

STUDY ABROAD: AN EXPLORATION OF STUDENT DEVELOPMENT AND  
STUDENT PERCEPTIONS

By

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by

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I would like to dedicate this project in loving memory of my grandmother, Anna Mary Leeper, who has inspired me to continually strive to be the best person I can be and not to waste a single day.

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Abstract of Thesis Presented to the Graduate School  
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It is generally considered that study abroad programs are educationally beneficial to students. However, while various aspects of studying abroad have been investigated, few of these studies have been grounded in any form of developmental theory. The purpose of this study was to investigate the relationship between study abroad participation and student development. Furthermore, this study examined gender, previous overseas travel experience, and duration of the study abroad experience.

Two groups were evaluated, a pre-travel group and a post-travel group. Student perceptions were divided into five areas: personal development, academics, professional development, global perspective, and intellectual development. Student development was divided into two areas: tolerance and quality of relationships. Frequencies were the primary analysis tools; content analysis was used to reveal patterns in the open-ended questions.

Differences in level of development were found by gender within the pre-travel group as well as in the post-travel group. Differences were also found by previous overseas experience within the pre-travel group and in the post-travel group. Finally, differences were found by duration of program within the pre-travel group but could not be evaluated in the post-travel group. Results from the open-ended questions revealed that language acquisition skills, self-exploration and the cultural experience in general were the primary motivations for studying abroad. Participants also revealed that they were most looking forward to experiencing a different culture, meeting new people, and self-exploration during the study abroad trip. Based on participant responses, prior to their study abroad programs students felt adequately prepared, while one third did not, and the rest had mixed emotions. Participants felt most nervous about being far from home, terrorism, and language barriers. Upon reflection, participants felt that cultural immersion in general was the best experience of studying abroad. In comparison, cultural differences and not being accepted by the locals were cited as the worst experiences. Participants also felt that communication and adjustment issues were the most challenging aspects of studying abroad. Students reported that the biggest impacts from the study abroad experience were related to personal changes. Finally, self-confidence and a sense of newfound independence were identified by the students as the most important characteristics that they learned about themselves.

This study may be the first to consider a student development theory in a study abroad context. Regarding the practical applications of this study, practitioners and researchers alike will be able to use this information to support the benefits experienced as a result of studying abroad.

## CHAPTER 1 INTRODUCTION

The idea of travel as a form of education has a long history. Indeed, early philosophers such as Mencius (372-289 B.C.) noted the importance of travel by saying, “to see once is better than to read a hundred times” (cited in Brodsky-Porges, 1981, p.174). In the 17<sup>th</sup> Century Jan Amos Comenius proposed an education system in which the last two years of study for students were spent seeking freedom and enrichment through travel (Comenius Foundation, n.d.; Meyer, 1972), in fact, it was during the 1630’s that the Grand Tour evolved. Over the next 150 years, young, wealthy Englishmen were sent abroad on a Grand Tour. This time spent in other countries was perceived as a finishing school beyond the formal classroom (Brodsky-Porges). While the Grand Tour was regarded as an integral part of the formal education of young Britons, in America, young males were discouraged from traveling to Europe. It was considered a betrayal to the American spirit to send its sons to the old world. However, as the anti-European sentiments declined with the termination of the Napoleonic hostilities, the yearly transatlantic journeys to Europe commenced and are still part of the lifestyle of many young college students today (Brodsky-Porges). In fact, since the 1991-1992 academic school year, the number of U.S. students studying abroad for credit has more than doubled from 71,154 to 174,629, an increase of 145% (Gardner & Witherell, 2004).

Scholars such as Noy (2004), Graburn (1983) and Brodsky-Porges (1981) suggest that youth travel may comprise a rite of passage into adulthood for young adults. Many young people want to learn about themselves, other people and cultures. Vogt (1976)

supports this contention and suggests that such “travel experience is seen as providing the necessary challenges and opportunities to expand oneself in areas valued by adventurous youth; independence, adaptability, resourcefulness, open-mindedness...” (p. 28). Due to the basic elements of living and learning in a foreign country, it is expected that a student will grow and change from a study abroad experience (Inglis, Rolls, & Kristy, 1998).

Vogt suggests that through travel, growth is sought and achieved in four major ways; stimulation and intensity in daily life, autonomy in decision-making, intense interpersonal relations and learning about the world and self. In addition, hardships and difficulties that are overcome while traveling allow youth to develop a heightened sense of confidence (Noy, 2004). Vogt explains that the challenge of novel situations and environments necessitates that the traveler must exist in a new way, thus questioning the self and consequently learning more about his or her own identity and abilities.

Moreover, a benefit of travel when considered, as a form of physical and emotional escape is that it can prompt a personal reawakening. This renaissance enables a person to return to his/her established environment with fresh vivacity and alertness.

The literature shows that young travelers have a variety of feelings regarding their travel experiences (Todd, 2001). There is a pervasive belief that international travel changes people’s lives both personally and professionally (STA Travel, n.d.).

International travel experiences clearly affect youth and the literature tends to support the idea that travel is beneficial (Armstrong, 1984; Baty & Dold, 1977; Carsello & Greaser, 1976; Farrell & Suvedi, 2003; Kuh & Kauffman, 1985; Martin, 1989; Nash, 1976; Noy, 2004; Todd). Students who participate in study abroad programs experience a heightened international outlook and personal development (Barnhart & Groth, 1987; Carsello &

Greaser; Dukes, Lockwood, Oliver, Pezalila, & Wilker, 1994; Farrell & Suvedi; Inglis et al., 1998). A review of the literature informs us that study abroad and its impacts is a topic that is growing in importance and relevance. For example, the ways in which study abroad affects alternative language acquisition, self-esteem, self-confidence, emotional maturity, academic success, peer relationships, and many others have been evaluated (Inglis et al.).

The participation rates suggest that the number of students studying abroad is increasing (Gardner & Witherell, 2004; Stephenson, 1999). Particularly, American students are beginning to recognize the value of study abroad in an internationally inter-reliant world (Gardner & Witherell). While the terrorist attacks of September 11, 2001 suppressed much international pleasure travel among Americans, in contrast, 9/11 stimulated interest in study abroad programs among U.S. students (Gardner & Witherell). It appears among students that a legacy of this national tragedy has been an elevated need to understand the importance of global affairs. During the first complete school year following the attacks of 9/11 (academic year 2002-2003), the number of American college and university students earning credit abroad increased by 8.5% from the preceding academic year (Gardner & Witherell).

Not only are more and more American students studying abroad, but the diversity in destinations visited is also increasing (Institute of International Education, 2003). Historically, most students studied in Western Europe. While the United Kingdom, Italy and Spain are still the top study abroad destinations for American students, less traditional destinations are growing in popularity. During the 2001-2002 academic school year, uncommon destinations like China saw a 33% increase in student visitors up

to a total of 3,911. Japan experienced a 21% increase to 3,168 students, and the Czech Republic received 30% more student visitors totaling 1,659. In addition, since 1985 Latin America has seen their student visitor population more than double when compared to the 2001-2002 academic school year (Gardner & Witherell, 2003).

The 8.5% increase in American students earning credit for study abroad during the academic year 2002-2003 denotes stronger growth than the preceding year's 4.4% increase. This increase is a strong indicator of the growing interest in studying abroad, both in the face of, and in reaction to the shifting geopolitical climate subsequent to September 11, 2001 (Boyd et al., 2001; Gardner & Witherell, 2004). However, although the study abroad numbers are steadily increasing, still only 1% of all American students study abroad. As a result, educators are calling for more support to encourage more students to study abroad (Lane, 2003). One stated goal in higher education is to increase student participation in study abroad to 20% by the year 2010 and 50% by the year 2040 (Lane). The Institute of International Education (n.d.) argues, "peace and prosperity in the 21<sup>st</sup> Century depend on increasing the capacity of people to think and work on a global and intercultural basis. As technology opens borders, educational and professional exchange opens minds." The mission statement for the University of Florida's International Center is consistent with this philosophy as it emphasizes the importance of enhancing the educational experience and environment of its students by promoting a global perspective (University of Florida International Center, n.d.). Therefore, not only is student interest steadily increasing, the academic community is increasingly recognizing the need to provide programs that allow their students opportunities to travel abroad as they value global awareness.

### **Statement of the Problem**

Chadee and Cutler (1996) assert, “international travel by students remains a neglected area of research.” A review of the literature indicates that the issue of study abroad and the effects of such programs on students have been written about at length (Farrell & Suvedi, 2003; Inglis et al., 1998), however, very little of this research has been grounded in any student development theory and overall, lacks systematic investigation (Dukes et al., 1994). As a result, empirical studies that have utilized student development theories in relation to study abroad are extremely scarce. A theoretical framework that may be of specific use in enhancing our understanding of some of the effects on students that accrue from studying abroad is located in psychosocial student development. Conceivably the most widely accepted and influential theory of student development is Chickering and Reisser’s (1993) student development model. This model is based on Chickering’s (1969) work, although the revised version encompasses advances in research and other theoretical influences over the last 25 years (Chickering & Reisser; University of Calgary, n.d.). This theoretical perspective “provides a framework for thinking systematically about students’ developmental patterns and makes concrete suggestions for fostering growth in areas such as interpersonal relationships, identity, purpose and integrity” (Chickering & Reisser, inside cover). As a result, this framework appears to be the most logical and meaningful way to assess student development and study abroad. Despite the importance and wide use of Chickering and Reisser’s student development theory of identity in a variety of educational settings, it has never been used to comprehensively assess the impact and outcomes as experienced by study abroad participants. Consequently, the marriage of this robust and greatly utilized theoretical framework with an increasingly popular form of alternative education (study abroad) may

provide some potentially valuable insights. Accordingly, this study attempted to take the first steps to bridge a gap in the existing literature. However, due to the lack of survey participants, an analysis of change in student development is not possible; descriptive information only is provided for the pre-travel group and the post-travel group.

Most research on the benefits of study abroad is anecdotal; there is a need for empirical research to illustrate the outcomes (Inglis et al., 1998). This study contributes to the body of knowledge that exists regarding student outcomes and study abroad, while being the first study to be guided by Chickering and Reisser's (1993) student development theory of identity. Some of the literature suggests that gender and previous international travel experience does not appear to influence the outcomes for students from study abroad (Farrell & Suvedi, 2003). However, Chickering and Reisser suggest that males and females develop at different rates. This study examined the impact of gender on student development and study abroad. In addition, Inglis et al. report that the length of the program abroad impacts the long-term benefits experienced by students. A final aspect under consideration was previous overseas travel experience; Pearce (1988) suggests that prior travel experiences impacts the choices and experience individuals make when traveling. For example, more experienced travelers tend to be less concerned about safety and security and more concerned with self-actualization needs. Indeed, Sönmez and Graefe (1998) found that previous travel experiences impacts future decisions as well as future experiences. Consequently, this study hoped to contribute to the body of literature regarding developmental differences by gender, previous overseas experience as well as differences by duration of program. Once again however, due to the lack of survey participants, an analysis of differences before and after the travel

experience was not possible; descriptive information only is provided for the pre-travel group and the post-travel group.

