

Xenocentrism and Ethnocentrism Towards Foreign and Local Products



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ABSTRACT

This study aimed at assessing the extent and the impact of students' demographic characteristics on their xenocentrism and ethnocentrism towards foreign and locally made products. Using self-administered questionnaires, data were collected from 444 graduate and undergraduate university students in Ghana. Data analysis was conducted using the T-test of independent samples, frequency analysis and the analysis of variance. The results showed that students' ethnocentrism was moderate and perceived local products as inferior. The results found no significant difference between male and female students in their preference for foreign products. Moreover, older students preferred to buy local products to foreign ones compared to younger students. The results also suggested that as people grow older, their social aggrandisement towards foreign products decreases. In addition, Nigerian students were more xenocentric than Ghanaian students whereas graduate students were more ethnocentric than undergraduate students. These findings could help marketers to forecast best marketing strategies on consumer demographics to increase market share.

Keywords: *Xenocentrism, Ethnocentrism, Foreign Products, Local Products, Perceived Inferiority, Social Aggrandisement, Social Identity Theory, System Justification Theory.*



Introduction

The growth in trade as a result of globalisation has increased the quest for foreign products in developing countries. Foreign products are brands made and packaged for consumers to be sold primarily on the international market (Zhang & Khove, 2009). There are different driving forces for individual preferences for foreign products. These attributes may include product quality, prestige, durability, product design, brand trustworthiness, customer service and the uniqueness of product. According to Jay (2010), consumers give strong preference to foreign brands over the local products due to low trust and credibility, lack of respect and brand recognition and poorly designed local products. The choice for local or foreign products depends on the consumers' xenocentrism toward foreign products and ethnocentrism towards local made products. Consumers' xenocentrism (Balabanis & Diamantopoulos, 2016) and ethnocentrism (Cleveland et al, 2009) have been used in previous studies to understand consumers' attitude towards foreign or locally made products.

Consumer xenocentrism and ethnocentrism are psychological attitudes. Consumer xenocentrism is "...the belief that what is foreign is best, that our lifestyle, product or ideas are inferior to those of others" (Escheman et al., 1993, p. 109). Balabanis and Diamantopoulos (2016) found that the main attribute of xenocentrism is favoritism towards other group (out group) and negative self-stereotyping perceptions of one's own group (in group). Thus, consumer xenocentrism is the strong belief that domestic products are inferior, leading to the taste for foreign products for the purpose of social aggrandisement (Balabanis & Diamantopoulos, 2016). On the other hand, consumer ethnocentrism is the attitude consumers possess that influences their behaviour of purchasing products made in their own country (Klein et al., 2012). Consumer ethnocentrism is the tendency to purchase domestic products instead of foreign ones (Salkanovic & Poturak,

2014). Ethnocentrism is different from healthy patriotism (Reimer, 2017). Ethnocentrism has a positive influence on consumers' willingness to buy domestic products (Gongxing & Xing, 2017), which is directly linked to a country's prosperity (Salkanovic & Poturak, 2014). However, when used as a political strategy, it may have direct economic costs on the nations because it can hinder global economic integration (Andrews, Leblang, & Pandya, 2018). Also, when it is used by politicians to solicit votes, it can create ethnic divisions and pose great threats to democracy (Faanu & Graham, 2017).

Attention has been focused on ethnocentrism in recent times (Hamzaoni-Essoussi, 2011; Sarwar et al, 2013) in different contexts using social identity theory (Turner & Tajfel, 1986). The effects of consumer ethnocentrism on domestic versus foreign product and on willingness to buy domestic versus foreign product may differ depending on cultural context (eastern culture vs. western culture) and sample type (general consumers vs. student consumers) (Gongxing & Xing, 2017). For better understanding of consumers' preferences, there is the need to study consumers' attitude in terms of both ethnocentrism and xenocentrism. Therefore, based on System Justification Theory (SJT) and Social Identity Theory, the current study focuses on both ethnocentrism and xenocentrism using students' demographic characteristics on their attitude towards foreign and local products. SJT has been used in some studies to explain attitudes and behaviours in different settings. For example, it was used to explain consumer behaviour (Xingbo & Agrawal, 2014). Shepherd et al. (2015) used the theory to explain that consumers with social justification mind are favourably biased towards products that indicate power, while Balabanis and Diamantopoulos (2016) used it as a conceptual foundation of the consumers' xenocentrism (C-XEN). In order to achieve the objectives of this study, the following research questions are posed.

- a) *What is the extent of students' xenocentrism and ethnocentrism towards foreign products?*
- b) *Are there any significant differences in students' characteristics (gender, age, level of education and nationality) regarding their xenocentrism and ethnocentrism towards foreign and local products?*

Literature Review

Theoretical Framework

The purchase of foreign or locally made products greatly depends on consumers' perception and predisposition. Theories such as the Social Identity Theory and System Justification Theory (SJT) have been used to explain this phenomenon. This study based its theoretical foundation on system justification social and identity theories to explain students' buying behaviour in a developing country.

