.18. | Ads for foreign or global products are everywhere. | 1 | 2 | 3 | 4 | 5 |
| 3.19. | The magazines that I read are full of ads for foreign or global products. | 1 | 2 | 3 | 4 | 5 |
| 3.20. | When I read a newspaper, I come across many advertisements for foreign or global products. | 1 | 2 | 3 | 4 | 5 |
| 3.21. | Many of the T.V. commercials I see are placed by multinational companies. | 1 | 2 | 3 | 4 | 5 |
| 3.22. | In my city, there are many billboards and advertising signs for foreign and global products. | 1 | 2 | 3 | 4 | 5 |
| 3.23. | Advertising by foreign or global brands has a strong influence on my clothing choices. | 1 | 2 | 3 | 4 | 5 |
| 3.24. | I identify with famous international brands. | 1 | 2 | 3 | 4 | 5 |
| 3.25. | The way that I dress is influenced by the advertising activities of foreign or global companies. | 1 | 2 | 3 | 4 | 5 |
| 3.26. | I try to pattern my lifestyle, way of dressing, etc. to be a global consumer. | 1 | 2 | 3 | 4 | 5 |
| 3.27. | I pay attention to the fashions worn by people in my age-group that live in other countries. | 1 | 2 | 3 | 4 | 5 |
| 3.28. | I like reading magazines about the fashion, décor, and trends in other countries. | 1 | 2 | 3 | 4 | 5 |

## Section 2: Ethnic and National Culture

The following statements are about the Chechen and Jordanian cultures. Please indicate how much you agree with the following statements.

| | | Strongly Disagree | | | | Strongly Agree |
|---|---|---|---|---|---|---|

| | | Strongly Disagree | | | | Strongly Agree |
|---|---|---|---|---|---|---|
| 3.29. | Most of the people that I go to parties or social events with are **Chechen.** | 1 | 2 | 3 | 4 | 5 |
| 3.30. | I get together with other **Chechens** very often. | 1 | 2 | 3 | 4 | 5 |
| 3.31. | Most of my friends are **Chechen.** | 1 | 2 | 3 | 4 | 5 |
| 3.32. | Most of the people at the places I go to have fun and relax are **Chechen.** | 1 | 2 | 3 | 4 | 5 |
| 3.33. | I have many **Chechens** with whom I am very close. | 1 | 2 | 3 | 4 | 5 |
| 3.34. | Most of the people that I go to parties or social events with are **Jordanian.** | 1 | 2 | 3 | 4 | 5 |
| 3.35. | I get together with other **Jordanians** very often. | 1 | 2 | 3 | 4 | 5 |
| 3.36. | Most of my friends are **Jordanian.** | 1 | 2 | 3 | 4 | 5 |
| 3.37. | Most of the people at the places I go to have fun and relax are **Jordanian.** | 1 | 2 | 3 | 4 | 5 |
| 3.38. | I have many **Jordanians** with whom I am very close. | 1 | 2 | 3 | 4 | 5 |
| 3.39. | I am very attached to all aspects of the **Chechen** culture. | 1 | 2 | 3 | 4 | 5 |
| 3.40. | I consider it very important to maintain the **Chechen** culture. | 1 | 2 | 3 | 4 | 5 |
| 3.41. | I feel very proud to identify with the **Chechen** culture. | 1 | 2 | 3 | 4 | 5 |
| 3.42. | It is very important for me to remain close to the **Chechen** culture. | 1 | 2 | 3 | 4 | 5 |
| 3.43. | Although I believe that I might acquire some elements of another culture(s), it is important for me to hold on to the **Chechen** culture. | 1 | 2 | 3 | 4 | 5 |
| 3.44. | The acquisition of **Chechen** family values is desirable. | 1 | 2 | 3 | 4 | 5 |
| 3.45. | I believe that it is very important for children to learn the values of the **Chechen** culture. | 1 | 2 | 3 | 4 | 5 |
| 3.46. | I feel very much a part of the **Chechen** culture. | 1 | 2 | 3 | 4 | 5 |
| 3.47. | The **Chechen** culture has the most positive impact on my life. | 1 | 2 | 3 | 4 | 5 |
| 3.48. | If I was to live elsewhere, I would still want to retain the **Chechen** culture. | 1 | 2 | 3 | 4 | 5 |
| 3.49. | Participating in **Chechen** holidays and events is very important to me. | 1 | 2 | 3 | 4 | 5 |
| 3.50. | I am very attached to all aspects of the **Jordanian** culture. | 1 | 2 | 3 | 4 | 5 |
| 3.51. | I consider it very important to maintain the **Jordanian** culture. | 1 | 2 | 3 | 4 | 5 |
| 3.52. | I feel very proud to identify with the **Jordanian** culture. | 1 | 2 | 3 | 4 | 5 |

| | | Strongly Disagree | | | | Strongly Agree |
|---|---|---|---|---|---|---|
| 3.53. | It is very important for me to remain close to the **Jordanian** culture. | 1 | 2 | 3 | 4 | 5 |
| 3.54. | Although I believe that I might acquire some elements of another culture(s), it is important for me to hold on to the **Jordanian** culture. | 1 | 2 | 3 | 4 | 5 |
| 3.55. | The acquisition of **Jordanian** family values is desirable. | 1 | 2 | 3 | 4 | 5 |
| 3.56. | I believe that it is very important for children to learn the values of the **Jordanian** culture. | 1 | 2 | 3 | 4 | 5 |
| 3.57. | I feel very much a part of the **Jordanian** culture. | 1 | 2 | 3 | 4 | 5 |
| 3.58. | The **Jordanian** culture has the most positive impact on my life. | 1 | 2 | 3 | 4 | 5 |
| 3.59. | If I was to live elsewhere, I would still want to retain the **Jordanian** culture. | 1 | 2 | 3 | 4 | 5 |
| 3.60. | Participating in **Jordanian** holidays and events is very important to me. | 1 | 2 | 3 | 4 | 5 |
| 3.61. | I can work freely in **Jordan** as any other Jordanian. | 1 | 2 | 3 | 4 | 5 |
| 3.62. | I can participate in the economy of **Jordan** as any other Jordanian. | 1 | 2 | 3 | 4 | 5 |
| 3.63. | I am free to live in any part of **Jordan** that I choose. | 1 | 2 | 3 | 4 | 5 |
| 3.64. | I have equal legal rights as any other **Jordanian**. | 1 | 2 | 3 | 4 | 5 |
| 3.65. | I have equal legal responsibilities as any other **Jordanian**. | 1 | 2 | 3 | 4 | 5 |

## Section 3: Religious Affiliation

| | | Strongly Disagree | | | | Strongly Agree |
|---|---|---|---|---|---|---|
| 3.66. | Religion is very important in my life. | 1 | 2 | 3 | 4 | 5 |
| 3.67. | I believe that it is important to for a person to work in a job that would benefit their religious group. | 1 | 2 | 3 | 4 | 5 |
| 3.68. | I believe that it is important for a person to marry someone from the same religion. | 1 | 2 | 3 | 4 | 5 |
| 3.69. | I believe that I should support the special causes of my religion. | 1 | 2 | 3 | 4 | 5 |
| 3.70. | I go to a masjed/church regularly. | 1 | 2 | 3 | 4 | 5 |
| 3.71. | I pray regularly. | 1 | 2 | 3 | 4 | 5 |
| 3.72. | I observe the fasting times (I fast when it is prescribed). | 1 | 2 | 3 | 4 | 5 |

| | | Strongly Disagree | | | | Strongly Agree |
|---|---|---|---|---|---|---|
| 3.73. | I regularly attend religious events, activities and social affairs. | 1 | 2 | 3 | 4 | 5 |

## *Part 4: Languages and Media Usage*

### Section 1: English Language Usage

Do you speak English?

____ No, please proceed to Section 2: Arabic Language Usage

____ Yes, please indicate how much you agree with the following statements:

| | | Strongly Disagree | | | | Strongly Agree |
|---|---|---|---|---|---|---|
| 4.1. | I mostly carry on conversations in the English language everyday. | 1 | 2 | 3 | 4 | 5 |
| 4.2. | In general, I speak the English language. | 1 | 2 | 3 | 4 | 5 |
| 4.3. | I speak English regularly. | 1 | 2 | 3 | 4 | 5 |
| 4.4. | I always use the English language with my friends. | 1 | 2 | 3 | 4 | 5 |
| 4.5. | I always speak/spoke English with my parents. | 1 | 2 | 3 | 4 | 5 |
| 4.6. | I always speak English with other family members. | 1 | 2 | 3 | 4 | 5 |
| 4.7. | I mostly speak in English at family gatherings. | 1 | 2 | 3 | 4 | 5 |
| 4.8. | I feel very comfortable speaking in English. | 1 | 2 | 3 | 4 | 5 |
| 4.9. | Many of the books that I read are in English. | 1 | 2 | 3 | 4 | 5 |
| 4.10. | Most of my writing is in English. | 1 | 2 | 3 | 4 | 5 |
| 4.11. | My thinking is done in English. | 1 | 2 | 3 | 4 | 5 |
| 4.12. | I prefer to watch English language T.V. than any other language I may speak. | 1 | 2 | 3 | 4 | 5 |

### Section 2: Arabic Language Usage

Do you speak Arabic?