The results of such a study hold many potential implications for programming, curriculum design, and recruitment among other facets for improving study abroad experiences. Overall, most studies that consider study abroad and its effects on students report participants are impacted in positive ways (Farrell & Suvedi, 2003). After studying abroad, students are more likely to engage in on-campus programs that are designed to broaden their international understanding (Gray, Murdock, & Stebbins, 2002). Additionally, study abroad participants experience a heightened interest in the welfare of others, increased feelings of well-being and self-confidence, and an interest in reflective thought (Kuh & Kauffman, 1985). Almost collectively, participants felt that the study abroad experience helped them to realize their potential, and that they had a deeper understanding of the world and its people (Dukes et al., 1994).

When a student development theory is adopted and applied to practice, the student service being provided will be the most effective. Without a theoretical and an empirical grounding, practitioners may design programs that do not help students reach their full potential through study abroad.

### **Purpose of the Study**

The purpose of the study was to investigate the relationship between study abroad participation and student development. Study abroad participation constituted undergraduate and graduate students enrolled during the 2005 fall term that participated in university sponsored study abroad programs. Student development was measured according to the fourth vector of Chickering and Reisser's (1993) student development theory: Developing Mature, Interpersonal Relationships. Furthermore, this study

examined the relationship between gender, previous overseas travel experience, and duration of the study abroad experience on student development.

### **Theoretical Rationale**

The student populations of the U.S. and the developmental tasks they face are more varied and multifaceted than ever (Evans, Forney, & Guido-DiBrito, 1998). One of the most widely known and accepted psychosocial student development theories is Chickering's (1969) student development theory of identity. In 1993, Chickering and Reisser introduced a revised version of Chickering's theory based on 25 years of research and theory development and advancement. This revised framework formed the foundation for this study.

Chickering and Reisser's student development theory of identity suggests that human development consists of seven "vectors," these are: Developing competence, managing emotions, moving through autonomy toward interdependence, developing mature interpersonal relationships, establishing identity, developing purpose, and developing integrity.

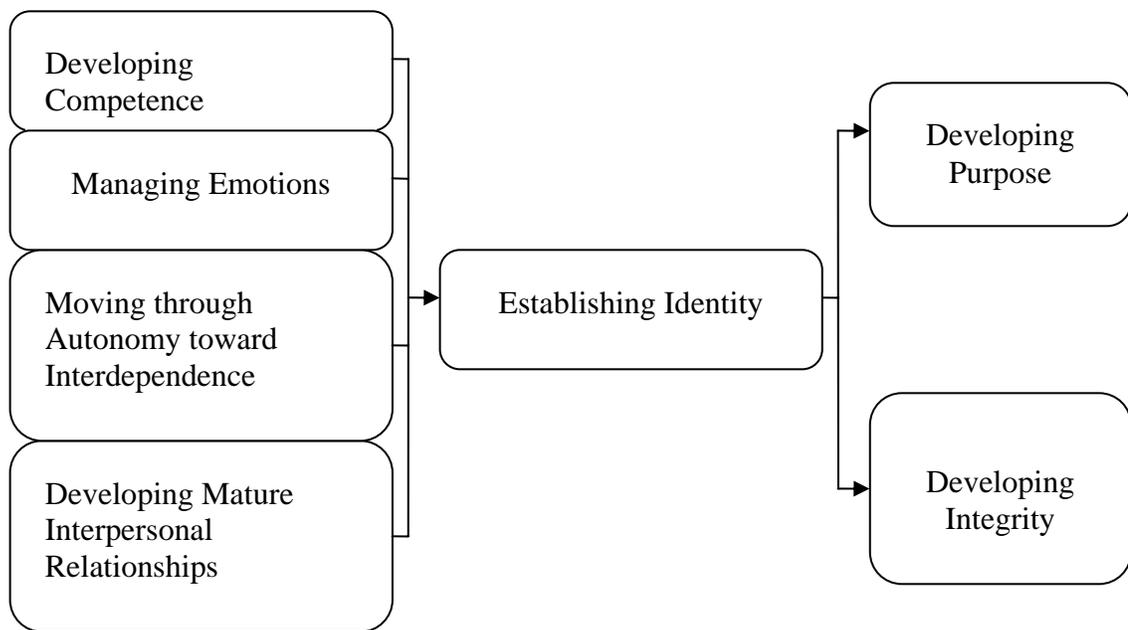
The development of today's college student involves a complex process. Just as the typical college student does not necessarily progress through their curriculum as scheduled, neither does their development fit into an organized predictable path. However, the seven vectors of development can be utilized as a map to help researchers and practitioners determine the stage of a student's development as well as the direction in which they are moving. The purpose of the vectors is that they explain key avenues for journeying in the direction of individuation. This includes a person's discovery and continual enhancement of themselves, of relationships, and of people around them and around the world. Chickering and Reisser (1993) suggest that ultimately all students will

move through the seven vectors, despite the fact that each student will maneuver in a different way, with varying modes and self-chosen diversions.

Movement along any single vector can take place at various rates and can intermingle with advancement along the others. Every movement from “lower” to “higher” produces greater skill, awareness, complexity, confidence, integration, and stability, although it does not prohibit an unintentional or deliberate return to areas already navigated. Chickering and Reisser (1993) presume that “higher” is better than “lower,” for the reason that in tallying the strengths and skills encompassed by the vectors, students mature in strength, versatility, and the aptitude to adjust when unanticipated obstacles or drawbacks emerge. Chickering and Reisser suggest that university and college students carry out habitual themes: Learning control and flexibility, gaining competence and self-awareness, finding one’s vocation or voice, balancing intimacy with freedom, making commitments as well as refining beliefs.

In terms of assessment it is especially important not to oversimplify the stages of development a college student may go through. As previously stated, it is unlikely that a person will fit neatly into one stage, instead there could be overlap or relapse (King, 1990). Therefore it is imperative to identify where a person is holistically, rather than to identify the stage or vector of development within which a student is perceivably located. Therefore, the seven vectors should be considered as building blocks to the foundation for human development, rather than a limited linear model of sequential steps (Figure 1-1). However, the measurement protocol for all seven vectors is extensive. This is due to the time constraints of respondents, and in the anticipation of a higher response rate, this study focused only on one of Chickering and Reisser’s vectors. The fourth vector,

Developing Mature Personal Relationships was chosen due to its perceived relevant relationship with some elements of studying abroad. For example, the development of mature relationships includes acceptance and admiration of differences, and can be seen in an intercultural context. The foundation for this vector is one's ability to react to people based on them as individuals, rather than as typecasts. Eventually, the person may value differences in close relationships. This may ultimately transfer to general acquaintances and then to those from other countries and cultures.



-New Students- -Graduating Undergraduate Students- -Graduate Students-

Figure 1-1. The Seven Vectors

The Mines-Jensen Interpersonal Relationships Inventory measured social development. The Inventory was created to measure Chickering and Reisser's fourth vector (Hood & Mines, 1997), Developing Mature Interpersonal Relationships. The developmental phase of interpersonal relationships is comprised of two areas: (1) improved tolerance and respect for people of different values, backgrounds, and lifestyles, and (2) a change in the

quality of relationships with close family and friends, moving from dependence through independence toward an interdependence that allows for a greater level of personal freedom.

Although the seven vectors should not necessarily be viewed as a linear model, it is helpful to recognize that there is a generally acceptable timeframe of development. Figure 1-1 illustrates that first and second year college students usually progress through the first four vectors, developing competence, managing emotions, moving through autonomy toward interdependence and developing mature interpersonal relationships (Chickering & Reisser, 1993). Third and fourth year college students usually experience the fifth vector, establishing identity. The final vectors, the fifth and sixth, developing purpose and developing integrity are typically experienced by graduate students or soon after graduation.

**First vector: Developing competence.** Three types of competence are cultivated during the college years, they are: intellectual competence, physical and manual skills, and interpersonal competence. (a) Intellectual competence is proficiency in utilizing the mind. It entails expanding artistic and intellectual sophistication, mastering subject matter, and, primarily, constructing a range of skills to understand, evaluate, and synthesize. Intellectual competence also involves cultivating new frames of reference so as to assimilate additional points of view and function as more sufficient formations for interpreting our experiences and observations. (b) Physical and manual competence may include artistic and athletic achievements, making and designing intangible items, and increasing fitness, self-discipline, and physical strength. Creation and competition promote feelings to emerge as projects and performances are put on view for others'

endorsement or disapproval. Chickering and Reisser suggest that leisure activities may develop into lasting interests and consequently become part of one's identity.

Interpersonal competence includes not just the abilities of communicating, listening, and cooperating successfully, but in addition the more complex task of listening without distraction to another person and providing a proper response, to bring into line individual agendas along with the objectives of the group, and to select from numerous strategies in order to aid in the prosperity of a relationship or a group meeting.

Consequently, when students' feelings of competence flourish as they realize how to have faith in their capabilities, receive reliable comments from others, and are able to put together their skills into a solid confidence, they have more than likely moved through the first vector.

**Second vector: Managing emotions.** Regardless of whether a student is new or returning back to school from time off, most experience feelings of anger, hurt, fear, boredom, tension, and longing; these feelings have the potential to disrupt the educational progression when they become overwhelming or extreme. However, these emotions simply need to be managed. This can be accomplished by being responsive and recognizing them as warning signs.

Chickering and Reisser explain that it may be a challenge to accept that a small amount of boredom and tension is typical and that anxiety can help performance. Development occurs when students learn to manage these emotions by dealing with fears before they are immobilized, finding healthy channels to release irritation before they blow up, and healing emotional damage before other relationships are contaminated. The challenge is for the student to get in touch with their emotions and learn to exercise self-

regulation rather than repression. Some students are closed and need to open up, while others may be considered an open book and their undertaking is to develop adaptable controls. As self-discipline and self-expression acquire balance, perception and integration ideally support each other.

Positive feelings must also be considered, although instead of learning to manage them, they should be brought into the consciousness and permitted to exist. It is essential that students learn to equalize self-assertive tendencies, which include surpassing the boundaries of the individual self, recognizing or connecting with another, or feeling part of bigger whole.