System Justification Theory: System Justification Theory (SJT) involves psychological processes through which existing social arrangements are legitimised at the expense of personal and group interest (Jost & John, 2011). SJT explains people's attitudes and beliefs that make them to be bias towards members of their own group. Here, people are put into two major categories. These are the in-group (low-status group) and the out-group (higher-status group). The theory justifies the existence of societal structures and hierarchies making low-status group perceive themselves negatively. The main focus of SJT is to explain out-group favouritism and in-group derogation phenomena (Balabanis & Diamantopoulos, 2016). Previous studies used SJT in different settings such as business, ethics, human resource management (HR) and organisational behaviours to explain various attitudes and behaviours in organisations (Ditomaso, 2015; Durrheim et al., 2014). In marketing, the use of SJT revealed that consumers having system justification motives are favourably biased towards products that portray power. Members of low-status groups tend to embrace

stereotyping, justifying and often reinforcing the existing system by accepting their alleged inferiority as fair and legitimate (Jost & John, 2011). Using the basic beliefs of SJT to consumer xenocentrism construct, Balabanis and Diamantopoulos (2016) found that consumers who internalised differences between home country and other countries had tended to derogate domestic products, while having strong preference for foreign products as a sign of perceived higher status.

Social Identity Theory: Social Identity Theory (SIT) was proposed by Tajfel and Turner in 1979. It states that a person's sense of self depends on the group one belongs to. SIT has been explored to explain consumers' tendency to favour domestic goods and avoid buying foreign products (Siamagka & Balabani, 2015). The theory explains consumer ethnocentrism construct which stresses positive self-image and never shows negativity for in-group. Here, in-group and out-group mindsets are created through social classification, identification and social comparison. There also exist inter-grouping and comparison in the in-group. The group that a person belongs to is referred to as in-group and out-group is the other groups that a person does not belong to or identify with. The in-group views themselves as higher status group and superior while they view other groups as low-status and inferior group (Leach et al., 2003). Thus, this study will examine whether the current generation of students will be ethnocentric in their choice of locally made products.

Background and Hypotheses

Xenocentrism

According to Balabanis and Diamantopoulos (2016), customer xenocentrism (C-XEN) is a higher-order construct with two distinct dimensions. These are perceived inferiority and social aggrandisements.

Perceived inferiority: Perceived inferiority dimension is an aspect of SJT that reflects the negative self-stereotyping and has the tendency to degrade, devalue and never appreciate domestic products or brands (Balabanis & Diamantopoulos, 2016). Negative self-esteem has the tendency to undermine everything local: be it product or services. Empirical evidence revealed that what expresses the feeling of national inferiority was as a result of distortion of local culture, beliefs and values corresponding over represented and grossly inflated mindset of other culture through serious propaganda (Zhou & Belk, 2004). For instance, Saide (1979) listed the various ways by which the West through propaganda viewed and thought about non-Western “others” as primitive, uncivilised and backward (e.g. through different forms of art work in the media and in all kinds of literature). Colonisation has contributed greatly to the feeling of national inferiority. Empirical evidence suggested that cultural inferiority in the Philippines is the result of colonisation (David & Okazaki, 2006).

Similarly, inferiority complex, identity confusion and self-doubt can be attributed to continuous belittling of colonised nations (Fanon, 1965). Evidence suggested that consumers from colonised nations have favorable attitudes towards Western culture and products but regard local culture and products as inferior and primitive (Solomon, 2004). Furthermore, the feeling of inferiority coupled with negative attitude towards one’s own group is accepted as “normal” in some context (Driedge, 1976). For instance, a survey in China showed that most young Chinese prefer to be white or Japanese if possible (Zhou & Belk, 2004). In some African countries, for example Ghana, young women

buy foreign products to bleach their skin so that they look like the whites. Perceived inferiority of consumers in developing nations may result in the desire to increase one’s status (Mazzocco et al., 2012) by buying foreign products.

Social Aggrandisement: This second dimension of C-XEN reflects the out-group favoritism aspect of SJT which refers to the strong focus on the symbolic value of foreign products as means of increasing perceived social status. Studies revealed that Eastern Europeans are mainly motivated to purchase foreign products due to their value as status symbols: to impress, set high standards for themselves as well as distinguish themselves from other people in the in-group (Bar-Haim, 1987). According to China et al. (2004), anything western (e.g. clothes, style, technology) is regarded as fashionable since it is a symbol attributed to people who are successful, as well as those aspiring to succeed. Thus, consumption of western products distinguishes the “successful” from the “unsuccessful”.