____ No, Please proceed to Section 3: Chechen Language Usage

____ Yes, please indicate how much you agree with the following statements:

| | | Strongly Disagree | | | | Strongly Agree |
|---|---|---|---|---|---|---|
| 4.13. | In general, I speak Arabic. | 1 | 2 | 3 | 4 | 5 |
| 4.14. | I mostly carry on conversation in Arabic everyday. | 1 | 2 | 3 | 4 | 5 |
| 4.15. | I always speak/spoke Arabic with my parents. | 1 | 2 | 3 | 4 | 5 |
| 4.16. | I always speak Arabic with other family members. | 1 | 2 | 3 | 4 | 5 |
| 4.17. | I mostly speak in Arabic at family gatherings. | 1 | 2 | 3 | 4 | 5 |
| 4.18. | I always use Arabic with my friends. | 1 | 2 | 3 | 4 | 5 |
| 4.19. | I speak Arabic regularly. | 1 | 2 | 3 | 4 | 5 |
| 4.20. | Many of the books that I read are in Arabic. | 1 | 2 | 3 | 4 | 5 |
| 4.21. | I feel very comfortable speaking in Arabic. | 1 | 2 | 3 | 4 | 5 |
| 4.22. | I prefer to watch Arabic language T.V. over any other language I may speak. | 1 | 2 | 3 | 4 | 5 |
| 4.23. | Most of my writing is in Arabic. | 1 | 2 | 3 | 4 | 5 |
| 4.24. | My thinking is done in Arabic. | 1 | 2 | 3 | 4 | 5 |

## Section 3: Chechen Language Usage

Do you speak Chechen?

____ No, Please proceed to the next section (4).

____ Yes, please indicate how much you agree with the following statements:

| | | Strongly Disagree | | | | Strongly Agree |
|---|---|---|---|---|---|---|
| 4.25. | In general, I speak Chechen. | 1 | 2 | 3 | 4 | 5 |
| 4.26. | I mostly carry on conversation in Chechen everyday. | 1 | 2 | 3 | 4 | 5 |
| 4.27. | I always speak/spoke Chechen with my parents. | 1 | 2 | 3 | 4 | 5 |
| 4.28. | I always speak Chechen with other family members. | 1 | 2 | 3 | 4 | 5 |
| 4.29. | I mostly speak Chechen at family gatherings. | 1 | 2 | 3 | 4 | 5 |
| 4.30. | I always use Chechen with my friends. | 1 | 2 | 3 | 4 | 5 |
| 4.31. | I speak Chechen regularly. | 1 | 2 | 3 | 4 | 5 |
| 4.32. | Many of the books that I read are in Chechen. | 1 | 2 | 3 | 4 | 5 |

| | | Strongly Disagree | | | | Strongly Agree |
|---|---|---|---|---|---|---|
| 4.33. | I feel very comfortable speaking in Chechen. | 1 | 2 | 3 | 4 | 5 |
| 4.34. | I prefer to watch Chechen language T.V. over any other language I may speak. | 1 | 2 | 3 | 4 | 5 |
| 4.35. | Most of my writing is in Chechen. | 1 | 2 | 3 | 4 | 5 |
| 4.36. | My thinking is done in Chechen. | 1 | 2 | 3 | 4 | 5 |

## Section 5: Global Mass Media Exposure

Please indicate how much you agree with the following statements about the international mass media:

### America

| | | Strongly Disagree | | | | Strongly Agree |
|---|---|---|---|---|---|---|
| 4.37. | I enjoy watching films from **America** (e.g. Hollywood's American movies). | 1 | 2 | 3 | 4 | 5 |
| 4.38. | Some of my favourite actors/actresses are from **America.** | 1 | 2 | 3 | 4 | 5 |
| 4.39. | I often watch **American** T.V. programs. | 1 | 2 | 3 | 4 | 5 |
| 4.40. | I enjoy listening to music that is popular in **America.** | 1 | 2 | 3 | 4 | 5 |
| 4.41. | I enjoy reading magazines from **America.** | 1 | 2 | 3 | 4 | 5 |
| 4.42. | I like to read magazines that contain information about popular celebrities from **America.** | 1 | 2 | 3 | 4 | 5 |

### Europe

| | | Strongly Disagree | | | | Strongly Agree |
|---|---|---|---|---|---|---|
| 4.43. | I enjoy watching films from **Europe.** | 1 | 2 | 3 | 4 | 5 |
| 4.44. | Some of my favourite actors/actresses are from **Europe.** | 1 | 2 | 3 | 4 | 5 |
| 4.45. | I often watch **European** T.V. programs. | 1 | 2 | 3 | 4 | 5 |
| 4.46. | I enjoy listening to music that is popular in **Europe.** | 1 | 2 | 3 | 4 | 5 |
| 4.47. | I enjoy reading magazines from **Europe.** | 1 | 2 | 3 | 4 | 5 |
| 4.48. | I like to read magazines that contain information about popular celebrities from **Europe.** | 1 | 2 | 3 | 4 | 5 |

### Middle East

| | | Strongly Disagree | | | | Strongl Agre |
|---|---|---|---|---|---|---|
| 4.49. | I enjoy watching films from the **Middle East.** | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 4.50. | Some of my favourite actors/actresses are from the **Middle East.** | 1 | 2 | 3 | 4 | 5 |
| 4.51. | I often watch **Middle Eastern** T.V. programs. | 1 | 2 | 3 | 4 | 5 |
| 4.52. | I enjoy listening to music that is popular in the **Middle East.** | 1 | 2 | 3 | 4 | 5 |
| 4.53. | I enjoy reading magazines from the **Middle East.** | 1 | 2 | 3 | 4 | 5 |
| 4.54. | I like to read magazines that contain information about popular celebrities from the **Middle East.** | 1 | 2 | 3 | 4 | 5 |

| **Asia** | | Strongly Disagree | | | | Strongl Agre |
|---|---|---|---|---|---|---|
| 4.55. | I enjoy watching films from **Asia** (e.g. Bollywood's Indian Movies). | 1 | 2 | 3 | 4 | 5 |
| 4.56. | Some of my favourite actors/actresses are from **Asia**. | 1 | 2 | 3 | 4 | 5 |
| 4.57. | I often watch **Asia** T.V. programs. | 1 | 2 | 3 | 4 | 5 |
| 4.58. | I enjoy listening to music that is popular in **Asia**. | 1 | 2 | 3 | 4 | 5 |
| 4.59. | I enjoy reading magazines from **Asia**. | 1 | 2 | 3 | 4 | 5 |
| 4.60. | I like to read magazines that contain information about popular celebrities from **Asia**. | 1 | 2 | 3 | 4 | 5 |

## Section 6: Ethnic Media-usage and Exposure

The following statements are about the ethnic language media that you pursue. Please indicate how much you agree with the following statements.

| **Chechen Language Media** | | Strongly Disagree | | | | Strongly Agree |
|---|---|---|---|---|---|---|
| 4.61. | The magazines/books that I read are always in **Chechen**. | 1 | 2 | 3 | 4 | 5 |
| 4.62. | The newspapers that I read are always in **Chechen**. | 1 | 2 | 3 | 4 | 5 |
| 4.63. | The Internet sites that I visit are always in **Chechen**. | 1 | 2 | 3 | 4 | 5 |
| 4.64. | The radio programs that I listen to are always in **Chechen**. | 1 | 2 | 3 | 4 | 5 |
| 4.65. | The T.V. programs that I watch are always in **Chechen**. | 1 | 2 | 3 | 4 | 5 |

## Section 7: National Media-usage and Exposure

The following statements are about the national language media that you pursue. Please indicate how much you agree with the following statements.

| **Arabic Language Media** | Strongly | Strongly |
|---|---|---|

| | | Disagree | | | | Agree |
|---|---|---|---|---|---|---|
| 4.66. | The magazines/books that I read are always in **Arabic**. | 1 | 2 | 3 | 4 | 5 |
| 4.67. | The newspapers that I read are always in **Arabic**. | 1 | 2 | 3 | 4 | 5 |
| 4.68. | The Internet sites that I visit are always in **Arabic**. | 1 | 2 | 3 | 4 | 5 |
| 4.69. | The radio programs that I listen to are always in **Arabic**. | 1 | 2 | 3 | 4 | 5 |
| 4.70. | The T.V. programs that I watch are always in **Arabic**. | 1 | 2 | 3 | 4 | 5 |

## *Part 5: Demographic Variables*

Please answer the following questions by checking the appropriate box:

5.1. If you have used Internet applications in the past, please indicate, in the table below, the length of time in months and years and the total number of hours per week that you spent on each of these applications.