**Third vector: Moving through autonomy toward interdependence.** An important step in the development process for college students is realizing how to perform with relative self-sufficiency, to be less influenced by others' judgments, and to take responsibility for following self-chosen goals. Advancement requires emotional and instrumental independence, and subsequently acknowledgment and acceptance of interdependence. (a) Emotional independence can be defined, as autonomy from repeated and urgent needs for approval, affection, or reassurance. It commences with the parting from parents and continues through dependence on friends, unrelated adults, and institutional or professional reference groups. It concludes in the lessening of need for such supports and improved willingness to jeopardize the loss of status or friends in exchange for the pursuit of strong interests or position on beliefs. (b) Instrumental independence is comprised of two chief factors: having the capacity to be mobile and the aptitude to manage activities and to work out problems in a self-sufficient manner. Additionally, it indicates developing that volitional piece of the self that is able to think

analytically and individually and can then decipher ideas into concentrated action. It also entails learning to get from one destination to another without having to be handheld or given specific instructions, as well as to locate the information or means essential in order to realize personal desires and needs.

Achieving autonomy concludes in the realization that one cannot function in a vacuum and that superior autonomy allows improved types of interdependence. New relationships founded on reciprocity and equality substitutes the outdated, less deliberately chosen ones. Relationships with parents are modified. Interpersonal circumstances expand to consist of the world, society and the community. The yearning for inclusion and the desire to be autonomous become better balanced. Interdependence denotes respecting the independence of others and trying to discover ways to give and take with an always-growing network of friends.

**Fourth vector: Developing mature interpersonal relationships.** The fourth vector is the focus of this study. According to Chickering (1969), the fourth vector is comprised of two elements, (1) improved tolerance and esteem for people of diverse upbringings, values, and life styles, and (2) a change in the quality of relationships with intimate friends and loved ones. Improved tolerance can be defined as an openness to and acceptance of diversity, resulting in the expansion of a person's sensitivities and options for rewarding relationships. The adjustment in the quality of relationships with friends refers to moving from dependence through independence toward interdependence, which gives a person a wider choice of freedom of movement and behavior (Mines, 1977). Young adults are influenced by friends, adults, and loved ones. As freeing of interpersonal relationships evolves, people react differently to them. Friendships grow

stronger and people choose to spend more time with select friends rather than participating in a large group activity. Additionally, relationships with adults become easier.

The development of mature relationships entails acceptance and admiration of differences, as well as having a capability for intimacy. Acceptance can be seen in an interpersonal as well as an intercultural context. At its core is one's ability to react to people based on them as individuals, rather than as typecasts. Eventually, valuing differences in close relationships will transfer to general acquaintances and then to those from other countries and cultures. Awareness, openness, breadth of experience, inquisitiveness, and impartiality facilitate students' ability to cultivate first impressions, minimize prejudice and ethnocentrism, foster empathy and selflessness, and get pleasure from diversity.

As well as increased acceptance, the aptitude for healthy intimacy grows. For the majority of youthful couples, each is the narcissus. Gratifying relationships usually require geographic proximity, "so that each can nod to the other and in the reflection observe himself or herself" (Chickering & Reisser, 1993, p. 48). Cultivating mature relationships encompasses selflessness, as well as the aptitude to choose relationships that are healthy. Additionally, long-term commitments are based on unconditional regard, responsiveness, and honesty. Better capacity for intimacy includes an adjustment in the quality of relationships from too much dominance or dependence toward interdependence amongst equals. Development can be defined as less clinging and more profound sharing, being more selective in finding nurturing relationships, increased appreciation of

qualities and more acceptance of imperfections, and increased enduring relationships that thrive through separation, crises, and distance.

**Fifth vector: Establishing identity.** Developing identity could be compared to the putting together of a jigsaw puzzle. The formation of identity depends partially on the four vectors previously mentioned. It is the progression of discovering at what degrees of frequency and intensity, with what types of experience, we resound in satisfying, in secure, or in self- detrimental ways. Seven components exist in the development of identity: (1) contentment with body and appearance, (2) acceptance of sexual orientation and gender, (3) sense of self in a historical, social, and cultural perspective, (4) explanation of self-concept through life-style and roles, (5) sense of self in reaction to feedback from esteemed friends, family and others, (6) self-esteem and self-acceptance, and (7) individual stability and integration. A sound sense of self is clear when the individual is comfortable and can harmonize all components of personality.

Establishing one's identity also consists of taking into account ethnic heritage and family of origin, classifying self as part of a cultural or religious tradition, and considering self within a historical and social context. It encompasses discovering roles and methods at home, work and play that are authentic demonstrations of self and that further delineate self-definition. It includes gaining an awareness of how he or she is viewed by others. "It leads to clarity and stability and a feeling of warmth for this core self as capable, familiar, worthwhile" (Chickering & Reisser, 1993, p. 50).

**Sixth vector: Developing purpose.** Most students spend years in college to prepare for a good job, not necessarily to broaden their philosophy on life. Developing purpose includes an escalating capability to be purposeful, to evaluate interests and

choices, to clarify objectives, to formulate plans, and to persevere despite hurdles. It necessitates devising action plans, and a set of priorities that incorporate three key components: (1) vocational aspirations and plans, (2) personal interests, and (3) family and interpersonal responsibilities. Also included, is the aptitude to bring together one's varied goals within the framework of a bigger, more significant purpose, and to live intentionally day-by-day.

The term vocational is used loosely, as it could be as precise as a career or as far-reaching as a calling. Vocations are discovered by what is fulfilling and energizing, what utilizes talents and what challenges a person to develop new ones, what causes joy in doing, and what actualizes all a person's possibilities for success. The vocations can be unpaid, paid or both. Preferably, they will surface as a result of intensifying curiosities, and accordingly provide impetus to further ambitions that contain value and meaning. At this time, concerns for family and life-style become significant. As long-term partnerships become a part of the equation and formal education and vocational explorations come to a close, the next moves must be determined. It is a challenge to devise a course of action that balances standard of living considerations, vocational desires, and extracurricular pursuits. Numerous compromises are necessary, and clearer ideals assist in the decision-making process.

**Seventh vector: Developing integrity.** This vector entails three chronological, however, overlapping phases: (1) humanizing values – distancing oneself from automatic use of adamant beliefs and utilizing ethical thinking as a means to balance personal self-interest with the welfare of others, (2) personalizing values – purposely upholding core

beliefs and values at the same time as regarding other viewpoints, and (3) developing congruence – harmonizing individual values with socially sensible actions.

Humanizing values entails a change from a literal application of rules, to a more situational view resulting in the connection between the rules and the goals they are meant to support. Rules regarding aggressiveness, honesty or sex may change with situations and circumstances, while prevailing principles become the most important.

Personalizing of values takes place when the values to be lived are selected individually as a result of the situations to be encountered, by the work expected to be completed, and by the people who are viewed as important. In summary, persons select guiding principles to suit themselves and the circumstances of their lives. Eventually these elements are adopted as a permanent part of self and grow to be standards by which to evaluate personal decisions.

The personalizing of values encourages the development of congruence, which is the realization of behavior that is consistent with the individual values held. In this last stage, internal debate is reduced. As results of the consequences of a situation are inherent and the costs of alternative options are evident, the response is easily determined; the choice is made with conviction, without debate or hedging.

No published study exists according to the author's knowledge that utilizes Chickering and Reisser's (1993) theory of development to investigate the outcomes of a study abroad experience. Therefore, a goal of this study was to examine the outcomes experienced as a consequence of studying abroad guided by a widely used student development theoretical framework. In addition, there has been a call to investigate the ways in which cross-cultural and study abroad experiences impact males and females

differently (Baty & Dold, 1977; Crust, 1998; Herman, 1996). Baty and Dold found that the study abroad experience affected men and women differently. These findings are supported by studies of student development such as Chickering and Reisser's who found that males and females develop at different rates. In contrast, several studies reported there are no differences in personal development outcomes between males and females (Farrell & Suvedi, 2003; Herman). The commonality in all of these studies is the documented recommendation to further investigate differences in outcomes as experienced by males and females (Baty & Dold; Farrell & Suvedi; Herman; Noy, 2004). As a result, this study examined outcomes as they relate to gender differences in the hopes of providing clarification to this seemingly unclear issue. Another important variable under consideration is that of previous travel experience. Farrell and Suvedi in a study investigating the impacts of a study abroad program found that 77% of the participants had traveled overseas previously. The authors reported that there were no significant differences in outcomes reported by participants based on those that had previous overseas experience and those that did not. They attributed these findings, however, to the fact that the majority of their participants had traveled overseas before. Therefore, by examining previous overseas experience in the current study the author hoped to shed some light on the potential impact(s) this variable may have on the psychosocial development of the study abroad participants. Particularly, since there is evidence in the tourism literature suggesting that previous travel experiences, impacts, future travel decisions and experience (Pearce, 1988; Sönmez & Graefe, 1998). A final consideration in this study is that of length of the study abroad program. The literature supports the notion that the longer the length of time a student is immersed in another

culture the greater the development (Herman). Nevertheless, published research on this variable is minimal; therefore this study hoped to contribute to the body of knowledge regarding the impacts of study abroad program as it pertains to length of program.

Consequently, the goal of this study was to consider Chickering and Reisser's fourth vector in order to assess the development experienced as a result of the international experience. However, due to the lack of responses to the questionnaire, the group that responded prior to the travel experience and the group that responded after the travel experience were evaluated independently.

### **Research Questions**

The research questions addressed in this study were:

- 1a. What perceptions do the students report before their study abroad experience as measured by the Michigan State University study abroad questionnaire?
- 1b. What perceptions do the students report after their study abroad experience as measured by the Michigan State University study abroad questionnaire?
- 2a. What level of development according to Chickering and Reisser's (1993) fourth vector of development have the students achieved before their study abroad experience?
  - i. What level of development according to the Tolerance scale have the students achieved before their study abroad experience?
  - ii. What level of development according to the Quality of Relationships scale have the students achieved before their study abroad experience?
- 2b. What level of development according to Chickering and Reisser's (1993) fourth vector of development have the students achieved after their study abroad experience?
  - i. What level of development according to the Tolerance scale have the students achieved after their study abroad experience?
  - ii. What level of development according to the Quality of Relationships scale have the students achieved after their study abroad experience?

3a. Do males and females differ in their development according to Chickering and Reisser's fourth vector before their study abroad experience?

- i. Do males and females differ in their development according to the Tolerance scale before their study abroad experience?
- ii. Do males and females differ in their development according to the Quality of Relationships scale before their study abroad experience?

3b. Do males and females differ in their development according to Chickering and Reisser's fourth vector after their study abroad experience?