The more serious aspect of C-XEN is when poorer consumers view foreign products as status symbols and attempt to raise their status through highly dubious and dishonest means. In Thailand for example, Marlboro symbolised power or greatness hence many Thai domestic cigarettes were repacked into empty Marlboro packets for sale (Goldberg & Baumgartner, 2002). Some Chinese manufacturers project local products as Western and Pakistan foreign brand names are used for commodity products like milk and bread (Balabanis & Diamantopoulos, 2016). Similarly, in Ghana it is speculated that some rice producers repackage local rice neatly into foreign rice sacks for sale since both the affluent, elites and even poor consumers have preference for foreign rice. However, research revealed that some foreign products are not purchased because of quality or functionality but for the purpose of foreign-ness and attachment of status (Mueller et. al, 2009).

Ethnocentrism

Consumer ethnocentrism is a belief held by a particular country's consumers that it is appropriate and acceptable behaviour to buy one's own country's product and reject other country's product regardless of the quality or price (Shimp & Sharma, 1987, p. 280). Studies have recently focused on the effect of consumer ethnocentrism and other related factors (Sarwar et al, 2013). The made effect and country of origin influence consumer buying behaviour (Hamzaoni-Essoussi, 2011). Country of origin was the most important attribute in the selection of food products (Schnettler et al., 2017). Purchasing behaviour towards foreign and domestic products largely depends on consumers' predisposition. In other words, consumer perception plays a major role in international marketing. Sarwar et al. (2013) stated that purchasing a particular country's products may depend on ethnocentrism. According to Kipnis et al. (2012), consumers who are heavily ethnocentric tend to have a more favourable perception of domestic products than foreign products. Also, Göncz, L. (2018) noted that higher degree of multilingualism results in lower level of ethnocentrism. Perhaps, many languages in most African countries explain the low level of ethnocentrism.

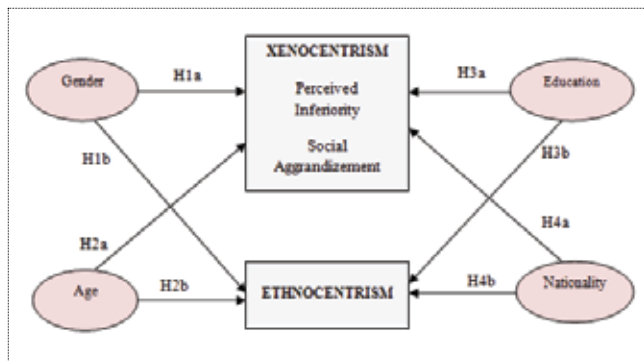
Ethnocentrism significantly influences consumers' buying behaviour (Shankarmahesh, 2006). Empirical evidence has revealed that there is

strong consumer ethnocentrism among developed countries who feel threatened by imports from foreign countries which is taking away their employment and destroying their rich culture (Shimp & Sharma, 1987; Vida and Reardon, 2008). Similarly, in developing countries where consumer ethnocentrism exists, the presence of large multinationals is a great concern (Alden et al, 2013). However, most consumers from developing countries are strongly attached to foreign products because of quality and the perception that those products are from highly industrialised nations (Shankarmahesh, 2006). Ethnocentrism draws on social identity theory to explain domestic versus foreign products preferences (Diamantopoulos, 2015). Its conceptual underpinnings are mostly consistent with social identity theory, which focuses on in-group instead of out-group favoritism (Taifel & Turner, 1986). According to Hinkle and Brown (1990), in-group members create and maintain positive social identities that favour the members. Thus, regarding product purchasing, consumers have strong preference for own country's products as they believe it is morally right to do so.

Conceptual Model and Hypotheses

Based on the literature, the conceptual model has been developed. It presents the impact of consumers' demographics on consumers' xenocentrism (perceived inferiority and social aggrandizement) and ethnocentrism (see Figure 1).

Figure 1: Students' Demographics on Xenocentrism and Ethnocentrism



The following hypotheses were proposed from the model.

H1a1: There is significant difference in students' gender and perception of inferiority towards local products.

H1a2: There is significant difference in students' gender and social aggrandisement towards foreign products.

H1b: There is significant difference in students' gender and ethnocentric towards local products.

H2a1: There is significant difference in students' age and perception of inferiority towards local products.

H2a2: There is significant difference in students' age and social aggrandisement towards foreign products.

H2b: There is significant difference in students' age and ethnocentric towards local products.

H3a1: There is significant difference in students' level of education and perception of inferiority towards local products.

H3a2: There is significant difference in students' level of education and social aggrandisement towards foreign products.

H3b: There is significant difference in students' level of education and ethnocentric towards local products.

H4a1: There is significant difference in students' nationality and perception of inferiority towards local products.

H4a2: There is significant difference in students' nationality and social aggrandizement towards foreign products.

H4b: There is significant difference in students' nationality and ethnocentric towards local products.

Methodology

This study employed quantitative survey research design. The population was students from universities in Ghana and the sample frame is the public and private universities in Greater Accra Region. Self-administered questionnaires were distributed to 600 students in October, 2016. The questionnaire consisted of structured questions relating to (i) demography (ii) consumers' ethnocentrism towards local products (iii) consumers' xenocentrism towards foreign products. Out of the questionnaires distributed, 444 were returned, representing 74% return rate. Table 1 shows the characteristics of the respondents.