| | Internet Application | Years | Months | Hours/Week | Not Applicable |
|---|---|---|---|---|---|
| 5.1.1. | e-mail | | | | |
| 5.1.2. | text chat | | | | |
| 5.1.3. | voice chat | | | | |
| 5.1.4. | video conferencing | | | | |
| 5.1.5. | collaboration applications | | | | |
| 5.1.6. | news groups | | | | |
| 5.1.7. | forums | | | | |
| 5.1.8. | bloging | | | | |
| 5.1.9. | social networking | | | | |
| 5.1.10. | internet games | | | | |
| 5.1.11. | entertainment | | | | |
| 5.1.12. | web browsing | | | | |
| 5.1.13. | e-learning | | | | |
| 5.1.14. | buying goods on the Internet | | | | |
| 5.1.15. | buying services on the Internet | | | | |
| 5.1.16. | accessing e-government services | | | | |

| Internet Application | Years | Months | Hours/Week | Not Applicable |
|---|---|---|---|---|
| 5.1.17. accessing e-health services | | | | |
| 5.1.18. accessing e-finance services | | | | |

5.2. What is your citizenship or citizenships?
☐ Jordanian ☐ Other* (Please specify)

_____

5.3. What was your place of birth?
☐ Jordan ☐ Other* (Please specify)

_____

*If you marked "Other" in the above question:

5.4. Please indicate approximately how many years you have lived in Jordan (otherwise, proceed to the next question).

_____

5.5. Where was your mother born?
☐ Jordan ☐ Other (Please specify)
_____

5.6. Where was your father born?
☐ Jordan ☐ Other (Please specify)
_____

5.7. You are: ☐ Female ☐ Male

5.8. Your age is: _____ years

5.9. Your family size is: _____

5.10. You are: ☐ Single ☐ Married
☐ Divorced ☐ Widowed

5.11. Please indicate your highest level of educational attainment:

1□ Did not go to school

2□ Some grade school

3□ Completed grade school

4□ Some secondary school

5□ Completed secondary school

6□ Some high school

7□ Completed high school (Tawjehy)

8□ Community collage / technical training / diploma

9□ Undergraduate (Bachelor's) University Degree

10□ Graduate (Master's) University Degree

11□Graduate (Doctorate) University Degree

5.12. What is your employment status?

1□ Work full-time (30+ hours per week)

2□ Work part-time (less than 30 hours per week)

3□ Retired / pensioned

4□ Full-time student

5□ Student, also working

6□ Unemployed

7□ Homemaker

8□ Homemaker / work part-time

5.13. What is your profession?

_____

5.14. Please indicate your family income: (in Jordanian Dinars)—Optional.

_____

5.15. Please write any comments here:

_____

_____

_____

Thank you for your valuable participation in this survey.

Please give this completed questionnaire back to the research assistant.

Concordia University
John Molson
School of Business

Culture Survey
MIS Department
John Molson School of Business
1455 de Maisonneuve West, GM 209-13
Montreal, Quebec, *H3G 1M8*

# Appendix F: Cover Letter (English Version)

August 28, 2008

Members of the Circassian Community in Jordan
Al Ahli Social Club
Amman, Jordan

Dear Survey Participant:

On behalf of my professors and myself, from Concordia University in Montreal, Canada, I would like to thank you very much for your participation in this survey. We are deeply grateful to the social club for assisting us in reaching you and for your willingness to complete the survey.

This survey is the critical part for the thesis required for the completion of my master's degree. In this survey, I am particularly interested in your opinions on various cultural characteristics and on Internet use. In today's world of globalization and advanced technology, it is important to understand the links between culture and the use of the Internet. Understanding the influence of culture on Internet related behaviors is interesting to researchers like me as well as to others such as policy makers who design educational programs to better meet your needs and to encourage the successful use of Internet technologies.

Your answers will remain completely confidential. Your name or any other identifying information does not appear on the questionnaire. We will use only the combined data from all respondents in our statistical analysis. If you would like to comment on any of the questions or on the overall theme of the survey, please feel free to do so in the margins, or in the space provided at the end of the questionnaire. I will read your comments carefully and take them into account.

If you would like some feedback on the study once our analysis is complete, we would be pleased to send you a report that contains a summary of the findings. Just send us a separate note at: r_ayouby@jmsb.concordia.ca

I want to reemphasize that your participation is voluntary, anonymous and confidential. To help us keep your responses confidential, please do not identify yourself on the survey!

Thank you in advance for your very kind participation.

Yours truly,

**Reem Ayouby**
Masters of Science in Administration Candidate
John Molson School of Business
Concordia University
Montreal, Quebec, Canada

# Appendix G: Survey (Arabic Version)

Concordia University
John Molson School of Business

Culture Survey
DS-MIS Department
John Molson School of Business
1455 de Maisonneuve West, GM 209-13
Montreal, Quebec, *H3G 1M8*

## الثّقافة و تبنّي التّكنولوجيا: إستطلاع

صُمِّمَتْ هذه الدّراسة لتقييم الهويّة الثّقافيّة، التفاعل مع الثّقافة العالميّة و مدى تأثير ذلك على نية عامة الناس لاستخدام تطبيقات الإنترنت. مصطلح "الإنترنت" يشير إلى أيّ تطبيق يحتاج الاتصال بالإنترنت لكي يعمل. على سبيل المثال، البريد الإلكترونيّ يعمل عبر الانترنت اذ يحتاج التوصيل بالانترنت لكي يعمل .

هذا ليس اختبارًا للاجابة بصح او خطأ. كلّ الإجابات صحيحة طالما تعكس آراءك و أحاسيسك الشّخصيّة حول الموضوع. يرجى الاجابة على كافة الأسئلة بالإجابة بسرعة و بأول اجابة تتوارد للذهن. ويرجى الاجابة على كافة الأسئلة بغض النظر عما يعتقده الآخرون. رأيك هو ما سيتم الاعتماد عليه و إجاباتك ستبقى سرية.

لذا يرجى عدم كتابة اسمك على بيانات الإستطلاع الذي تملأه.

هذا الإستطلاع مكون من خمسة أجزاء كما يلي :
الجزء الأول: المفاهيم حول الإنترنت
الجزء الثاني: النّيّة لبدء استخدام أو الاستمرار في استخدام الانترنت
الجزء الثالث: الهويّة الثّقافيّة
الجزء الرابع: استخدام الإعلام و اللغة.
الجزء الخامس : المعلومات الدّيموغرافيّة.

## *الجزء الأول: المفاهيم حول الإنترنت*

العبارات التّالية تعكس موقفك وتأثير محيطك من النّاس حول استخدام الإنترنت. استخدام الإنترنت يعني استخدام تطبيقات الآلة الحاسبة التي تتطلب الدخول الى الإنترنت. يرجى تبيان مدى اتفاقك مع العبارات التّالية.

| لا أوافق بتاتاً | | | | أوافق جداً | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 1.1. يعتقد أقاربي أن علي أستخدام الإنترنت. |
| 1 | 2 | 3 | 4 | 5 | 2.1. يعتقد أصدقائي أن علي أستخدام الإنترنت. |
| 1 | 2 | 3 | 4 | 5 | 3.1. يعتقد زملائي أن علي أستخدام الإنترنت. |
| 1 | 2 | 3 | 4 | 5 | 4.1. يعتقد من يهمني من النّاس أن علي أستخدام الإنترنت. |
| 1 | 2 | 3 | 4 | 5 | 5.1. يعتقد من يؤثر علي سلوكي من الناس أن علي أستخدام الإنترنت. |
| 1 | 2 | 3 | 4 | 5 | 6.1. استخدام الإنترنت أمر جيّد. |
| 1 | 2 | 3 | 4 | 5 | 7.1. استخدام الإنترنت مفيد. |
| 1 | 2 | 3 | 4 | 5 | 8.1. استخدام الإنترنت له عائدة. |
| 1 | 2 | 3 | 4 | 5 | 9.1. استخدام الإنترنت ممتع. |
| 1 | 2 | 3 | 4 | 5 | 10.1. يسهل علي تعلم كيفية تشغيل تطبيقات الإنترنت. |
| 1 | 2 | 3 | 4 | 5 | 11.1. يسهل علي جعل تطبيقات الإنترنت عمل ما أريدها أن تفعله. |
| 1 | 2 | 3 | 4 | 5 | 12.1. أجد تفاعلي مع تطبيقات الإنترنت واضح و مفهوم. |

| | لا أوافق بتاتاً | | | | أوافق جدا |
|---|---|---|---|---|---|
| 13.1.أجد مرونة في التفاعل مع تطبيقات الإنترنت. | 1 | 2 | 3 | 4 | 5 |
| 14.1.يسهل علي أن أكون بارعاً في استخدام تطبيقات الإنترنت. | 1 | 2 | 3 | 4 | 5 |
| 15.1.يسهل علي استخدام تطبيقات الانترنت. | 1 | 2 | 3 | 4 | 5 |
| 16.1.استخدام الإنترنت في حياتي الشّخصيّة يمكنني من انجاز المهامّ بسرعة أكبر. | 1 | 2 | 3 | 4 | 5 |
| 17.1.استخدام الإنترنت يحسّن حياتي الشّخصيّة. | 1 | 2 | 3 | 4 | 5 |
| 18.1.استخدام الإنترنت في حياتي الشّخصيّة يزيد من إنتاجيّتي. | 1 | 2 | 3 | 4 | 5 |
| 19.1.استخدام الإنترنت يحسّن فاعليّتي في حياتي الشّخصيّة. | 1 | 2 | 3 | 4 | 5 |
| 20.1.استخدام الإنترنت يسهل عمل أشياء كثيرة في حياتي الشّخصيّة. | 1 | 2 | 3 | 4 | 5 |
| 21.1.أجد استخدام الإنترنت مفيد في حياتي الشّخصيّة. | 1 | 2 | 3 | 4 | 5 |