- i. Do males and females differ in their development according to the Tolerance scale after their study abroad experience?
- ii. Do males and females differ in their development according to the Quality of Relationships scale after their study abroad experience?

4a. Is there a difference between students who have traveled abroad previously and those with no previous overseas experience, regarding Chickering and Reisser's fourth vector prior to their study abroad experience?

- i. Is there a difference between students who have traveled abroad previously and those with no previous overseas experience, and their level of development as measured by the Tolerance scale prior to their study abroad experience?
- ii. Is there a difference between students who have traveled abroad previously and those with no previous overseas experience, and their level of development as measured by the Quality of Relationships scale prior to their study abroad experience?

4b. Is there a difference between students who have traveled abroad previously and those with no previous overseas experience, regarding Chickering and Reisser's fourth vector after their study abroad experience?

- i. Is there a difference between students who have traveled abroad previously and those with no previous overseas experience, and their level of development as measured by the Tolerance scale after their study abroad experience?
- ii. Is there a difference between students who have traveled abroad previously and those with no previous overseas experience, and their level of development as measured by the Quality of Relationships scale after their study abroad experience?

5a. Is there a difference between duration of study abroad program, regarding Chickering and Reisser's fourth vector prior to their study abroad experience?

- i. Is there a difference between duration of study abroad program regarding level of development as measured by the Tolerance scale prior to their study abroad experience?
- ii. Is there a difference between duration of study abroad program regarding level of development as measured by the Quality of Relationships scale prior to their study abroad experience?

5b. Is there a difference between duration of study abroad program, regarding Chickering and Reisser's fourth vector after their study abroad experience?

- i. Is there a difference between duration of study abroad program, and the level of development measured by the Tolerance scale after their study abroad experience?
- ii. Is there a difference between duration of study abroad program regarding level of development as measured by the Quality of Relationships scale after their study abroad experience?

## CHAPTER 2 REVIEW OF THE LITERATURE

### **Evolution of Youth Travel**

Youth travel dates back to the Grand Tour of the 1630's. Loker-Murphy and Pearce (1995) illustrate the evolution of youth travel through history (Figure 2-1). After the Grand Tour phenomenon of the upper class faded, tramping by the working class became popular; following this trend youth travelers typically were middle-class long-term budget travelers. Today, the inclination of youth traveling on a budget still exists, and is currently termed backpacking.

### **The Grand Tour**

Education as a reason for travel was a philosophy that emerged during the medieval period until around 1800. Charles Wm. Elliot, president of Harvard University said during his inaugural address that travel is a “foolish beginning and” an “excellent sequel to education” (cited in Brodsky-Porges, 1981, p.72). The origins of educational travel can be traced back to the Grand Tour of wealthy British aristocrats. Educational experiences, status seeking, adventure (Cohen, 1972), and a declaration of independence have all been linked to the migration of youth travel to Europe (Brodsky-Porges).

Americans share many cultural and traditional ties with England, the idea of travel as a form of education is one custom Americans have adopted from their ancestors. Roeming (1971) suggested “the educated American insisted on contact with European culture as a means of casting into the shadows of the past, coarseness and presumed undesirability of his frontier origins” (p.70). Several early educators integrated travel

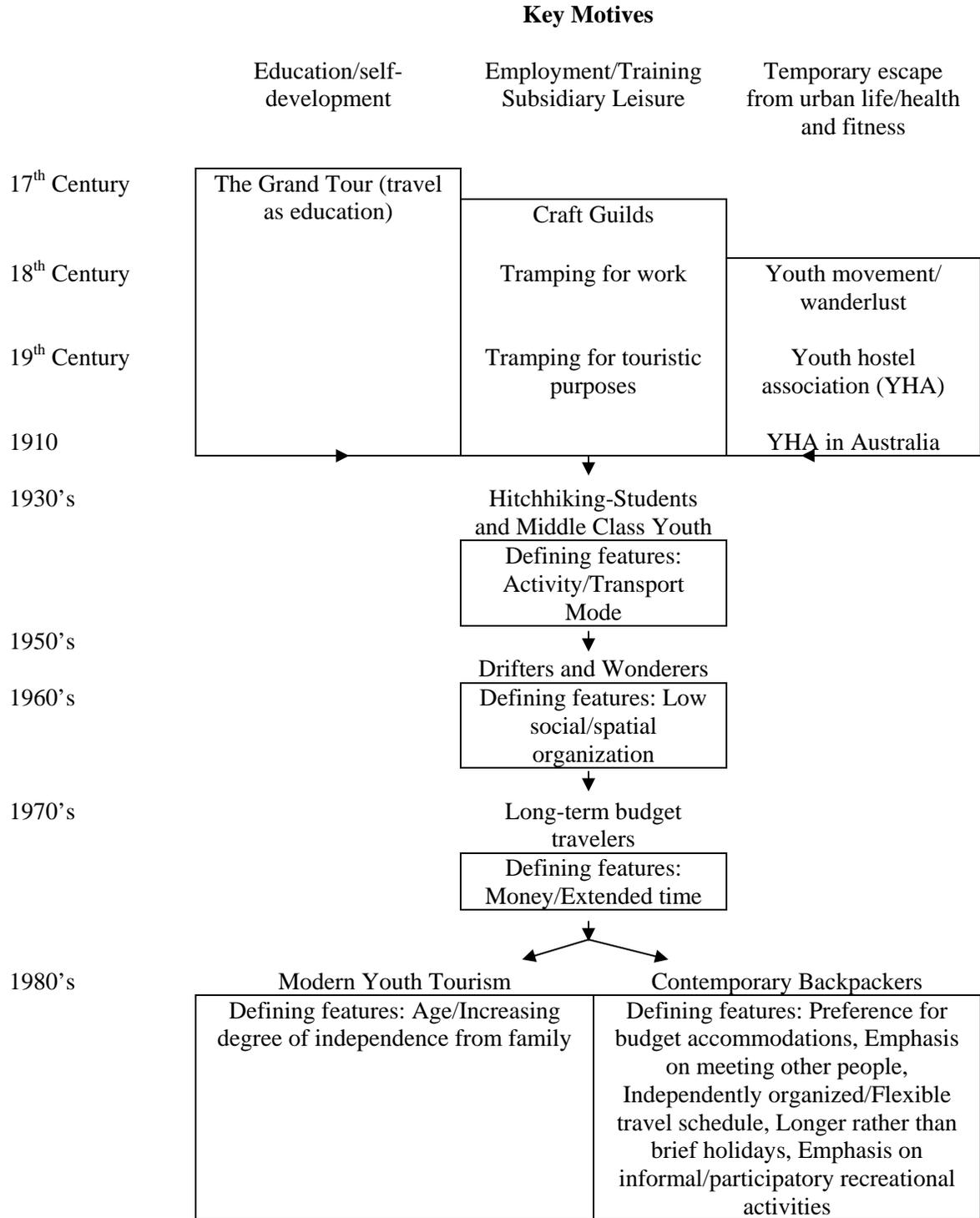


Figure 2-1. The Backpacker Phenomenon: An Evolutionary Framework

into their set of courses, as they believed it increased learning. The Frenchman Michael Eyquem was the leading voice against an education system that only utilized books.

During the 1500's he created a pedagogy that reflected his belief that "A mere bookish learning is a paltry learning" (cited in Meyer, 1972, p.231). Eyquem also known as Montaigne felt that students required "...some direct adventuring with the world, a steady and lively interplay with common folk, supplemented and fortified with trips abroad" (cited in Meyer, p.231). Another scholar at this time, who shared similar views, was Jan Amos Comenius. During the 1600's Comenius declared that there was more to education than what was simply found within the pages of a book. In order to rescue the student from "degenerating into a mere bookworm, he was to relax his concentration during the last two years by seeking breadth and enrichment in travel" (Meyer, p.250).

Travel has been a part of human existence since pre-historic times; those that followed their herds season to season for food are evidence of this. In time, as social systems developed, people traveled for religious, economic, health, political, recreation, and finally educational reasons (Brodsky-Porges, 1981). The British government also played a role in student travel during these earlier years. Often time's students acted as informed spies and sent letters back to the crown describing social, military, and political conditions of the places they were visiting. This information often resulted in compensation usually in the form of a grant (Brodsky-Porges). The Grand Tour was viewed as a rite of passage, to encourage separation from youth to adulthood (Adler, 1985; Loker-Murphy & Pearce, 1995; Nash, 1976). However, during this period of time, youth travel was considered a political obligation more than anything else; self-discovery was not at the forefront. The sons of the aristocracy used the opportunity of travel to attend acclaimed universities, meet influential people and to experience the arts (Adler, 1985; Brodsky-Porges).

Three philosophies surrounded the Grand Tour. The first one placed the most emphasis of travel on meeting the influential and the well known, rather than following theoretical and scientific knowledge. This philosophy was called “Baconian;” it was inspired by Francis Bacon who felt that young men should travel for the experience itself, rather than explicit knowledge (Brodsky-Porges, 1981). The second philosophy placed the emphasis of travel on fashion, parties, ballet, and the arts. The “Jacobean” traveler was motivated by societal accomplishments and was to be considered a graduate of the European finishing school. The combination of the two previously mentioned philosophies, comprise the third. It promoted the importance of refining social skills, as well as students attending the best universities.

The level of difficulty in travel, natural topography, religion and politics played significant roles in determining an individual’s route. Brodsky-Porges (1981) explained that for approximately 30 years there was no predictable route for the Grand Tour, however, a typical route emerged around 1630. The itinerary varied to some degree, but usually the starting point was Dover, England. From there, the student crossed the English Channel to France and would then travel through Switzerland and Italy. Following extended stays in several Italian cities, the student traveled to Germany and then back home via the English Channel.

The English are given credit for establishing travel as an educational modality; however, the wealthy sons of Venice, France, Poland and others also traveled for education. As a result, the typical tourist during the 1600’s was the aristocratic male (Brodsky-Porges, 1981; Loker-Murphy & Pearce, 1995). Traveling for education was considered an essential part of a young man’s education. The relative period of peace

during the 16<sup>th</sup> century allowed for civility among European nations to evolve, thus making the Grand Tour possible (Brodsky-Porges).

America's youth began experiencing Europe first-hand in the late 1700's. Brodsky-Porges (1981) explains that the American colonies during this time were very primitive; accordingly colonial families felt the need to send their sons back to Europe to enhance their education and social skills. Just a short time after the East to West migration began, it quickly declined. As a result of America's independence, the sentiment of sending its youth to England was regarded as a betrayal of the American spirit. Noah Webster who supported the Grand Tour prior to the War of Independence turned America's youth away from Europe and instead encouraged students to explore their own country. Additionally, in 1785 Thomas Jefferson made it known that he believed students would risk "moral infection" if they traveled to Europe. In time these feelings subsided, and the tradition for American students to travel to Europe continues to this day.