Table 1: Sample Characteristics

Respondents	No. of Participants	Percent (%)
Gender		
Male	360	81.1
Female	81	18.2
Age Group		
15-20	72	16.2
21-25	222	50.0
26-30	93	20.9
31-35	36	8.1
36-40	12	2.7
41 and above	9	2.0
Nationality		
Ghana	303	68.2
Nigeria	129	29.1
Others	12	2.7
Educational Level		
Graduate	60	13.5
Undergraduate	375	84.5
Others	6	1.4

N = 444

The questionnaire was adopted from two instruments: Customer Xenocentrism (C-XEN) (Balabanis & Diamantopoulos, 2016) and Customers' Ethnocentrism (CETSCALE) (Shimp & Shama, 1987). The items for consumers' xenocentrism were obtained from Balabanis and Diamantopoulos (2016). The items on the questionnaire were measured on a 7-point Likert-type scale of *Strongly disagree* = 1, *Disagree*

= 2, *Disagree somewhat* = 3, *Undecided* = 4, *Agree somewhat* = 5, *Agree* = 6, *Strongly agree* = 7. The reliability of the instrument was tested. Reliability, indicating internal consistency, was evaluated by determining the Cronbach's alpha coefficients (Gotz et al., 2010). According to Gotz et al. (2010), the Cronbach's alpha should be higher than 0.7 to be regarded as an acceptable indicator of reliability. The Cronbach's alpha coefficients were ethnocentrism .879 (17 items), perception of inferiority .789 (5 items) and social aggrandisement .758 (5 items). Obviously, Cronbach's alpha for all the constructs were higher than 0.7 (see Table 3). They were within the acceptable range, indicating that the instrument has met reliability condition.

The data collected were analysed using Statistical Package for Social Science (SPSS). To adequately provide answers to the research questions and to test the hypotheses, the t-test of independent samples and the analysis of variance (ANOVA) were employed. The t-test of independent samples and ANOVA were employed to examine the significant differences between students' characteristics (gender, age, education, nationality) groups and the students' ethnocentrism and xenocentrism towards local and foreign products. The t-test is a suitable statistical method when determining differences between two groups, whereas ANOVA is appropriate when examining differences among more than two groups and the participants are tested only once (Salking, 2008).

Data Analysis

The responses received from the survey were coded and analysed using SPSS. The study included three dependent variables (ethnocentrism, perceived inferiority and social aggrandisement) and four factors (gender, age, education and nationality). The analyses were conducted under five subheadings: (a) extent of students' ethnocentrism and xenocentrism towards foreign products using descriptive statistics – mean and

standard deviation (b) testing of hypotheses of gender on the dependent variables using the t-test of independent samples (c) testing of hypotheses of the age group on the dependent variables using ANOVA (d) testing of hypotheses of the level of education on the dependent variables using t-test of independent samples and (e) testing of hypotheses of nationality on the dependent variables using t-test of independent samples.

Attitude towards Foreign Products

This section determines the extent of students' ethnocentrism and xenocentrism towards foreign products. Specifically, the mean for all the individual items and the mean for the three constructs (perception of inferiority, social aggrandisement and ethnocentrism) were computed. The extent to which students perceived local products as inferior was somewhat high (mean = 4.39). Among the highest factors selected, the students indicated that "There are very few domestic products that are of equal quality to foreign products" and that "In most product categories, foreign brands outperform domestic ones" (see Table 2). On the other hand, consumers' social aggrandisement towards foreign products was low (mean = 3.55). Majority of the students did not believe in buying foreign product with respect to: "I purchase foreign brands to differentiate myself from others" or "Using foreign products enhances my self-esteem".

Overall, the students' ethnocentrism was somewhat high (mean = 4.89), signifying the tendency the consumers would prefer local products to foreign products (see Table 3). The most four factors that the students indicated as their belief for local products were "Buy Ghanaian-made products keep Ghana working", "We should purchase products manufactured in Ghana instead of letting other countries get rich through us", "Ghanaian people should always buy Ghanaian-made products instead of imports" and "Only those products that are unavailable in Ghana should be imported". Also, some of the respondents believed that one should prefer local products indicating that "Foreigners should not be allowed to put their products on our markets", "Purchasing foreign-made products is un-Ghanaian" and "Ghanaian consumers who purchase products made in other countries are responsible for putting their fellow Ghanaians out of work".