## *الجزء الثّاني: النّيّة للبدء في استخدام (أو الاستمرار في استخدام) الانترنت*

العبارات التّالية تعكس نيّتك للبدء في استخدام أو الاستمرار في استخدام الإنترنت (باستخدام تطبيقات كمبيوتر التي تحتاج الاتصال بالانترنت). العبارات منظمة طبقًا للنمط العامّ لتطبيقات الإنترنت مثل تطبيقات الاتّصال، التّعليم، التّرفيه أو لأداء صنفات معيّنة. يرجى تبيان مدى موافقتك مع العبارات التّالية بوضع دائرة حول الرقم الذي يشير إلى مستوى اتفاقك مع العبارة. إذا لم تجد العبارة منطبقة عليك، يرجى وضع دائرة حول غ.م (غير منطبق) في عمود عدم التطابق.

### الاتصال

| | لا أوافق بتاتاً | | | | أوافق جدا | غ.م |
|---|---|---|---|---|---|---|
| 1.2. أعتزم استخدام **البريد الإلكترونيّ** خلال الأشهر السّتّة القادمة. | 1 | 2 | 3 | 4 | 5 | غ.م |
| 2.2. أثناء الأشهر السّتّة القادمة، أخطّط لتجربة أو استخدام **البريد الإلكترونيّ** بانتظام. | 1 | 2 | 3 | 4 | 5 | غ.م |
| 3.2. أعتزم استخدام **دردشة النّصّ** خلال الأشهر السّتّة القادمة. | 1 | 2 | 3 | 4 | 5 | غ.م |
| 4.2. أثناء الأشهر السّتّة القادمة، أخطّط لتجربة أو استخدام **دردشة النّصّ** بانتظام. | 1 | 2 | 3 | 4 | 5 | غ.م |
| 5.2. أعتزم استخدام **دردشة الصّوت** خلال الأشهر السّتّة القادمة. | 1 | 2 | 3 | 4 | 5 | غ.م |
| 6.2. أثناء الأشهر السّتّة القادمة، أخطّط لتجربة أو استخدام **دردشة الصّوت** بانتظام. | 1 | 2 | 3 | 4 | 5 | غ.م |
| 7.2. أعتزم استخدام **الاتّصال الإلكترونيّ بالصوت والصورة** خلال الأشهر السّتّة القادمة. | 1 | 2 | 3 | 4 | 5 | غ.م |
| 8.2. أثناء الأشهر السّتّة القادمة، أخطّط لتجربة أو استخدام **الاتّصال الإلكترونيّ بالصوت والصورة** بانتظام. | 1 | 2 | 3 | 4 | 5 | غ.م |
| 9.2. أعتزم استخدام **تطبيقات التّعاون** خلال الأشهر السّتّة القادمة. | 1 | 2 | 3 | 4 | 5 | غ.م |
| 10.2. أثناء الأشهر السّتّة القادمة، أخطّط لتجربة أو استخدام **تطبيقات التّعاون** بانتظام. | 1 | 2 | 3 | 4 | 5 | غ.م |
| 11.2. أعتزم استخدام **مجموعات الأخبار** خلال الأشهر السّتّة القادمة. | 1 | 2 | 3 | 4 | 5 | غ.م |
| 12.2. أثناء الأشهر السّتّة القادمة، أخطّط لتجربة أو استخدام **مجموعات الأخبار** بانتظام. | 1 | 2 | 3 | 4 | 5 | غ.م |
| 13.2. أعتزم استخدام **المنتديات** خلال الأشهر السّتّة القادمة. | 1 | 2 | 3 | 4 | 5 | غ.م |
| 14.2. أثناء الأشهر السّتّة القادمة، أخطّط لتجربة أو استخدام **المنتديات** بانتظام. | 1 | 2 | 3 | 4 | 5 | غ.م |
| 15.2. أعتزم استخدام **النشرات الالكترونية** خلال الأشهر السّتّة القادمة. | 1 | 2 | 3 | 4 | 5 | غ.م |
| 16.2. أثناء الأشهر السّتّة القادمة، أخطّط لتجربة أو استخدام **النشرات الالكترونية** بانتظام. | 1 | 2 | 3 | 4 | 5 | غ.م |

| | لا أوافق بتاتاً | | | | أوافق جداً | غ.م |
|---|---|---|---|---|---|---|
| 17.2. أعتزم استخدام **مرافق الاتصال الاجتماعيّ أو مواقع الإنترنت** (مثل فاسبيوك أو ماي سبيس) على الإنترنت خلال السّتة أشهر القادمة. | 1 | 2 | 3 | 4 | 5 | غ.م |
| 18.2. أثناء الأشهر السّتة القادمة، أخطّط لتجربة أو استخدام **مرافق الاتصال الاجتماعيّ أو مواقع الإنترنت** بانتظام. | 1 | 2 | 3 | 4 | 5 | غ.م |

## الترفيه

| | لا أوافق بتاتاً | | | | أوافق جداً | غ.م |
|---|---|---|---|---|---|---|
| 19.2. أعتزم استخدام **ألعاب الإنترنت** خلال الأشهر السّتة القادمة. | 1 | 2 | 3 | 4 | 5 | غ.م |
| 20.2. أثناء الأشهر السّتة القادمة، أخطّط لتجربة أو استخدام **ألعاب الإنترنت** بانتظام. | 1 | 2 | 3 | 4 | 5 | غ.م |
| 21.2. أعتزم استخدام **الانترنت لغرض الترفيه** خلال الأشهر السّتة القادمة. | 1 | 2 | 3 | 4 | 5 | غ.م |
| 22.2. أثناء الأشهر السّتة القادمة، أخطّط لتجربة أو استخدام **الانترنت لغرض الترفيه** بانتظام (مشاهدة الأفلام، الاستماع للموسيقى، الاطلاع على الفنون، الخ...) | 1 | 2 | 3 | 4 | 5 | غ.م |

## التعليم

| | لا أوافق بتاتاً | | | | أوافق جداً | غ.م |
|---|---|---|---|---|---|---|
| 23.2. أعتزم **تصفح الشبكة للبحث عن المعلومات** خلال الأشهر السّتة القادمة. | 1 | 2 | 3 | 4 | 5 | غ.م |
| 24.2. أثناء الأشهر السّتة القادمة، أخطّط لتجربة أو استخدام **تصفح الشبكة للبحث عن المعلومات** بانتظام. | 1 | 2 | 3 | 4 | 5 | غ.م |
| 25.2. أعتزم استخدام **التّعليم الإلكترونيّ** خلال الأشهر السّتة القادمة. | 1 | 2 | 3 | 4 | 5 | غ.م |
| 26.2. أثناء الأشهر السّتة القادمة، أخطّط لتجربة أو استخدام **التّعليم الإلكترونيّ** بانتظام. | 1 | 2 | 3 | 4 | 5 | غ.م |

## الصفقات

| | لا أوافق بتاتاً | | | | أوافق جداً | غ.م |
|---|---|---|---|---|---|---|
| 27.2. أعتزم **شراء السّلع على الإنترنت** خلال الأشهر السّتة القادمة. | 1 | 2 | 3 | 4 | 5 | غ.م |
| 28.2. أثناء الأشهر السّتة القادمة، أخطّط لتجربة أو استخدام **شراء السّلع على الإنترنت** بانتظام. | 1 | 2 | 3 | 4 | 5 | غ.م |
| 29.2. أعتزم **شراء الخدمات على الإنترنت** خلال الأشهر السّتة القادمة. | 1 | 2 | 3 | 4 | 5 | غ.م |
| 30.2. أثناء الأشهر السّتة القادمة، أخطّط لتجربة أو استخدام **شراء الخدمات على الإنترنت** بانتظام. | 1 | 2 | 3 | 4 | 5 | غ.م |
| 31.2. أعتزم استخدام **خدمات الحكومة الإليكترونيّة** خلال الأشهر السّتة القادمة. | 1 | 2 | 3 | 4 | 5 | غ.م |
| 32.2. أثناء الأشهر السّتة القادمة، أخطّط لتجربة أو استخدام **خدمات الحكومة الإليكترونيّة** بانتظام. | 1 | 2 | 3 | 4 | 5 | غ.م |
| 33.2. أعتزم استخدام **خدمات الصحة الإليكترونيّة** خلال الأشهر السّتة القادمة. | 1 | 2 | 3 | 4 | 5 | غ.م |
| 34.2. أثناء الأشهر السّتة القادمة، أخطّط لتجربة أو استخدام **خدمات الصحة الإليكترونيّة** بانتظام. | 1 | 2 | 3 | 4 | 5 | غ.م |
| 35.2. أعتزم استخدام **الخدمات المالية الإليكترونيّة** خلال الأشهر السّتة القادمة. | 1 | 2 | 3 | 4 | 5 | غ.م |
| 36.2. أثناء الأشهر السّتة القادمة، أخطّط لتجربة أو استخدام **الخدمات المالية الإليكترونيّة** بانتظام. | 1 | 2 | 3 | 4 | 5 | غ.م |