Around the middle of the 19<sup>th</sup> century the era of the Grand Tour was coming to an end. The time period from 1821 through 1855 saw many changes. In 1821, the first crossing of the English Channel by steam was made one year after the battle of Waterloo. Austria, England and France experienced the beginning of the railway networks in 1828. Later, in 1835 roads were built through the Alps. Karl Baedeker published the first European guidebook in 1839. In 1841, Thomas Cook introduced "organized profitable mass touring" (Trease, 1965, p.239), which Cohen (1972) defines as the "least adventurous" as the traveler remains largely confined to their comfort zone (p.167). The timetables for the Continental Railway Guide were first published in 1847, and Napoleon

III held the Paris Exposition, the first world's fair in 1855. "The age of the Grand Tour was over and the age of tourism had arrived" (Trease, p.239).

### **Tramping**

In the mid 19<sup>th</sup> century the idea of the Grand Tour "was gradually democratized and adopted in modified form by the middle classes" (Adler, 1985, p.335). Although travel by the aristocracy was never constrained, the lower classes did not have the same access. Their ability to travel freely needed to be justified. Adler explains if they did not provide written statements from their parish priest regarding their travel, they would face punishment, which included being whipped in public or arrested.

During this era, there was a shift from prevention by government agencies to organization and accommodation as government controls changed. Throughout this time of organization trade guilds, such as those for machine workers and bricklayers among others started sending young tradesmen overseas to acquire beneficial hands-on training, essentially "on tramp from town to town" (Adler, 1985, p.338). Upon presentation of an employment I.D. card, tramps could find themselves a job and a bed. At this point in time, the term hostel was coined and utilized by craft associations. Adler explains in addition to being a financial necessity, this type of travel was also seen as a "passage to full male adulthood" (p.339), especially for the British.

World War I denoted the end of such travel sponsored by craft associations. The European tramp phenomenon evolved into one with unskilled workers that were simply relying on public charity rather than just hospitality for their work. This new movement was perceived as a social problem that psychologists named wanderlust. Characteristics of the new-age trampers included one's difficulty adjusting back into work, avoiding

work, and taking pleasure in travel, which led to repeat trips. Trampers used work as a means to sustain travel, this phenomenon evolved into the long-term budget traveler.

### **Long-Term Budget Travelers**

Long-term budget travelers consider travel as leisure, and sometimes view it as a means to avoid or delay work (Adler, 1985; Riley, 1988). Riley explains the long-term budget traveler is usually at a juncture in life, and many times a recent college graduate. He or she is typically Australian, Canadian, European or from New Zealand, and prefers to travel alone, and is single. Young adults frequently hope to delay the shift from being a student to the responsibilities and lifestyle associated with the adult world. Ironically, in an effort to pro-long the time he or she can stay abroad, the budget traveler commonly seeks employment (Riley). Because this type of traveler travels for longer than the typical holiday a tight budget has to be maintained. From this phenomenon, the phrase “budget” traveler evolved. However, Riley points out that it is important to note that being classified as a budget traveler does not signify that the traveler came from a low socio-economic background, in fact, they more often than not had a middle-class upbringing (Cohen, 1972; Riley).

In Cohen’s (1972) groundbreaking article, he describes a typology comprised of four tourist roles, one of these being the drifter. Traditionally, the long-term budget traveler has been associated with the drifter role; however, over time as budget tourism has become more institutionalized the long-term budget traveler can fit into one of two categories described by Cohen, the Explorer or the Drifter. According to Cohen the Explorer will organize his or her own trip, and seek comfortable accommodations while attempting to travel “off the beaten track” (p. 168). The Explorer will try to speak the native language and socialize with the locals. Although the Explorer actively seeks new

experiences, he or she is never far from familiarity of his or her home lifestyle. Similar, although different is the Drifter. Cohen explains that this kind of tourist is most likely to embark on a trip that is the farthest from home and his or her way of living. This tourist attempts to live, eat and sleep like the indigenous people, rejecting all things that resemble the mass tourist. The Drifter seeks novelty at the highest level, and life as he or she used to live it is non-existent. The motivation of the Drifter is curiosity and hunger for adventure.

Cohen (1973) describes the somewhat minor drifter phenomenon as experiencing major attention after the publication of his 1972 article. Initially the concept of the drifter was that of a “counter-culture” role (p.90). In contrast, Cohen argues that drifter tourism is somewhat of a paradox. On the one hand it is closely aligned with non-routine forms of travel, while at the same time it has become institutionalized in a way that is completely separate from, although equivalent to that of the regular mass tourist, with its own accommodations, food establishments and attractions. Although the drifter shares several characteristics with other forms of youth travel such as an aversion to a dull and scheduled way of life, there are also differences. Unlike the tramp who travels for necessity, the drifter travels by choice; in contrast to the grand tour traveler who is in pursuit of knowledge, the drifter has no instrumental purpose for traveling. Drifting, as it is known first appeared several years after World War II when middle-class youth and students first started to hitch hike in Western Europe and throughout the continent. However, drifting experienced a major boom as a result of inexpensive airfares during the late sixties and early seventies. As a result, youth flooded into Europe’s hot spots like

London and Amsterdam in unprecedented numbers. Today, this type of tourism is still popular, although this style of travel is more commonly called backpacking.

### **Backpacker**

The backpacker is today's current youth traveler, and yesterday's budget traveler (Loker-Murphy, 1996; Murphy, 2001). The backpacker encompasses many characteristics from the grand tour participants, the trampers, the long-term budget travelers, and the previously mentioned drifter travelers. Consistent with other forms of youth travel, the backpacker is usually at a crossroads in life (Loker-Murphy & Pearce, 1992; Noy, 2004). Backpackers are typically between 18-33 years of age (Sorenson, 2003), budget-minded tourists who demonstrate a tendency to stay in low-priced accommodations, maintain a preference for longer rather than shorter holidays, put an emphasis on meeting other budget travelers and the indigenous people; they also have flexible itineraries that are usually independently organized (Loker-Murphy; Loker-Murphy & Pearce, 1995; Murphy).

Like the long-term budget traveler, backpackers often begin their journey by traveling solo. However, due to the social climate of hostels and other budget accommodations, meeting others along the way is easy and sometimes results in attaining temporary travel companions (Loker-Murphy & Pearce, 1995). A priority for the backpacker is to spend as little money as possible, as the length of time on the road for a typical backpacker is usually three months to one year.

Backpackers typically see themselves as not the typical tourist, and especially not like the mass tourist (Loker-Murphy, 1996; Sorenson, 2003) described by Cohen (1972). Many backpackers consider themselves as filling a role that is different from that of the mainstream tourist. In a study conducted by Murphy (2001), backpackers felt the main

difference between themselves and other travelers was the adherence to a tight budget, that they had more flexibility in time compared to the other tourists, and that they had the desire and actively sought out places away from the mainstream tourist routes. Recently, new characteristics of backpackers have been identified that are reminiscent of drifters (Cohen, 1973), these include: hedonistic tendencies, they tend to gather in groups with other Westerners, and they are not socially conscious while overseas (Murphy).

Although it is important to note the accepted characteristics that define backpacking, Sorenson (2003) questions the idea of backpacking as a homogeneous and distinctive category. Sorenson asserts that to include all of the above mentioned traits in one grouping would make it all but impractical to assign them an individual category; in doing so numerous traits would make up such a broad category as to make it insignificant. However, Sorenson also points out that if questioned, the majority of the travelers would more than likely concede that they are backpackers; even those that would not allow for such labels would still react or relate to them. Furthermore, Sorenson deems it valuable to employ the concept of culture when attempting to comprehend backpacker tourism, whereby a backpacker culture is recognized as fundamental to this style of travel. Sorenson suggests, “instead of defining them [backpackers] by means of fixed criteria, the cultural angle enables the backpacker to be viewed as a socially construed category, involving both self-perception and peer recognition” (p.862).

Sorenson suggests that one construct is consistent across all types of backpacking, that being experience. Noy (2004) recounts self-change reported by youth travelers in a study about Israeli backpackers and their shared experiences. Noy conducted 40 in-depth

conversation-interviews with backpackers within five weeks of their return home. Each backpacker who was interviewed had traveled at least three months, half in Asia, and half in South America. Noy contends that the unique experiences as a result of adventure and authenticity inherent in their trips allow backpackers to self-reflect and realize the changes within themselves. Noy explains that “experienced backpackers tell of their new place in life in positive terms—they are wiser, more knowledgeable, more socially and emotionally apt, etc., than they were prior to their journey” (p. 84). A consistent theme among the narratives was that the backpackers continually portrayed profound and deep personal changes that resulted from their trips abroad. Furthermore, the changes were constantly positive, as one male backpacker recounted:

You see, when you leave the country you don't know that much, and when you return you suddenly know everything. You also know yourself differently, because you put yourself in many situations, like I told you—suddenly on top of the volcano mountain, or in very strenuous conditions during the trek ... You extend your own capabilities, and the limits of your knowledge of yourself. It's just like that. You know yourself better (p.87).

Likewise one female backpacker said:

All in all, the journey changed me quite a bit. Not that I went searching for myself and returned a different person—it's just really not like that. It's like I simply traveled in order to enjoy myself and to have fun, and I was surprised, like—it was much more fun than I initially thought I could ever experience. And I learned a lot of things about myself (p.87).

Noy (2004) reported that 62% of the backpackers interviewed revealed that they experienced significant changes as a result of the trip; the remaining participants acknowledged the same changes through directed questions during the interview process. Backpacking for young Israelis is considered a rite of passage. As a result, Noy suggests that the expectation for positive self-change as a result of backpacking is not surprising. However, he does believe that travel for young adults and immersion in a foreign culture

is a true catalyst for self-change. Following this line of thinking foreign travel and cultural immersion may also be used to explain positive self-change and study abroad.

### **Study Abroad**

Many believe that today's study abroad phenomenon shares many characteristics with the grand tour, tramping, the long-term budget traveler, and the backpacker. Like the Grand Tour, studying abroad is a form of educational travel (Dukes et al., 1994; Kuh & Kauffman, 1985). While studying abroad, it is common for students to participate in internship or practicum programs. Although, the student is not traveling from place to place to improve their trade, the student is working in another country to improve their job skills. Additionally, study abroad students encompass similar qualities with the long-term budget traveler and the backpacker. Although the study abroad student is not on the road traveling for an extended period of time, they live in another country anywhere from a week to an academic year. During the study abroad program, it is common to have a weeklong break from classes. During this time, a student will embody the attributes of the long-term budget traveler and backpacker by celebrating on a long journey, adhering to a strict budget, seeking out inexpensive lodging and eating local food.