Table 2. Mean and Standard Deviation of Students Xenocentrism

Items	Description of items	Mean	SD
	Perceived Inferiority		
XEN1	There are very few domestic products that are of equal quality to foreign products.	4.86	2.087
XEN2	I cannot think of any domestic brands that are as good as the foreign ones I purchase.	3.69	2.097
XEN3	I trust more foreign than domestic companies, because they are more experienced and have more resources	4.30	2.115
XEN4	In most product categories, foreign brands outperform domestic ones.	4.82	1.848
XEN5	I trust foreign products more than the domestic ones.	4.18	1.925
	Overall Perceived Inferiority	4.39	1.337
	Social Aggrandizement		
XEN6	Using foreign products enhances my self-esteem	3.79	1.902
XEN7	People that buy domestic products are less regarded by others	3.48	1.980
XEN8	I prefer foreign to domestic brands as most of my acquaintances buy foreign brands.	3.59	1.981
XEN9	Buying foreign products makes me trendier	3.76	2.026
XEN10	I purchase foreign brands to differentiate myself from others	3.01	2.002
	Overall Social Aggrandizement	3.55	1.415

N = 444. Strongly disagree = 1, Disagree = 2, Disagree somewhat = 3, Undecided = 4, Agree somewhat = 5, Agree = 6, Strongly agree = 7.

Table 3. Mean and Standard Deviation of Students Ethnocentrism

Items	Description of items	Mean	SD
CET1	Ghanaian people should always buy Ghanaian-made products instead of imports.	5.40	2.115
CET 2	Only those products that are unavailable in the Ghana should be imported	5.40	2.006
CET 3	Buy Ghanaian-made products keep Ghana working	5.90	1.842
CET 4	Ghanaian products, first and last	4.65	2.046
CET 5	Purchasing foreign-made products is un-Ghanaian	3.62	2.176
CET 6	It is not right to purchase foreign products because it puts Ghanaians out of jobs	4.46	2.171
CET 7	A real Ghanaian should always buy Ghanaian-made products	4.33	2.191
CET 8	We should purchase products manufactured in Ghana instead of letting other countries get rich off us	5.79	1.637
CET 9	It is always best to purchase Ghanaian products	5.03	1.916
CET 10	There should be very little trading or purchasing of goods from other countries unless out of necessity	5.29	1.818
CET 11	Ghanaians should not buy foreign products because this hurts Ghanaian business and causes unemployment	4.33	1.977
CET 12	Curbs/controls should be put on all imports	4.84	2.122
CET 13	It may cost me in the long-run but I prefer to support Ghanaian products	5.32	1.721
CET 14	Foreigners should not be allowed to put their products on our markets	3.33	2.065
CET 15	Foreign products should be taxed heavily to reduce their entry into Ghana	4.39	2.261
CET 16	We should buy from foreign countries only those products that we cannot obtain within our own country	5.22	1.876
CET 17	Ghanaian consumers who purchase products made in other countries are responsible for putting their fellow Ghanaians out of work	4.20	2.125
	Overall Ethnocentrism	4.89	1.223

$N = 444$. Strongly disagree = 1, Disagree = 2, Disagree somewhat = 3, Undecided = 4, Agree somewhat = 5, Agree = 6, Strongly agree = 7.

Gender and Attitude towards Local and Foreign Products

Further, the study examined whether there were any significant differences in students' gender regarding xenocentrism and ethnocentrism towards foreign and local products.

Below are the hypotheses and the results of the testing of the hypotheses.

H1a1: There is significant difference in students' gender and perception of inferiority towards local products.

A t-test of independent-samples was conducted to compare students' perception of inferiority towards local products for male and female students (see Table 4 and Table 5). There was no significant difference in the scores for male ($M=4.38$, $SD=1.323$) and female ($M=4.44$, $SD=1.421$); $t(421) = -.335$, $p = .738$. There was no significant difference between male and female students regarding their perception of inferiority of local products.

H1a2: There is significant difference in students' gender and social aggrandisement towards foreign products.

A t-test of independent-samples was conducted to compare social aggrandisement towards foreign products for male and female students (see Table 4 and Table 5). There was no significant difference in the scores for male (M=3.55, SD=1.356) and female (M=3.57, SD=1.686); $t(421) = -.079, p = .937$. No significant difference between male and female students regarding social aggrandisement when buying foreign products was found.

An independent-samples t-test was conducted to compare students' gender and ethnocentrism towards local products (see Table 4 and Table 5). There was a no significant difference in the scores for male (M=4.83, SD=1.185) and female (M=5.10, SD=1.377); $t(364) = -1.607, p = .109$. No significant difference between male and female students regarding ethnocentrism was effected.

H1b: There is significant difference in students' gender and ethnocentrism towards local products.