إذا كنت قد استخدمت تطبيقات الإنترنت في الماضي، يرجى تبيان المدة الزمنية في الجدول ادناه. المعلومات بالأشهر و السّنوات و إجماليّ الساعات في الأسبوع التي قضيتها لكلّ من هذه التطبيقات:

| تطبيقات الانترنت | السنوات | الأشهر | الساعات في الأسبوع | غير منطبق |
|---|---|---|---|---|
| 37.2. البريد الالكتروني | | | | |
| 38.2. دردشة النّصّ | | | | |
| 39.2. دردشة الصّوت | | | | |
| 40.2. الاتصال الإلكترونيّ بالصوت والصورة | | | | |
| 41.2. تطبيقات التّعاون | | | | |
| 42.2. مجموعات الأخبار | | | | |
| 43.2. المنتديات | | | | |
| 44.2. النشرات الالكترونية | | | | |
| 45.2. الاتصال الاجتماعيّ | | | | |
| 46.2. العاب الانترنت | | | | |
| 47.2. الترفيه | | | | |
| 48.2. تصفّح الشبكة | | | | |
| 49.2. التّعليم الإلكترونيّ | | | | |
| 50.2. شراء السّلع عبر الإنترنت | | | | |
| 51.2. شراء الخدمات عبر الإنترنت | | | | |
| 52.2. الوصول إلى خدمات الحكومة الإليكترونيّة | | | | |
| 53.2. الوصول إلى خدمات الصّحّة الإلكترونيّة | | | | |
| 54.2. الوصول إلى الخدمات المالية الالكترونية | | | | |

# *الجزء الثالث: الهويّة الثّقافيّة*

## القسم الأول: الثقافة العالمية

العبارات التّالية تتعلق بالثّقافة العالميّة. يرجى تبيان مدى اتفاقك مع العبارات التّالية:

| | لا أوافق بتاتاً | | | | أوافق جداً |
|---|---|---|---|---|---|
| 1.3. استمتع بتبادل الاراء و الأفكار مع النّاس من الثّقافات أو البلاد الأخرى. | 1 | 2 | 3 | 4 | 5 |
| 2.3. لدي اهتمام بمعرفة المزيد عن النّاس الّتي تعيش في الدول الأخرى. | 1 | 2 | 3 | 4 | 5 |
| 3.3. استمتع بالتواجد مع أناس من بلدان أخرى لمعرفة وجهات نظرهم و طرقهم الفريدة. | 1 | 2 | 3 | 4 | 5 |
| 4.3. أحبّ متابعة النّاس من الثّقافات الأخرى، لمعرفة ما يمكن أن أتعلمه منهم. | 1 | 2 | 3 | 4 | 5 |
| 5.3. أحب أن أتعلم عن طرق أخرى في الحياة. | 1 | 2 | 3 | 4 | 5 |
| 6.3. أجد النّاس من الثّقافات الأخرى مثار إهتمام. | 1 | 2 | 3 | 4 | 5 |
| 7.3. أفضّل قضاء إجازاتي خارج البلد الذي أعيش فيه. | 1 | 2 | 3 | 4 | 5 |

| | لا أوافق بتاتاً | | | | أوافق جداً |
|---|---|---|---|---|---|
| 8.3. أثناء قضاء العطلة، أفضّل البقاء في موطني، أكثر من زيارة بلد آخر. | 1 | 2 | 3 | 4 | 5 |
| 9.3. زيارة بلدان أجنبيّة هي أحد أنشطتي المفضّلة. | 1 | 2 | 3 | 4 | 5 |
| 10.3. لقد سافرت كثيراً خارج موطني. | 1 | 2 | 3 | 4 | 5 |
| 11.3. في كثير من الأحيان أفكر في الذّهاب إلى بلدان مختلفه والتنقل بينها. | 1 | 2 | 3 | 4 | 5 |
| 12.3. عند السّفر، أحبّ الانغماس في ثقافة النّاس الذين أزورهم. | 1 | 2 | 3 | 4 | 5 |
| 13.3. أعتقد ان من هم في عمري حول العالم متشابهون. على سبيل المثال، ان من هو في سن بضع وعشرين في الأردنّ لايختلف عن من هو بضع وعشرين في الولايات المتّحدة، إيطاليا، أو أيّ مكان آخر. | 1 | 2 | 3 | 4 | 5 |
| 14.3. أعتقد أن أسلوب حياتي يكاد يكون مقارباً لاسلوب حياة اقراني في السن في البلاد الأخرى. | 1 | 2 | 3 | 4 | 5 |
| 15.3. أعتقد أنّ أسلوب حياتي يكاد يكون مقارباً لأفراد طبقتي الاجتماعيّة في البلاد الأخرى. | 1 | 2 | 3 | 4 | 5 |
| 16.3. عندما أشاهد التلفاز، أرى في كثير من الأحيان إعلانات عن منتجات من خارج بلدي. | 1 | 2 | 3 | 4 | 5 |
| 17.3. عندما أشاهد التلفاز، يبدو أن عدد الإعلانات عن المنتجات الأجنبيّة عالي إلى حدّ ما، بالمقارنة مع عدد الإعلانات عن المنتجات المحليّة. | 1 | 2 | 3 | 4 | 5 |
| 18.3. الإعلانات عن المنتجات الأجنبيّة أو العالميّة في كلّ مكان. | 1 | 2 | 3 | 4 | 5 |
| 19.3. المجلات التي أقرؤها ممتلئة بالإعلانات عن المنتجات الأجنبيّة أو العالميّة. | 1 | 2 | 3 | 4 | 5 |
| 20.3. عندما أقرأ صحيفة، أصادف إعلانات كثيرة عن منتجات أجنبيّة أو عالميّة . | 1 | 2 | 3 | 4 | 5 |
| 21.3. كثير من إعلانات التلفاز التي أراها تعرضها الشركات العالمية. | 1 | 2 | 3 | 4 | 5 |
| 22.3. في مدينتي، هناك لوحات كثيرة ويافطات إعلان لمنتجات أجنبيّة و عالميّة . | 1 | 2 | 3 | 4 | 5 |
| 23.3. إعلانات العلامات التّجاريّة الأجنبيّة أو العالميّة يؤثر على انتقائي لثيابي. | 1 | 2 | 3 | 4 | 5 |
| 24.3. أحس بالانتماء للمنتجات الدّوليّة المشهورة. | 1 | 2 | 3 | 4 | 5 |
| 25.3. طريقة أرتداء ثيابي تتأثر بأنشطة الإعلان لشركات أجنبيّة أو عالميّة. | 1 | 2 | 3 | 4 | 5 |
| 26.3. أحاول ربط نمط حياتي وانتقائي للباسي الخ... مع المستهلك العالمي. | 1 | 2 | 3 | 4 | 5 |
| 27.3. أركز انتباهي على عادات اللبس المتبعة للأفراد من جيلي الذين يعيشون في بلاد أخرى. | 1 | 2 | 3 | 4 | 5 |
| 28.3. أحبّ مطالعة مجلات الموضة و الديكور و التوجهات في البلدان الأخرى. | 1 | 2 | 3 | 4 | 5 |