In this study, the phrases exchange program and study abroad will be used synonymously. Studying abroad is a vacation; it is an adventure, an opportunity to travel and visit distant lands that have only been read about. It is a chance to encounter people of different cultures and backgrounds. Studying abroad provides students an opportunity to live without parental restrictions, even more so than when students are away from home during college. Carsello and Greaser (1976) suggest that it is an opportunity to live in a new and challenging environment. In summary, it is simply an exciting time for college students.

Study abroad as a topic for research began in the middle of the 1950's (Herman, 1996). With the conclusion of the Second World War, an increased interest in international understanding developed. As a result, U.S. citizens supported government programs that promoted a global outlook. Through the years, the American government has shown its support of study abroad in many ways. William J. Fulbright encouraged Congress to pass a law for a program that fostered study abroad. Additionally, the G.I. Bill of Rights to some degree provides grants for foreign study. As well, other organizations that supply grants for foreign travel and study include: the American Field Service Committee and the Experiment in International Living. Furthermore, the United Nations sponsors international educational exchanges under the sponsorship of the United Nations Educational, Scientific and Cultural Organization (UNESCO). Most recently, the Commission on the Abraham Lincoln Study Abroad Program asked Congress to provide \$125 million per year in funding by 2011 in order to reach the goal of sending one million students abroad by the year 2017 (Commission on the Abraham Lincoln Study Abroad Fellowship Program, 2005).

Since this time, scholarly inquiry related to study abroad has increased as the number of participants who go abroad has done the same (Herman, 1996; Gardner & Witherell, 2004). The necessity to understand how study abroad programs impact students becomes increasingly important as student participation rates increased. The Presidents Commission on Foreign Languages and International Studies was created in 1979 in response to this need. The Commission recognized the importance of scholarly investigation into international programs that foster global mindedness among U.S. college students (Herman). Ever since, researchers have made an effort to learn what

personal and academic outcomes occur as a result of studying, living, and adjusting to life in another country. Topics of interest have included: autonomy, self-awareness, worldview, attitudes toward others, international understanding, future career orientation, and academic and cultural interests among others (Baty & Dold, 1977; Carsello & Greaser, 1976; Farrell & Suvedi, 2003; Kuh & Kauffman, 1985; Nash, 1976; Todd, 2001). Additionally, international educators agree that due to the increasing number of students studying abroad there must be some personal developmental changes, which in turn will impact American society in general (Lamet & Lamet, 1982).

There are many benefits of studying abroad (Armstrong, 1984; Baty & Dold, 1977; Carsello & Greaser, 1976; Farrell & Suvedi, 2003; Kuh & Kauffman, 1985; Martin, 1989; Nash, 1976; Todd, 2001), and many methods have been used to evaluate them. Numerous researchers have used standardized instruments (Carsello & Greaser; Kuh & Kauffman; Marion, 1978; Nash). Others have used participant observation (Morgan, 1975), and others have made use of personal interviews (James, 1976; Pfinster, 1972). The amount of literature related to study abroad is vast; this is evidenced by the more than 300 page bibliography entitled “Research on U.S. Students Study Abroad: An Update, Volume III, 2001-2003, With Updates to the 1989 and Volume II Editions 2000-2003” produced by the Center for Global Education housed at Loyola Marymount University in Los Angeles, California (Comp & Rhodes, 1989-2003). Consequently, the review of every article that exists on the effects of study abroad is beyond the scope of this project. However, the researcher will attempt to highlight key studies that elucidate the many findings of the investigations that have examined the impacts of study abroad.

In general, studying abroad appears to have positive effects (Armstrong, 1984; Baty & Dold, 1977; Carsello & Greaser, 1976; Farrell & Suvedi, 2003; Kuh & Kauffman, 1985; Martin, 1989; Nash, 1976; Todd, 2001); however, there are also areas of concern for future students and administrators regarding the influences of study abroad (Carsello & Greaser). Carsello and Greaser suggest that college students probably give minimal attention to the ways in which they change during their time overseas, as well as how they will be different when they return home. Studying abroad provides diverse experiences that may change a student's interests, personality, values, and attitudes. As a result of studying abroad, their views on life in general may change as well as their physical and mental health. A consequence of studying abroad may be that a student's feelings on career and what he or she wants to do with their lives may adjust after being exposed to new ways of thinking. Additionally, a college student's views on the visited countries as well as the U.S., and their family may change.

Carsello and Greaser (1976) investigated the positive and negative changes experienced during a study abroad trip. They surveyed 209 U.S. students in four Western European countries. The college students were asked to specify whether they had observed changes in their attitudes, interests, or skills relating to personal or academic concerns. If the students reported a change, they were asked to assess whether the change was considered to be positive or negative. The results showed there was a negative correlation between positive and negative changes. In other words, the more positive changes experienced by a student, the less negative ones were experienced. The topics in which the most positive changes occurred were those related to the novel experiences college students had in the foreign country and consisted of improved

interest in art, travel, history, foreign languages, meeting strangers, and architecture. Almost 64% of the respondents felt they had experienced a positive change in their self-concept, 42% experienced an improvement in their social life, more than 37% discovered greater peace of mind, and 34% felt their emotional health improved. Additionally, 61% of the students experienced a greater interest in the United States and 57% perceived a greater interest in their families. Most of the negative experiences were related to health and academic concerns. However, Carsello and Greaser suggested that this was probably a transitory situation, produced by the distraction of new places, sights, and experiences. It was also suggested that health deterioration was temporary, and may have been due to ignoring normal health practices, or to the change in water or diet. A recommendation was to better prepare the students in these areas of concern.

Living and studying abroad for an unlimited length of time may encourage personal development because numerous elements of foreign culture create unique and compelling challenges (Kuh & Kauffman, 1985). Kuh and Kauffman designed a study to determine whether changes in selected aspects of personal development were associated with a study abroad experience. The authors utilized two instruments to assess students, The Omnibus Personality Inventory (OPI) Form F and the Debriefing Interview Guide. The OPI was administered to 126 students who were preparing to study abroad during the fall semester 1981, as well as to 90 comparable students who were not studying abroad; this second group was used as a control group. Results indicated that study abroad students experienced increases in beliefs toward the welfare of others, self-confidence, feelings of well being, and in reflective thought. Significant increases in impulse expression and the capacity to actively imagine and attend to sensual reactions were reported, as well as

increased interest in esthetic matters and emotional sensitivity. Decreased nervousness and tension, in addition to less anxiety were found in the results. Thirty-seven percent felt they became more self-reliant and better able to make decisions on their own, and all but one respondent reported being more at peace after studying abroad, as opposed to before. Thirty percent reported that the most significant aspect of personal development was enhanced intellectualism and tolerance for ambiguity, while 22% of students reported that sensitivity to the needs of others was most significant. The changes recorded were still present one year after the study. The element of surviving different situations presented by a different culture appeared to be a strong means for promoting personal development in these college students. The results of this study imply that differences in three dimensions of behavior performance were associated with study abroad: (1) increased interest in the welfare of others; (2) increased self confidence and sense of well being, and (3) increased interest in reflective thought and in the arts, literature, and culture. The heightened acceptance for uncertainty and interest in deep thought shared with better emotionality and sensitivity, and an amplified interest in the esthetic suggest that study abroad may be an integral general education element of the liberal arts curriculum. The outcomes of this study suggest that engagement in a different culture may challenge students to develop a more mature, multifaceted view of the world and themselves.

Growth is the outcome of experiencing significant connections with other people and cultures (Dukes et al., 1994). It has been demonstrated that students grow from study abroad experiences. An alternative to the traditional study abroad programs on land is the Semester at Sea program offered through the University of Pittsburgh. The Semester

at Sea program provides 50 days of classes with 50 days of direct travel observation. The 2005 CEO of Semester at Sea refers to the international educational experience as one that “is a life-altering learning adventure” (Tymitz, n.d.). Dukes et al. recognized that the impacts of travel on the growth of meaning had yet to be investigated systematically; consequently, their study evaluated the degree to which the educational travel experience was a factor in the development of meaning among the participants. Originally, data were collected at the commencement, during the middle, and at the conclusion of the spring 1982 voyage. Students described their experiences, as well as completed the Purpose in Life (PIL) test (Dukes et al.). One year following the voyage, a random sample of 100 respondents was selected from the population of 390 participants for a longitudinal study of 10 years in length. Eighty respondents were contacted by telephone and through postal mail. The respondents finished a follow-up survey of life events since the voyage as well as the Purpose in Life test. In 1986, a sub-sample of 40 cases was drawn, and 26 respondents were surveyed. Results suggested that participants upheld a worldly perspective; in addition, personal growth perpetuated beyond the conclusion of the voyage. More or less all participants felt that the international expedition helped them to come closer to realizing their potential. Most frequently, it was reported that participants had a more meaningful understanding of the world and its inhabitants. Respondents said they had experienced a greater level of confidence and self-assured feelings. Additionally, they had learned to be more self-sufficient and make their own decisions. The voyage assisted participants in the ability to set their own goals. The authors concluded that the voyage continued to have an effect on personal growth beyond the conclusion. The findings suggest that the meaning of a Semester at Sea or

educational travel experience reaches beyond the conclusion of the voyage. Indeed, other types of international educational experiences produce changes in participants. It seems therefore that educational travel makes a significant contribution to personal growth, and that program participants can persistently make the most of the experience long after it is over. However, it is important to explore these contributions systematically to determine the significant programmatic impacts. The fundamental characteristic of programs like Semester at Sea is that they bring together travel with study, and the core curriculum offers an interpretive basis for the travel experience. Practitioners and administrators alike should recognize that the international journey is a springboard for the development of meaning as well as the increased personal growth in some participants.

Colleges and universities should focus on developing the individual student, and encourage an identity founded on attributes including flexibility, openness to experiences, creativity and individual accountability (Nash, 1976). Parents mention personal development most frequently as the principle goal of study abroad programs. The student that studies abroad should become more autonomous, as they have lived self-reliantly for an extended period of time in a foreign land. The purpose of a study conducted by Nash was to evaluate the effects of a year of study abroad on self-realization of a group of junior-year students in France. Approximately 30 students in the experimental group were compared with roughly 20 students in the control group. The study abroad participants reported most frequently that an increased learning of the French language was their main accomplishment. Multiple personal developments were mentioned almost as frequently; these included personal growth, self-understanding, increased tolerance, independence, greater openness, and a higher level of satisfaction. In addition, the degree

of autonomy increased for study abroad participants. Nash also found that self-perception improved and decreased alienation for study abroad participants were reported. However, improved tolerance and flexibility did not increase when compared to the control group. There was also no significant change in the participant's feelings of purpose and life-direction when compared with the control group. Furthermore, the majority of the personality changes taken from the international experience did not continue after the return home. However, Nash suggests that the results of this exploratory study should only be taken as suggestive and generalizations should be made very cautiously.