Table 4: T-Test of Students' Gender and Attitude towards Local and Foreign Products

Variables/ Hypotheses	Equal vari- ances	Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Dif- ference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Perception of Inferiority (H1 _{a1})	Assumed	.160	.689	-.335	421	.738	-.057	.171	-.393	.278
	Not Assumed			-.320	103.464	.750	-.057	.179	-.412	.297
Social Aggran- dizement (H1 _{a2})	Assumed	11.550	.001	-.079	421	.937	-.015	.183	-.375	.346
	Not Assumed			-.069	90.760	.945	-.015	.211	-.435	.405
Ethnocentrism (H1b)	Assumed	3.676	.056	-1.607	364	.109	-.271	.169	-.605	.061
	Not Assumed			-1.456	82.180	.149	-.271	.186	-.642	.099

Table 5. Summary of Gender and Attitude towards Local and Foreign Products

No	Hypotheses	Result	Decision	Conclusion
H1 _{a1}	Gender → Perceived Inferiority	p = .738	Not Supported → Reject	Gender does not influence students' perception of inferiority of local products.
H1 _{a2}	Gender → Social Aggrandisement	p = .937	Not Supported → Reject	Gender does not influence students' social aggrandizement towards foreign products.
H1b	Gender → Ethnocentrism	p = .109	Not Supported → Reject	Gender does not influence students' ethnocentrism towards local products.

Age and Attitude towards Local and Foreign Products

Moreover, the study investigated whether there were any significant differences in customers' age regarding their ethnocentrism towards foreign products. The hypotheses and the results are presented below.

H2a1: There is significant difference in students' age and perception of inferiority towards local products.

A one-way ANOVA test was conducted to compare the effect of students' age groups on their perception of inferiority towards local products (see Table 6 and Table 7). There were significant differences between students' age groups at the $p < .05$ level for the six age groups [$F(5, 420) = 10.280, p < 0.05$]. Post hoc comparisons using Games-Howell test indicated that the mean score for the age group 15-20 ($M = 4.87, SD = 1.283$) was significantly different from the age group 26-30 ($M = 4.06, SD = 1.128$), age group 31-35 ($M = 3.63, SD = 1.247$) and age group 41 and above ($M = 2.73, SD = .721$). Significant differences exist among the age groups.

H2a2: There is significant difference in students' age and social aggrandisement towards foreign products.

Another one-way ANOVA test was conducted to compare the effect of students' social aggrandisement towards foreign products (see Table 6 and Table 7). There were significant differences between students' age groups at the $p < .001$ level for the six age groups [$F(5, 420) = 11.181, p < 0.05$]. Post hoc comparisons using the Games-Howell test indicated that the mean score for the age group 15-20 ($M = 3.68, SD = 1.518$) was significantly different from the age group 21-25 ($M = 3.81, SD = 1.374$), age group 26-30 ($M = 3.17, SD = 1.290$) and age group 41 and above ($M = 2.13, SD = 1.253$). Significant differences exist among the age groups.

H2b: There is significant difference between students' age and ethnocentrism towards local products.

Again, a one-way ANOVA test was conducted to compare the effect of students' age and ethnocentrism towards local products (see Table 6 and Table 7). There were significant differences among students' age groups at the $p < .05$ level for the six age groups [$F(5, 363) = 4.527, p < 0.05$]. Post hoc comparisons using the Games-Howell test indicated that the mean score for the age group 15-20 ($M = 4.84, SD = 1.212$) was significantly different from the age group 21-25 ($M = 4.98, SD = 1.226$), age group 26-30 ($M = 4.48, SD = 1.143$) and age group 41 and above ($M = 6.13, SD = 4.35$). Significant differences existed among the age groups.

Table 6: ANOVA of Students' Age and Attitude towards Local and Foreign Products

Variables	Group Differences	Sum of Squares	Df	Mean Square	F	Sig.
Perception of Inferiority (H2a ₁)	Between Groups	82.804	5	16.561	10.280	.000
	Within Groups	676.607	420	1.611		
	Total	759.412	425			
Social Aggrandisement (H2a ₂)	Between Groups	55.906	5	11.181	5.911	.000
	Within Groups	794.448	420	1.892		
	Total	850.355	425			
Ethnocentrism (H2b)	Between Groups	32.292	5	6.458	4.527	.001
	Within Groups	517.822	363	1.427		
	Total	550.115	368			

Table 7. Summary of Age and Attitude towards Local and Foreign Products

No	Hypotheses	Result	Decision	Conclusion
H2a ₁	Age → Perceived Inferiority	$p < 0.05$	Supported → Accept	The results suggest that as people grow older their perception of local products being inferior to foreign products decreases. Thus, older people will likely buy local products as against foreign ones.
H2a ₂	Age → Social Aggrandizement	$p < 0.05$	Supported → Accept	The results suggest that as people grow older their social aggrandisement towards foreign products decreases. Thus, older people will likely buy local products as against foreign ones.
H2b	Age → Ethnocentrism	$p < 0.05$	Supported → Accept	The results suggest that as people grow older they become more ethnocentric towards local products. Thus, older people will likely buy local products as against foreign ones.

Level of Education and Attitude Towards Local and Foreign Products

Furthermore, the study ascertained whether there were any significant differences between the level of education regarding students’ ethnocentrism, perception of inferiority and social aggrandisement towards foreign products. The hypotheses and the results are presented below:

H3a1: There is significant difference in students’ level of education and perception of inferiority towards local products.