## القسم الثاني: الثقافة العرقيّة و القوميّة

العبارات التّالية هي عن الثقافات الأردنيّة والشركسية . يرجى بيان مدى اتفاقك مع العبارات التّالية:

| | لا أوافق بتاتاً | | | | أوافق جداً |
|---|---|---|---|---|---|
| 29.3. معظم من أذهب معهم إلى الحفلات أو الأحداث الاجتماعية هم **شركس**. | 1 | 2 | 3 | 4 | 5 |
| 30.3. اجتمع مع **الشركس** الآخرين في كثير من الأحيان. | 1 | 2 | 3 | 4 | 5 |
| 31.3. معظم أصدقائي **شركس**. | 1 | 2 | 3 | 4 | 5 |
| 32.3. معظم النّاس في الأماكن التي ارتادها للمتعة و الاسترخاء هم **شركس**. | 1 | 2 | 3 | 4 | 5 |
| 33.3. لدي الكثير من **الشركس** المقربين مني. | 1 | 2 | 3 | 4 | 5 |
| 34.3. معظم الذين أذهب معهم إلى الحفلات أو الأحداث الاجتماعية هم **أردنيون**. | 1 | 2 | 3 | 4 | 5 |
| 35.3. اجتمع مع **الأردنيين** الآخرين في كثير من الأحيان. | 1 | 2 | 3 | 4 | 5 |
| 36.3. معظم أصدقائي **أردنيون**. | 1 | 2 | 3 | 4 | 5 |

| | لا أوافق بتاتاً | | | | أوافق جداً |
|---|---|---|---|---|---|
| 37.3. معظم النّاس في الأماكن التي ارتادها للمتعة و الاسترخاء هم **أردنيون**. | 1 | 2 | 3 | 4 | 5 |
| 38.3. لدي الكثير من **الأردنيين** المقربين مني. | 1 | 2 | 3 | 4 | 5 |
| 39.3. أنا متعلق جدًّا بكلّ جوانب ثقافة **الشركس**. | 1 | 2 | 3 | 4 | 5 |
| 40.3. أعتبر أنه من المهمّ جدًّا الحفاظ على الثقافة **الشركسية**. | 1 | 2 | 3 | 4 | 5 |
| 41.3. أشعر بالفخر لكوني **شركسي** الهوية. | 1 | 2 | 3 | 4 | 5 |
| 42.3. يهمني جداً أن أبقى قريباً من الثقافة **الشركسية**. | 1 | 2 | 3 | 4 | 5 |
| 43.3. بالرّغم من اعتقادي أنني قد اكتسب بعض عناصر ثقافة أو ثقافات أخرى، يهمني التمسك بالثقافة **الشركسية**. | 1 | 2 | 3 | 4 | 5 |
| 44.3. اكتساب قيم العائلة **الشركسية** شيء مرغوب. | 1 | 2 | 3 | 4 | 5 |
| 45.3. أعتقد باهمية تعلم الأطفال قيم الثقافة **الشركسية**. | 1 | 2 | 3 | 4 | 5 |
| 46.3. أشعر انني جزء من الثقافة **الشركسية**. | 1 | 2 | 3 | 4 | 5 |
| 47.3. تأثير الثقافة **الشركسية** هو الأكثر إيجابيّة في حياتي . | 1 | 2 | 3 | 4 | 5 |
| 48.3. حتى لو اقمت في مكان آخر، لا اردت الحفاظ على الثقافة **الشركسية**. | 1 | 2 | 3 | 4 | 5 |
| 49.3. يهمني جدا المشاركة في عطلات ومناسبات **الشركس**. | 1 | 2 | 3 | 4 | 5 |
| 50.3. أنا متعلق جدًّا بكلّ جوانب الثقافة **الأردنية**. | 1 | 2 | 3 | 4 | 5 |
| 51.3. يهمني جدا الحفاظ على الثقافة **الأردنية**. | 1 | 2 | 3 | 4 | 5 |
| 52.3. أفتخر لانتمائي للثقافة **الأردنيه**. | 1 | 2 | 3 | 4 | 5 |
| 53.3. يهمني البقاء قريبا من الثقافة **الأردنية**. | 1 | 2 | 3 | 4 | 5 |
| 54.3. بالرّغم من اعتقادي بأنيّ قد اكتسب بعض عناصر ثقافة أو ثقافات أخرى، فإنه يهمني الحفاظ على الثقافة **الأردنية**. | 1 | 2 | 3 | 4 | 5 |
| 55.3. اكتساب قيم العائلة **الأردنية** أمر مرغوب. | 1 | 2 | 3 | 4 | 5 |
| 56.3. أؤمن باهمية تعلم الأطفال قيم الثقافة **الأردنية**. | 1 | 2 | 3 | 4 | 5 |
| 57.3. أشعر انني جزء من الثقافة **الأردنية**. | 1 | 2 | 3 | 4 | 5 |
| 58.3. للثقافة **الأردنية** التأثير الأكثر إيجابيّة على حياتي . | 1 | 2 | 3 | 4 | 5 |
| 59.3. حتى لو اقمت في مكان آخر، لاردت الحفاظ على الثقافة **الأردنية**. | 1 | 2 | 3 | 4 | 5 |
| 60.3. المشاركة في عطلات ومناسبات **الأردن** مهمّة جدًّا ليّ . | 1 | 2 | 3 | 4 | 5 |
| 61.3. يمكنني العمل بحريّة في الأردنّ كأيّ أردنيّ آخر. | 1 | 2 | 3 | 4 | 5 |
| 62.3. يمكنني المشاركة في اقتصاد الأردنّ كأيّ أردنيّ آخر. | 1 | 2 | 3 | 4 | 5 |
| 63.3. يحق لي السكن في أيّ جزء اختاره من الأردنّ. | 1 | 2 | 3 | 4 | 5 |
| 64.3. اتمتع بحقوق قانونيّة متساوية كأيّ أردنيّ آخر. | 1 | 2 | 3 | 4 | 5 |
| 65.3. علي مسئوليّات قانونيّة متساوية مع أيّ أردنيّ آخر. | 1 | 2 | 3 | 4 | 5 |

## القسم الثالث: الانتماء الدّينيّ

| | لا أوافق بتاتا | | | | أوافق جدا |
|---|---|---|---|---|---|
| 66.3. الدّين جزء مهمّ جدًّا في حياتي. | 1 | 2 | 3 | 4 | 5 |
| 67.3. أعتقد باهمية عمل الفرد في مجال يفيد طائفته. | 1 | 2 | 3 | 4 | 5 |
| 68.3. اؤمن باهمية زواج الفرد من نفس الديانه. | 1 | 2 | 3 | 4 | 5 |
| 69.3. اؤمن بضرورة مساندة القضايا الخاصّة بديانتي. | 1 | 2 | 3 | 4 | 5 |
| 70.3. اذهب الى الجامع بشكل منتظم. | 1 | 2 | 3 | 4 | 5 |
| 71.3. أصلي بانتظام. | 1 | 2 | 3 | 4 | 5 |
| 72.3. أهتم بأوقات الصيام ( أصوم حسب معتقدات ديانتي) . | 1 | 2 | 3 | 4 | 5 |
| 73.3. أشارك في الأحداث الدّينيّة، الأنشطة و الشّئون الاجتماعيّة بانتظام . | 1 | 2 | 3 | 4 | 5 |

# *الجزء الرابع: استخدام الإعلام و اللّغة.*

## القسم الأول: استخدام اللغة الانجليزية

هل تتحدث اللغة الانجليزية؟
____ كلا، يرجى الإنتقال إلى القسم الثاني.
____ نعم، يرجى تبيان مدى اتفاقك مع العبارات التّالية:

| | لا أوافق بتاتا | | | | أوافق جدا |
|---|---|---|---|---|---|
| 2.5. اغلب محادثاتي اليومية هي باللغة الإنجليزيّة. | 1 | 2 | 3 | 4 | 5 |
| 3.5. أتحدّث اللغة الإنجليزيّة بشكل عام. | 1 | 2 | 3 | 4 | 5 |
| 4.5. أتحدّث الإنجليزيّة بانتظام. | 1 | 2 | 3 | 4 | 5 |
| 5.5. أستخدم اللغة الإنجليزيّة دائما مع أصدقائي. | 1 | 2 | 3 | 4 | 5 |
| 6.5. اتحدث (تحدثت) اللغة الإنجليزيّة دائما مع والدي. | 1 | 2 | 3 | 4 | 5 |
| 7.5. اتحدث اللغة الإنجليزيّة دائما مع بقية افراد عائلتي. | 1 | 2 | 3 | 4 | 5 |
| 8.5. أتحدث اللغة الإنجليزيّة غالبا في التجمعات العائلية. | 1 | 2 | 3 | 4 | 5 |
| 9.5. أشعر بالارتياح عند تحدثي اللغة الانجليزية. | 1 | 2 | 3 | 4 | 5 |
| 10.5. معظم الكتب التي أقرؤها هي باللغة الانجليزية. | 1 | 2 | 3 | 4 | 5 |
| 11.5. معظم كتاباتي باللغة الانجليزية. | 1 | 2 | 3 | 4 | 5 |
| 12.5. أفكر باللغة الانجليزية. | 1 | 2 | 3 | 4 | 5 |
| 13.5. أفضّل مشاهدة برامج التلفاز باللغة الإنجليزيّة اكثر من أية لغة أخرى قد أتحدثها. | 1 | 2 | 3 | 4 | 5 |