Study abroad practitioners should attempt to provoke within the students, the ability to remain authentic to one's own beliefs while at the same time truly appreciating those values of other cultures (Stephenson, 1999). Stephenson designed a study to examine effects of the study abroad trip upon host families, professors, and students' personal values and cultural perceptions. For the purposes of this paper only the details regarding the students will be discussed. In 1998 during the first semester students were asked to complete a questionnaire immediately upon arrival and shortly before departure of their stay in Santiago, Chile; this consisted of a five-month duration. The aim of the questionnaire was to determine two main issues, the first being if the students' original expectations diverged from their actual experiences, and second, how the students' view of Chilean culture varied during their stay. The questionnaire asked students to indicate the difficulty or ease they were expecting (arrival) or what they had experienced (departure) in adjusting to or adapting to a multitude of value orientations and situation. The 40-item questionnaire consisted of five themes, opinions/beliefs, life in Santiago,

cultural differences, the host family environment, and the classroom/university environment. The students anticipated language, academic environment, and making Chilean friends to be the greatest challenges. Stephenson found however, that the study abroad experience in general tended to be more stressful than reported upon arrival. Additionally, the number of items that were reported as being challenging increased from the first questionnaire. Three areas emerged as the most difficult for the students; these included social interactions, the academic environment, and cultural/beliefs/values differences. Stephenson also reported on the items that experienced the largest difference between the arrival questionnaire and the departure questionnaire. Stephenson found that keeping a clear concept of one's personal beliefs, maintaining an open mind regarding the Chilean culture, and adjusting personal beliefs resulting from the study abroad experience proved to be more challenging than originally anticipated. In an answer to an open-ended question asking a students' biggest challenge to respecting Chilean values, numerous students explained how problematical it was in answering the question. One said, "Chileans tend to be just as diverse, complicated, simple, loving, selfish, brilliant, ignorant, shy, loud, and fascinating as any other group of people" (p.16). Another respondent said, "Chileans are like everyone else in the world. They vary and I don't see a lot of generalizations worth making" (p. 16). With these final statements the research comes full circle to the overarching theme of the study, the importance of acknowledging shared humanity.

When considering that most of the study abroad literature supports the notion that positive impacts are experienced as a result of studying abroad, it should be noted that for Americans, it is not the act of "studying abroad" that results in self-exploration and

identity evaluation, but that travel in and of itself is an expression of self-discovery. This act is what prompts inner reflection and appraisal (Dolby, 2004). Since the 1991-1992 academic year the number of U.S. students who have studied abroad has more than doubled (Gardner & Witherell, 2003). The trend has continued as the numbers have increased or remained the same since fall 2003 (Institute of International Education, 2003). In fact, some students place such an importance on travel that it has driven many into debt (Carr, 2004). In a study of 662 undergraduate students from a British university, Carr found that the students who were all under the age of 25 were likely to spend much of their money on travel. Carr reported that university students had a high propensity for travel as well as a passionate yearning to participate in tourism experiences. In essence, the study describes the importance of travel for British students, and that regardless of financial means or the subsequent need to work after the trip, many students will find a way to travel.

Evaluating the impacts of study abroad is not just an American phenomenon, quite the opposite. The European education system also emphasizes the importance of being citizens of the world (Osler, 1998). Osler suggested that the experience of living abroad and observing another culture encouraged many to evaluate how well they know their own culture. The American education system should consider the European's emphasis on international education and view the benefits of the experience to assist in the justification of program availability.

### **Personal Development**

A primary goal in higher education is the well-rounded development of the whole person (Evans, Forney, & Guido-DiBrito, 1998). During the 1982-1983 school year, Koester (1986) studied applicants who purchased an International Student ID card (ISIC).

Of the 5,900 students who provided responses, the personal goal predominantly cited was that of adding a new dimension to their schooling. Various studies over the years have shown that studying abroad contributes to personal growth (Baty & Dold, 1977; Carsello & Greaser, 1976; Farrell & Suvedi, 2003; Kuh & Kauffman, 1985; Nash, 1976; Todd, 2001). In Farrell and Suvedi's study, one student expressed what he learned during his study abroad program: "I learned the experience to be gained from cross-cultural experiences is invaluable in the development of perspective, of self-fulfillment, and educational exposure" (p.175). A female student said:

I plan on getting my doctorate so that I can teach college students. I want my teaching to reflect the experiential basis that I received from my experiences overseas. I have a wanderlust that led me into teaching so that others may experience the value of life outside their comfort level and beyond their own culture (p.181).

A male student in the same study experienced impacts related to career and worldviews, he said:

This program has given my career a focus I could not have possibly foreseen prior to my experience overseas. It has proved invaluable in my exposure to the possibilities in the changing world, one policy at a time (p.181).

Finally, a second male student summarized his experience best when he said: "it was easily the most powerful experience I've ever had. I learned that I could let myself go around people and be accepted for who I am" (Farrell & Suvedi, p.181). James (1976) reported that 52 students, who studied abroad in 1972 to 1973, experienced increased self-confidence. They also reawakened their intellectual interest, enhanced their interpersonal relationships, and improved their perception of the strengths and weaknesses of American culture. Results of the studies outlined in this study suggest that studying abroad and experiencing personal development are closely linked.

## **Gender**

According to Chickering and Reisser (1993) the purpose of the vectors is that they explain key avenues for journeying in the direction of individuation, changes in attitude toward self, family, and other contributes to this journey. Furthermore, Chickering and Reisser suggest that there may be differences in the rate of development between male and female students. Certainly, in the study abroad literature on student development gender differences have been found. In a study conducted by Baty and Dold (1977), numerous differences were found between males and females in relation to their feelings about their study abroad experience. The purpose of their study was to investigate the effects of a cross-cultural program located in Mexico upon students' attitudes. Students were asked to take the survey two to three days before the program began, and one week after it ended. The findings suggested that the females were significantly more optimistic than the males on both the pre- and post-test, although the difference between them was reduced by the time of the post-test. Twenty-two percent showed a decrease in optimism and an increase in tolerance. Sixteen percent decreased in both optimism and tolerance. In most instances, females showed a greater increase than males. The greatest decrease was associated with feelings of inadequacy; the greatest increases were associated with anger and anxiety. The females reported greater emotional problems at the time of the pre-test than did the males; however, at the time of the post-test the females reported fewer emotional problems than the males. The differences in scores suggest that females and males were affected differently by the cross-cultural experience. The females changed in terms of greater stability, reflecting less depression regarding self and the environment. The males reported more depression and alienation regarding themselves and the environment. Generally speaking, it appears that the males' experience was more

distressful or upsetting than the females' experience. Baty and Dold (1977) suggested that young adult men and women may exhibit different learning styles and this may possibly explain their findings. For example, females may be more skilled in adapting to new situations in which they are required, for a time, to be dependent. For the males, such dependency could be more threatening.

In support of this supposition, Hood and Jackson (1997b), when validating the Developing Competency Inventory, found that male students tend to report greater self-confidence scores than female students. Furthermore, when the Emotional Independence-Parents scale was correlated with gender it showed that males tended to feel more emotionally independent from their parents than did females (Hood & Jackson, 1997a). Indeed, Martin and Rohrlich (1991) found women had more pre-departure concerns than men before leaving for a study abroad program. On the other hand, some of the literature suggests that gender does not appear to influence the outcomes for students during study abroad (Farrell & Suvedi, 2003). For example, the results of the previously mentioned Semester at Sea study revealed there to be no statistically significant differences among male and female students (Dukes et al., 1994).

Similarly, Noy (2004) reported that variance in findings might be attributed to gender differences. Male backpackers described a more distinct connection between personal changes and their preference for taking part in risky activities. In contrast, female interviewees rejected the more masculine themes of strenuous or risky activities as a catalyst for self-change; instead, females tended to describe their experiences holistically.

Although there is a lack of consistency in terms of gender and development, much of the literature suggests that there are differences between males and females in terms of their development. What is clear is that gender differences with regards to study abroad experiences are inconclusive.

### **Previous Overseas Experience**

Literature exists that implies previous travel experience has an impact on personal experiences as well as future travel decisions (Stephenson, 1999). The concept of the travel career ladder has been cited often since Pearce proposed it in 1988 (Ryan, 1998). The travel career ladder (Pearce, 1988) is a concept based upon Maslow's hierarchy of needs (1970) and consumer experience modeling (Ryan, 1998). The model postulates that individuals possess a career in their travel activities; this reflects ones' travel motives in a hierarchy (Pearce, 2003) as it offers an explanation for the impact of previous travel behavior (Loker-Murphy, 1996; Pearce, 1988; Ryan). The initial form of the travel career ladder kept Maslow's principles that lower levels of the ladder must be satisfied prior to one advancing to higher levels on the ladder. Pearce (2003) hypothesized that five distinct hierarchical levels which coincide with Maslow's hierarchy of needs affect travel behavior. Pearce (1988) describes the travel career ladder as highlighting each of a tourist's motives or patterns, as opposed to one specific reason for traveling. The five levels beginning with the lowest include: (1) physiological needs, (2) safety/security needs, (3) relationship needs, (4) self-esteem/development needs, and (5) fulfillment needs. As lower order needs become fulfilled a person may move towards fulfillment, the highest level. Pearce (1988) suggests that more experienced travelers concentrate more on the higher order needs identified by Maslow like relationships, self-esteem development, and personal fulfillment. Pearce (1988) hypothesized that less experienced

travelers may be more concerned with the lower order physiological needs, such as safety and relaxation. With up to date and continued modifications, the revised model places “less emphasis on the strict hierarchy of needs and more on changing patterns of motives” (Pearce, 2003, p.254). Therefore, the extent of previous travel experiences a student has prior to their study abroad trip may affect impacts felt by the student.

In a case study conducted by Ryan (1998) tourists from the United Kingdom were asked at the end of their holiday several questions relating to satisfaction. He found that the two most experienced groups of tourists showed higher scores in self-actualization items than the less experienced ones. The travel career ladder concept implies that more experienced tourists would value more highly the intellectual needs when compared with the other needs located lower on the hierarchy, and it might be argued that the less experienced might score higher on such “lower” needs through inexperience; people ascend towards self actualization as lower needs become fulfilled (Ryan).