A t-test of independent-samples was conducted to compare students’ perception of inferiority towards local products between graduate and undergraduate students (see Table 8 and Table 9). There was no significant difference between the scores for graduates (M=4.17, SD=1.836) and undergraduate (M=4.44, SD=1.264); $t(415) = -1.412, p = .159$. It was also noted that there was no significant difference between graduate and undergraduate students regarding their perception of inferiority towards local products.

H3a2: There is significant difference in students’ level of education and social aggrandisement towards foreign products.

T-test of independent-samples conducted to compare social aggrandisement towards foreign products for graduate and undergraduate students (see Table 8 and Table 9) indicated that there was a significant difference in the scores for graduate (M=3.20, SD=1.413) and undergraduate (M=3.62, SD=1.404); $t(415) = -2.228, p < .05$. Significant difference existed between graduate and undergraduate students regarding social aggrandisement towards foreign products.

H3b: There is significant difference in students’ level of education and ethnocentrism towards local products.

Further, a t-test of independent-samples was conducted to compare ethnocentrism towards local products for graduate and undergraduate students (see Table 8 and Table 9). There was no significant difference between the scores for graduate (M=5.04, SD=1.003) and undergraduate (M=4.84, SD=1.260); $t(361) = 1.101, p = .272$. No significant difference between graduate and undergraduate students regarding ethnocentrism towards local products was noted.

Table 8: T-Test of Level of Education and Attitude towards Local and Foreign Products

Variables/ Hypotheses	Equal Variances	Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Perception of Inferiority (H3a ₁)	Assumed	39.088	.000	-1.412	415	.159	-.276	.196	-.661	.108
	Not Assumed			-1.070	60.558	.289	-.276	.258	-.793	.240
Social Aggran- dizement (H3a ₂)	Assumed	.240	.624	-2.228	415	.026	-.437	.196	-.823	-.051
	Not Assumed			-2.218	79.847	.029	-.437	.197	-.829	-.045
Ethnocentrism (H3b)	Assumed	1.674	.197	1.101	361	.272	.1990	.181	-.157	.554
	Not Assumed			1.291	85.149	.200	.1990	.154	-.108	.505

Table 9. Summary of Level of Education and Attitude towards Local and Foreign Products

No	Hypotheses	Result	Decision	Conclusion
H3a ₁	Level of Education → Perceived Inferiority	$p = .159$	Not Supported → Reject	However, undergraduate students regard local goods as more inferior than graduate students.
H3a ₂	Level of Education → Social Aggrandizement	$p < 0.05$	Supported → Accept	The results suggest that undergraduate students will likely buy foreign goods because of social aggrandisement than graduate students.
H3b	Level of Education → Ethnocentrism	$p = .272$	Not Supported → Reject	However, the results suggest that graduate students may likely buy local products more than undergraduate students.

Nationality and Attitude towards Local and Foreign Products

Finally, the study ascertained whether there were any significant differences among the nationality and students' ethnocentrism, perception of inferiority and social aggrandisement towards foreign products. The hypotheses and the results are presented below:

H4a1: There is significant difference in students' nationality and perception of inferiority towards local products.

A t-test of independent-samples was conducted to compare students' perception of inferiority

towards local products between Ghanaian and Nigerian students (see Table 10 and Table 11). There was a significant difference in the scores for Ghanaian ($M=4.31$, $SD=1.356$) and Nigerian ($M=4.65$, $SD=1.253$); $t(412) = -2.415$, $p < .05$. A significant difference existed between Ghanaian and Nigerian students regarding their perception of inferiority towards local products.

H4a2: There is significant difference in students' nationality and social aggrandisement towards foreign products.

Again, a t-test of independent-samples was conducted to compare social aggrandisement towards foreign products between Ghanaian

and Nigerian students (see Table 10 and Table 11). There was a significant difference in the scores for Ghanaian (M=3.32, SD=1.411) and Nigerian (M=4.13, SD=1.307); $t(415) = -5.437, p < .05$. A significant difference existed between Ghanaian and Nigerian students regarding social aggrandisement towards foreign products.

H4b: There is a significant difference between students' nationality and ethnocentrism towards local products.

An independent-samples t-test was conducted to compare ethnocentrism towards local products between Ghanaian and Nigerian students (see Table 10 and Table 11). There was a significant difference between the scores for Ghanaian (M=5.04, SD=1.1040) and Nigerian (M=4.58, SD=1.393); $t(364) = 3.284, p < .05$. A significant difference existed between Ghanaian and Nigerian students regarding ethnocentrism towards local products.