## القسم الثاني: استخدام اللغة العربية

هل تتحدث العربية؟

____ كلا، يرجى الانتقال إلى القسم الثالث.

____ نعم، يرجى تبيان مدى اتفاقك مع العبارات التالية:

| | لا أوافق بتاتاً | | | | أوافق جداً |
|---|---|---|---|---|---|
| 14.5. اتحدث باللغة العربية بشكل عام. | 1 | 2 | 3 | 4 | 5 |
| 15.5. اجري محدثاتي اليومية باللغة العربية اغلب الأحيان. | 1 | 2 | 3 | 4 | 5 |
| 16.5. أتحدّث (تحدثت) اللغة العربية دائماً مع والدي. | 1 | 2 | 3 | 4 | 5 |
| 17.5. اتحدث اللغة العربية دائماً مع بقية افراد عائلتي. | 1 | 2 | 3 | 4 | 5 |
| 18.5. اتحدث اللغة العربية غالباً في التجمعات العائلية. | 1 | 2 | 3 | 4 | 5 |
| 19.5. اتحدث اللغة العربية دائماً مع اصدقائي. | 1 | 2 | 3 | 4 | 5 |
| 20.5. اتحدث اللغة العربية بانتظام. | 1 | 2 | 3 | 4 | 5 |
| 21.5. معظم الكتب التي اقرؤها باللغة العربية. | 1 | 2 | 3 | 4 | 5 |
| 22.5. أشعر بأرتياح عند التحدث باللغة العربية. | 1 | 2 | 3 | 4 | 5 |
| 23.5. افضل مشاهدة برامج التلفاز باللغة العربية اكثر منها في اية لغة اخرى قد اتحدثها. | 1 | 2 | 3 | 4 | 5 |
| 24.5. معظم كتاباتي باللغة العربية. | 1 | 2 | 3 | 4 | 5 |
| 25.5. افكر باللغة العربية. | 1 | 2 | 3 | 4 | 5 |

## القسم الثالث: استخدام اللغة الشركسية

هل تتحدث الشركسية؟

____ كلا، يرجى الأنتقال إلى القسم الرابع.

____ نعم، يرجى تبيان مدى اتفاقك مع العبارات التالية:

| | لا أوافق بتاتاً | | | | أوافق جداً |
|---|---|---|---|---|---|
| 26.5. اتحدث باللغة الشركسية بشكل عام. | 1 | 2 | 3 | 4 | 5 |
| 27.5. اجري محدثاتي اليومية باللغة الشركسية اغلب الأحيان. | 1 | 2 | 3 | 4 | 5 |
| 28.5. أتحدّث (تحدثت) اللغة الشركسية دائماً مع والدي. | 1 | 2 | 3 | 4 | 5 |
| 29.5. اتحدث اللغة الشركسية دائماً مع بقية افراد عائلتي. | 1 | 2 | 3 | 4 | 5 |
| 30.5. اتحدث اللغة الشركسية غالباً في التجمعات العائلية. | 1 | 2 | 3 | 4 | 5 |
| 31.5. اتحدث اللغة الشركسية دائماً مع اصدقائي. | 1 | 2 | 3 | 4 | 5 |
| 32.5. اتحدث اللغة الشركسية بانتظام. | 1 | 2 | 3 | 4 | 5 |
| 33.5. معظم الكتب التي اقرؤها باللغة الشركسية. | 1 | 2 | 3 | 4 | 5 |
| 34.5. أشعر بأرتياح عند التحدث باللغة الشركسية. | 1 | 2 | 3 | 4 | 5 |
| 35.5. افضل مشاهدة برامج التلفاز باللغة الشركسية اكثر منها في اية لغة اخرى قد اتحدثها. | 1 | 2 | 3 | 4 | 5 |
| 36.5. معظم كتاباتي باللغة الشركسية. | 1 | 2 | 3 | 4 | 5 |
| 37.5. افكر باللغة الشركسية. | 1 | 2 | 3 | 4 | 5 |

## القسم الرابع: الاطلاع على وسائل الإعلام العالميّ

يرجى تبيان مدى اتفاقك مع العبارات التالية عن وسائل الإعلام العالمي:

### أميركا

| | لا أوافق بتاتاً | | | | أوافق جدا | |
|---|---|---|---|---|---|---|
| 38.5. أتمتّع بمشاهدة الأفلام الامريكية ( على سبيل المثال أفلام هوليود الأمريكيّة). | 1 | 2 | 3 | 4 | 5 | |
| 39.5. بعض الممثلين / الممثلات المفضلين لدي من أمريكا. | 1 | 2 | 3 | 4 | 5 | |
| 40.5. أشاهد برامج التلفاز الأمريكيّة أغلب الأحيان. | 1 | 2 | 3 | 4 | 5 | |
| 41.5. أتمتّع بالاستماع للموسيقى الشهيرة في أمريكا. | 1 | 2 | 3 | 4 | 5 | |
| 42.5. أتمتّع بقراءة المجلات الامريكية. | 1 | 2 | 3 | 4 | 5 | |
| 43.5. أحبّ قراءة المجلات التي تحتوي على معلومات عن المشاهير في أمريكا. | 1 | 2 | 3 | 4 | 5 | |

### أوروبا

| | لا أوافق بتاتاً | | | | أوافق جدا | |
|---|---|---|---|---|---|---|
| 44.5. أتمتّع بمشاهدة الأفلام الأوروبية. | 1 | 2 | 3 | 4 | 5 | |
| 45.5. بعض الممثلين / الممثلات المفضلين لدي من أوروبا. | 1 | 2 | 3 | 4 | 5 | |
| 46.5. أشاهد برامج التلفاز الأوروبية أغلب الأحيان. | 1 | 2 | 3 | 4 | 5 | |
| 47.5. أتمتّع بالاستماع للموسيقى الشهيرة في أوروبا. | 1 | 2 | 3 | 4 | 5 | |
| 48.5. أتمتّع بقراءة المجلات الأوروبية. | 1 | 2 | 3 | 4 | 5 | |
| 49.5. أحبّ قراءة المجلات التي تحتوي على معلومات عن المشاهير في أوروبا. | 1 | 2 | 3 | 4 | 5 | |

### الشرق الأوسط

| | لا أوافق بتاتاً | | | | أوافق جدا | |
|---|---|---|---|---|---|---|
| 50.5. أتمتّع بمشاهدة أفلام الشرق الأوسط. | 1 | 2 | 3 | 4 | 5 | |
| 51.5. بعض الممثلين / الممثلات المفضلين لدي من الشرق الأوسط. | 1 | 2 | 3 | 4 | 5 | |
| 52.5. أشاهد برامج التلفاز الشرق اوسطية أغلب الأحيان. | 1 | 2 | 3 | 4 | 5 | |
| 53.5. أتمتّع بالاستماع للموسيقى الشهيرة في الشرق الأوسط. | 1 | 2 | 3 | 4 | 5 | |
| 54.5. أتمتّع بقراءة مجلات الشرق الأوسط. | 1 | 2 | 3 | 4 | 5 | |
| 55.5. أحبّ قراءة المجلات التي تحتوي على معلومات عن المشاهير في الشرق الأوسط. | 1 | 2 | 3 | 4 | 5 | |

### أسيا

| | لا أوافق بتاتاً | | | | أوافق جدا | |
|---|---|---|---|---|---|---|
| 56.5. أتمتّع بمشاهدة الأفلام الآسيوية | 1 | 2 | 3 | 4 | 5 | |
| 57.5. بعض الممثلين / الممثلات المفضلين لدي من آسيا. | 1 | 2 | 3 | 4 | 5 | |
| 58.5. أشاهد برامج التلفاز الآسيوية أغلب الأحيان. | 1 | 2 | 3 | 4 | 5 | |
| 59.5. أتمتّع بالاستماع للموسيقى الشهيرة في آسيا. | 1 | 2 | 3 | 4 | 5 | |
| 60.5. أتمتّع بقراءة المجلات الآسيوية. | 1 | 2 | 3 | 4 | 5 | |
| 61.5. أحبّ قراءة المجلات التي تحتوي على معلومات عن المشاهير في آسيا. | 1 | 2 | 3 | 4 | 5 | |

## القسم الخامس:استخدام وسائل الإعلام الوطني والتعرض لها.

العبارات التّالية عن الإعلام باللغة الوطنية الرسميه الذي تتابعه. يرجى تبيان مدى اتفاقك مع العبارات التالية:

### إعلام اللغة العربية

| | لا أوافق بتاتاً | | | | أوافق جداً |
|---|---|---|---|---|---|
| 62.5. المجلات / الكتب التي اطالعها دائمًا باللغة العربية. | 1 | 2 | 3 | 4 | 5 |
| 63.5. الصحف التي أقرؤها دائمًا باللغة العربية. | 1 | 2 | 3 | 4 | 5 |
| 64.5. مواقع الإنترنت التي أزورها دائمًا باللغة العربية. | 1 | 2 | 3 | 4 | 5 |
| 65.5. برامج الإذاعة التي أستمع إليها دائمًا باللغة العربية. | 1 | 2 | 3 | 4 | 5 |
| 66.5. برامج التلفاز التي أشاهدها دائمًا باللغة العربية. | 1 | 2 | 3 | 4 | 5 |

## القسم السادس:استخدام وسائل الإعلام العرقيّ والتعرض لها.

العبارات التّالية عن الإعلام باللغة العرقيّه الذي تتابعه. يرجى تبيان مدى اتفاقك مع العبارات التالية:

### إعلام اللغة الشركسية

| | لا أوافق بتاتاً | | | | أوافق جداً |
|---|---|---|---|---|---|
| 67.5. المجلات / الكتب التي اطالعها دائمًا باللغة الشركسية. | 1 | 2 | 3 | 4 | 5 |
| 68.5. الصحف التي أقرؤها دائمًا باللغة الشركسية. | 1 | 2 | 3 | 4 | 5 |
| 69.5. مواقع الإنترنت التي أزورها دائمًا باللغة الشركسية. | 1 | 2 | 3 | 4 | 5 |
| 70.5. برامج الإذاعة التي أستمع إليها دائمًا باللغة الشركسية. | 1 | 2 | 3 | 4 | 5 |
| 71.5. برامج التلفاز التي أشاهدها دائمًا باللغة الشركسية. | 1 | 2 | 3 | 4 | 5 |

## *الجزء الخامس : المعلومات الدّيموغرافيّة.*

يرجى الأجابة على الأسئلة التّالية بوضع اشارة X في الصندوق المناسب :

2.5. ما هي جنسيتك / جنسيات اخرى تحملها؟
□ الأردنية □ غيرها (يرجى تحديدها)

_____

3.5. محل اقامتك؟
□ الأردن □ غيرها (يرجى تحديدها)*

_____

* إذا كانت إجابتك (غيرها) في السؤال السابق:

4.5. يرجى تحديد السنوات التي اقمت خلالها في الأردن (والا اذهب الى السؤال التالي).

_____

5.5. أين كان مسقط رأسك؟
□ الأردن □ غيرها (يرجى تحديده)

_____

6.5. مسقط رأس والدتك؟

□ الأردن □ غيرها (يرجى تحديده)

_____

7.5. مسقط رأس والدك؟

□ الأردن □ غيرها (يرجى تحديده)

_____

8.5. أنت □ ذكر □ أنثى

9.5. عمرك _____ سنة.

10.5. عائلتك مكونة من _____ فرداً.

11.5. أنت:

□ أعزب □ متزوج

□ مطلق □ أرمل

12.5. يرجى تبيان أعلى تحصيل علمي لديك:

| | |
|---|---|
| □ لم تذهب إلى المدرسة | □ درست بعض من مراحل المدرسة الابتدائية |
| □ أنهيت الدراسة الابتدائية | □ درست بعض من مراحل المدرسة الاعدادية |
| □ أنهيت الدراسة الإعدادية | □ درست بعض من مراحل المدرسة الثانوية |
| □ أنهيت الدراسة الثانوية | □ دبلوما اولية ، التدريب المهني ، دبلوما عالية ما قبل الدراسة الجامعية |
| □ جامعي | □ ماجستير |
| □ دكتوراه | |

13.5. ما هو وضعك الوظيفي؟

| | |
|---|---|
| □ تعمل دوام كامل (30 ساعة في الأسبوع فما فوق) | □ دوام جزئي (أقل من 30 ساعة في الأسبوع) |
| □ طالب بدوام كامل | □ طالب وتعمل أيضاً |
| □ لست موظفا | □ متقاعد |
| □ ربة بيت | □ ربة بيت اضافة الى العمل بدوام جزئي |

14.5. ما هي مهنتك؟

_____

15.5. ما هو معدل دخل أسرتك بالدينار الأردني؟ (هذا السؤال اختياري)

_____

16.5. يرجى كتابة أية ملاحظات اخرى هنا:

_____

_____

_____

شكراً على مشاركتك الثمينة لهذا الإستطلاع.
يرجى تسليم هذا الاستفسار للشخص المسؤول.

# Appendix H: Cover Letter (Arabic Version)


Culture Survey
MIS Department
John Molson School of Business
1455 de Maisonneuve West, GM 209-13
Montreal, Quebec, *H3G 1M8*

أعضاء المجتمع الشيشاني في الأردن

الجمعية الخيرية الشيشانية للنساء، صويلح

عمّان، الأردنّ

العزيز المشارك بالدّراسة :

بالنيابة عن أساتذتي و نفسي، من جامعة كونكورديا في مونتريال، كندا، أريد أن أشكرك جداً لمشاركتك في هذه الدّراسة . نحن ممتنّون جداً لالجمعية الخيرية الشيشانية للنساء لمساعدتنا في الوصول إليك و لاستعدادك لإكمال الإستطلاع.

هذه الدّراسة هي الجزء الهامّ للرّسالة المطلوبة لإنهاء متطلبات درجة الماجستير. يهمني في هذه الدّراسة آرائك خاصة حول السمات الثقافيّة المختلفة و استخدام الإنترنت. في عالم العولمة اليوم و التكنولوجيا المتقدّمة، إنّه من المهمّ أن نفهم العلاقة بين الثقافة واستخدام الانترنت و تأثير الثقافة على سلوكيّات الإنترنت. إن هذا الموضوع يهمّ الباحثين مثلي بالإضافة إلى الآخرين مثل صنّاع القرار الذين يصمّمون البرامج التّعليميّة لمقابلة حاجاتك بطريقة أفضل و لتشجيع نجاح استخدام تكنولوجيا الانترنت.

مشاركتكم في هذا الاستقصاء، سوف تساعدني في تطوير النظريات وتطوير مفهوم افضل لكيفية تقديم تكنولوجيات الانترنت الى افراد اخرين من مجموعات لها الخصائص الثقافيه المماثله لتلك التي تجري دراستها في هذا البحث.

ستبقى إجاباتك سرّيّة تمامًا. لن يظهر اسمك أو أيّ معلومات أخرى عنك بالدراسة. سنستخدم البيانات المجمعة فقط من كلّ المجيبين في تحليلنا الإحصائيّ. إذا اردت التّعليق على أيّ من الأسئلة أو على الموضوع الكلّيّ للدراسة، من فضلك افعل ذلك في الهوامش، أو في المكان الموفّر في نهاية الاستقناء. سأقرأ تعليقاتك بعناية و آخذها بعين الاعتبار.

الرجاء التوقيع على الإستمارة التي تحمل عنوان **"الموافقة على المشاركة في دراسة"**. هذه الإستمارة مهمة لإظهار موافقتك للجنة أخلاقيات البحث والتوافق.

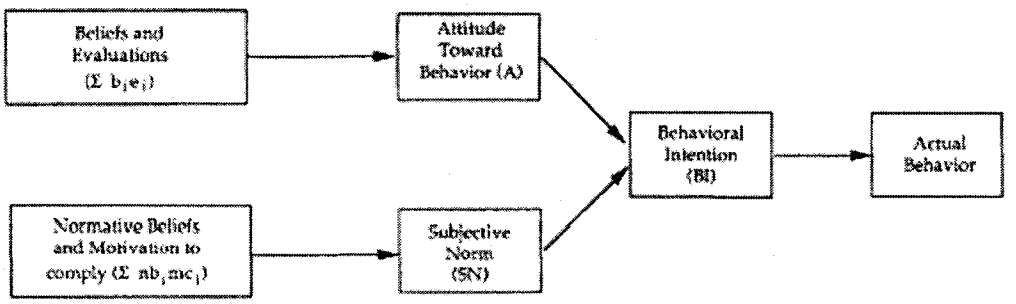
إذا اردت الإطلاع على نتائج الدّراسة ، ارسل رسالة منفصلة على البريد الالكتروني: r_ayouby@jmsb.concordia.ca سنكون مسرورون أن نرسل لك تقريرًا يحتوي على ملخّص بالنتائج بعد إستكمال تحليلنا.

أؤكد لكم مجدداً أن مشاركتك تطوّعيّة، مجهولة الاسم و سرّيّة. لمساعدتنا لابقاء ردودك في هذا النطاق، من فضلك لا تعرّف على نفسك في إستمارة الاستقصاء!

شكرًا مقدّمًا لمشاركتك الطيّبة جدًّا.
المخلصة،

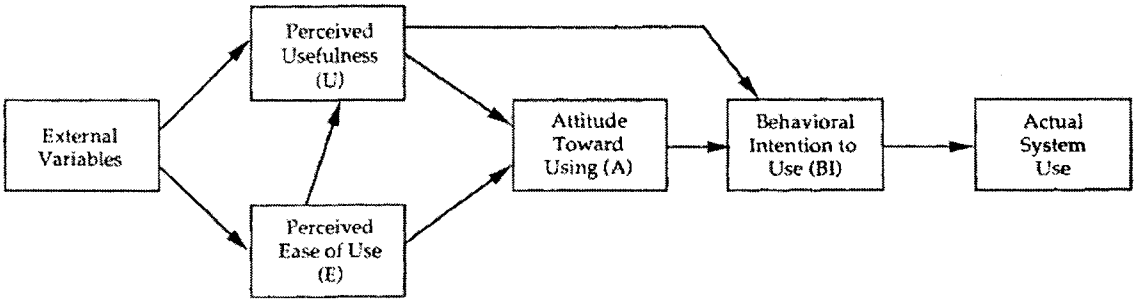
ريم الأيوبي
جامعة كونكورديا، كندا

# Appendix J: Theory of Reasoned Action Model




**Theory of Reasoned Action (TRA, Ajzen and Fishbein, 1980)**

# Appendix K: Technology Acceptance Model




**The Technology Acceptance Model (Davis, Bagozzi and Warshaw, 1989)**