Table 10: T-Test of Nationality and Attitude towards Local and Foreign Products

Variables/ Hypotheses	Equal Variances	Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Differ- ence	Std. Error Differ- ence	95% Confidence Interval of the Difference	
									Lower	Upper
Perception of Inferiority (H4a ₁)	Assumed	.696	.405	-2.415	412	.016	-.342	.142	-.620	-.064
	Not Assumed			-2.493	256.878	.013	-.342	.137	-.612	-.072
Social Aggran- dizement (H4a ₂)	Assumed	1.992	.159	-5.437	415	.000	-.813	.149	-1.107	-.519
	Not Assumed			-5.616	236.295	.000	-.813	.145	-1.098	-.528
Ethnocentrism (H4b)	Assumed	10.318	.001	3.284	364	.001	.453	.138	.182	.724
	Not Assumed			2.977	159.127	.003	.453	.152	.152	.754

Table 11. Summary of Nationality and Attitude towards Local and Foreign Products

No	Hypotheses	Result	Decision	Conclusion
H4a ₁	Nationality → Perceived Inferiority	$p < 0.05$	Supported → Accept	The results suggest that Nigerian students regard local goods as more inferior than Ghanaian students.
H4a ₂	Nationality → Social Aggrandizement	$p < 0.05$	Supported → Accept	The results suggest that Nigerian students will likely buy foreign goods because of social aggrandisement than Ghanaian students.
H4b	Nationality → Ethnocentrism	$p < 0.05$	Supported → Accept	The results suggest that Ghanaian students will likely buy local products more than Nigerian students.

Discussion and Recommendation

First, the study determined the extent of customers' ethnocentrism and xenocentrism (perception of inferiority and social aggrandisement) towards foreign products. The findings revealed that students' ethnocentrism was somewhat high (mean = 4.89), signifying the tendency that students would prefer local products to foreign products. Moreover, the extent to which students perceived local products as inferior was somewhat high (mean = 4.39). Also, students' social aggrandisement towards foreign products was low (mean = 3.55) while they believed that they should buy locally made products. Students believed that buying Ghana-made products would keep Ghana's local industries in business, creating job avenues and making the country prosperous. However, they expressed concern about the quality of domestic products. Again, students indicated that social aggrandisement was not the driving force for students buying foreign goods. Therefore, students who bought foreign products did so because of the perception of quality of those products. As a result, students may likely buy local products when the quality of the products is improved. It is recommended that domestic enterprises increase the quality of their products to alter ethnocentrism in consumers' quality judgment (Gongxing & Xing, 2017).

Second, examining significant differences in students' gender regarding xenocentrism towards foreign products produced no significant difference. However, it was observed that female students believed they would buy local products more than men. This might show the level of affection female students have for their country and how they wish their nation to progress and develop. Perhaps female students might also be concerned more about job creation for the citizens. The results further suggested that both male and female consumers did not consider social aggrandisement when buying foreign products. A related study found that older women who belonged to the medium or high socio-economic

class were more ethnocentric in consumption of locally made products (Schnettler et al., 2017).

By purchasing domestic products, consumers make their contribution to economic, social (community) and political development of their own nation, which leads to the expansion of local markets (Salkanovic & Poturak, 2014).

Third, the study investigated whether there were any significant differences in customers' age regarding customers' ethnocentrism towards foreign products. With respect to age, the study also found that as people grow older, their perception of local products being inferior to foreign products decreases. Moreover, older people would likely prefer to buy local products to foreign ones as compared to younger people. Older people think more about national economy and would like to do things that will improve it. People grow to reject the assertion that anything non-western is inferior and primitive. As people grow and read about their country's history, they no longer think of enhancing their social status, they rather sometimes develop animosity towards foreign countries, especially, their colonial masters. Consequently, they would not like to identify themselves with foreign countries so they reject their products. The results proposed that as people grow older, their social aggrandisement towards foreign products decreases.

With respect to the level of education, undergraduate students regarded local goods as more inferior than graduate students. The finding suggested that undergraduate students would likely buy foreign goods because of social aggrandisement than graduate students. On the other hand, the graduate students will likely buy local products more than undergraduate students. In terms of nationality, Nigerian students regarded local goods as more inferior than Ghanaian students. Nigerian students would likely buy foreign goods because of social aggrandisement

than Ghanaian students. Comparing Nigerian and Ghanaian students, the results suggested that Ghanaian students would likely buy local products as Nigerian students would prefer foreign products.

Discussion and Recommendation

This current study was based on Social Identity Theory and System Justification Theory to explain students' characteristic differences regarding their xenocentrism and ethnocentrism towards foreign and locally made products. The study assessed the extent to which the students preferred local and foreign products. Overall, there were significant differences in students' ages concerning their xenocentrism and ethnocentrism towards foreign and locally made products. Older students were more ethnocentric than younger students. Conversely, younger students were more xenocentric than older students. In other words, as people grow older they turn to be more ethnocentric. Nigerian students were more xenocentric than Ghanaian students and graduate students were more ethnocentric than undergraduate students. Female students were more ethnocentric though they regarded local products as inferior. Also, students do not buy foreign product because of social aggrandisement. These findings are important assessment of students' local and foreign product perception, which can enable marketers to forecast marketing strategies to increase market share.

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