The pinnacle of the travel career ladder, the personal journey to self-actualization, may be applied to the Grand Tour, tramping, long-term budget traveler, backpacking and study abroad in that all of these young travelers in their various time periods are at a crossroads in life and essentially looking for a higher sense of self-meaning. Pearce (1988) advances the notion that holiday experiences enable people to psychologically mature. The model puts forward a career goal in travel activities, and as tourists become more skilled they continue to seek fulfillment of higher needs.

### **Duration of Program**

Being exposed to the unique challenges of studying abroad for an extended period of time may contribute to personal development (Inglis et al., 1998). Gardner and Witherell (2004) shows that American students continue to study abroad in larger

numbers but for shorter time periods. They reported that more than 50% of U.S. undergraduates and Master's degree students elect summer, January term, and other programs of eight weeks or less; the longer-term programs continue to decline in terms of enrollment numbers. The vast majority of American students who studied abroad in 2002/03 (92%) did so for one semester or less. Only 7% study abroad for a full academic year, compared to 18% in 1985/86, with 9% studying overseas in very short programs (eight weeks or less) usually held between semesters. The growth in these short-term programs, often integrated in the home campus curriculum, allows more students who were previously unable to study abroad due to financial or curricular constraints to participate in an international education experience (Gardner & Witherell).

The justification to include duration of travel program in the current study is that it has been suggested that the short-term study abroad experience is not enough time to form an accurate opinion of their host country or people (Osler, 1998). This finding suggests that the duration of the study abroad program may affect the impacts experienced by students. Additionally, with the rapid growth in study abroad enrollments, international educators are expressing growing concerns regarding the lack of data for shorter-term programs. As more students choose shorter programs in winter and summer terms, instead of enrolling in semester and year-long programs, it is important to understand if there are differential developmental effects between shorter and longer study abroad experiences. For example, a student who participates in a month-long program may not have the opportunities for intercultural learning or foreign language acquisition similar to that of a student enrolled in a semester program (Sideli, Berg, Rubin, & Sutton, n.d.).

### Summary

In summary, educational experiences (Cohen, 1972), and a declaration of independence have all been linked to the migration of youth to travel (Brodsky-Porges, 1981). Lengthy overseas travel has also been seen as a passage to adulthood (Adler, 1985); with the travelers usually at a juncture in life, and many times a recent college graduate (Riley, 1988).

Since the 1950's researchers have made an effort to learn what personal and academic outcomes occur as a result of studying, living, and adjusting to life in another country. International educators agree that due to the increasing number of students studying abroad there must be some personal impacts experienced, which in turn will impact American society in general (Lamet & Lamet, 1982).

Thus, although numerous studies have shown that students experience positive change as a result of studying abroad, many are descriptive, and lack a theoretical foundation. This study hoped to contribute to the body of literature by using a widely used student development theory (Chickering & Reisser, 1993) to describe the experiences by students in a systematic way. However, due to the lack of survey participants, an analysis of change in student development was not possible; descriptive information only is provided for the pre-travel group and the post-travel group.

## CHAPTER 3 METHODS

A pre-test post-test quasi-experimental design was originally adopted for this study. However, due to the small response rate, and the fact that so few participants who completed the questionnaire before the travel experience completed it after the travel experience, the design changed to a descriptive study both prior to travel and after travel. The researcher evaluated responses from the entire group before their travel experience and then responses from the entire group after their travel experience. Specifically, a questionnaire was administered before (Appendix A) and after (Appendix B) students participated in a university sponsored study abroad program. Both closed-ended and open-ended questions were used.

Participants were students registered at the University of Florida and studied abroad during the fall 2005 semester. The dependent variables were the perceptions of impacts experienced by the students (Farell & Suvedi, 2003), as well as responses to the Mines Jensen Interpersonal Relationship Inventory, which measures the development of mature interpersonal relationships, the fourth vector of Chickering and Reisser's (1993) student identity theory. The independent variables were the duration of the study abroad program, gender, and previous overseas travel experience.

### **Data Collection**

The University of Florida ranks 12<sup>th</sup> in the nation for doctoral/research institutions that send students abroad (Gardner & Witherell, 2004). Contact with The University of Florida's International Center (UFIC) was made in January 2005. The Coordinator for

Study Abroad Services was the primary liaison with the UFIC for this study. During February 2005 the researcher met with the coordinator, explained the purpose of the study and permission was given to survey program participants during fall 2005.

Prior to each student's overseas departure, summer and fall program participants were required to attend one of two information sessions, each of which was held in April 2005. The researcher attended both of these information sessions. The purpose of attending the sessions was to introduce the study and to explain the purpose of the research to the study abroad students. Additionally, instructions were given as to how the students would be contacted, how they would be able to access the on-line survey, and the researcher's contact information was provided in the event there were any questions or concerns.

All communication from the researcher to the study abroad participants was through the Coordinator for Study Abroad Services; this ensured the full anonymity and privacy of all program participants. Two emails were sent to students periodically prior to the fall semester beginning and two emails were sent following the conclusion of the semester. The first email (Appendix C) was sent approximately one week prior to departure. It was an invitation to participate in the study including a link to the instrument, as well as instructions for completing the questionnaire. The second email (Appendix D) was a follow-up to the first. The purpose of the second email was to thank those who had participated and to encourage those who had not participated; also included was a link to the instrument, as well as instructions for completing the questionnaire. The third email (Appendix E) was sent within one week after each student arrived back in the U.S. This email welcomed students home and was used as a reminder

to complete the post-survey; also included was a link to the instrument, as well as instructions for completing the questionnaire. The fourth and final email (Appendix F) was a follow-up to the third, thanking those who had completed the post-travel group questionnaire, and a reminder to those who had not completed the post-survey; additionally, a link to the instrument as well as instructions for completion was included. The survey was posted on the College of Health and Human Performance server at the University of Florida.

Due to the logistics of this study, non-random sampling procedures were utilized to obtain participants. Approximately 200 students were registered to study abroad during the fall 2005 semester. Each study abroad student was invited to participate in the study during the pre-departure orientation as well as via email. The estimated time to complete the survey was five to ten minutes. The researcher anticipated a participation rate of at least 30%. The actual response rate for the group before traveling was 30% (N = 60), however only 56 surveys were completed fully resulting in an actual participation rate of 28% (N = 56). The initial response rate for the group after traveling was 14.5% (N = 29). However, after blank surveys and duplicate entries were eliminated the actual participation rate was reduced to 12% (N = 24).

Because only eight respondents completed questionnaires before traveling and after traveling another difficulty emerged. The after travel questionnaire did not contain demographic items as it was thought that this information would be collected using the instrument administered before travel commenced. Thus, an attempt was made to re-contact these students through the UFIC coordinator. Six students responded providing their demographic and study abroad program characteristics.

## Participants

### Before Travel

Of the 56 students from the group before traveling who reported their gender the majority 83.6% (N = 46) were female, and 14.5% (N = 8) were male. The participants comprised 10.9% (N = 6) sophomores, 27.3% (N = 15) juniors, 38.2% (N = 21) seniors, and 21.8% (N = 12) were graduate students. They ranged in age from 18-41 with a mean age of 21.5 years; a more detailed demographic profile is presented in Table 3-1.

Table 3-1. Respondent Profile for the Pre-travel Sample

| Characteristics              | Frequency | Valid Percent <sup>1</sup> |
|------------------------------|-----------|----------------------------|
| <b>Gender (N=54)</b>         |           |                            |
| Male                         | 8         | 14.5                       |
| Female                       | 46        | 83.6                       |
| <b>Class Standing (N=54)</b> |           |                            |
| Freshman                     | 0         | 0.0                        |
| Sophomore                    | 6         | 10.9                       |
| Junior                       | 15        | 27.3                       |
| Senior                       | 21        | 38.2                       |
| Graduate                     | 12        | 21.8                       |
| <b>Age (N=49)</b>            |           |                            |
| 18                           | 1         | 2.0                        |
| 19                           | 9         | 18.4                       |
| 20                           | 12        | 24.5                       |
| 21                           | 11        | 22.4                       |
| 22                           | 4         | 8.2                        |
| 23                           | 5         | 10.2                       |
| 24                           | 2         | 4.1                        |
| 25                           | 1         | 2.0                        |
| 26                           | 3         | 6.1                        |
| 41                           | 1         | 2.0                        |

<sup>1</sup>N values may vary due to missing data.

Participants in this study were also asked to report their major or intended major. The majority, 13.8% (N = 8) reported language based majors such as English 6.9% (N = 4), Spanish 3.5% (N = 2), French 1.7% (N = 1), and Russian 1.7% (N = 1). The second

most frequent response was International Business (10%, N = 6); a more detailed breakdown of reported majors is presented in Table 3-2. Furthermore, participants were asked if they spoke the native language of their study abroad country. Of those that responded (N = 54), 46.3% (N = 25) reported speaking the native language, with the majority 53.7% (N = 29) not speaking the native language of their study abroad country.

Table 3-2. Major or Intended Major prior to Studying Abroad

| <b>Major</b>                             | <b>Frequency</b> | <b>Valid Percent<sup>1</sup></b> |
|--|------------------|----------------------------------|
| <b>Agriculture and Life Sciences</b>     |                  |                                  |
| Family, Youth and Community Sciences     | 1                | 1.7                              |
| Agricultural Extension Education         | 1                | 1.7                              |
| Environmental Science                    | 1                | 1.7                              |
| Forestry                                 | 1                | 1.7                              |
| Nutrition                                | 1                | 1.7                              |
| <b>Business Administration</b>           |                  |                                  |
| Business                                 | 2                | 3.4                              |
| Decision and Information Sciences        | 1                | 1.7                              |
| Finance                                  | 1                | 1.7                              |
| International Business                   | 6                | 10.3                             |
| Management                               | 1                | 1.7                              |
| Marketing                                | 3                | 5.2                              |
| <b>Design, Construction and Planning</b> |                  |                                  |
| Architecture                             | 3                | 5.2                              |
| Landscape Architecture                   | 2                | 3.4                              |
| <b>English Education</b>                 |                  |                                  |
|  | 1                | 1.7                              |
| <b>Environmental Engineering</b>         |                  |                                  |
|  | 1                | 1.7                              |
| <b>Theatre</b>                           |                  |                                  |
|  | 1                | 1.7                              |
| <b>Journalism and Communications</b>     |                  |                                  |
| Advertising                              | 1                | 1.7                              |
| Journalism                               | 1                | 1.7                              |
| Magazine Journalism                      | 1                | 1.7                              |
| Photojournalism                          | 2                | 3.4                              |

Table 3-2. Continued

| <b>Major</b>                     | <b>Frequency</b> | <b>Valid Percent<sup>1</sup></b> |
|----------------------------------|------------------|----------------------------------|
| <b>Law</b>                       | 1                | 1.7                              |
| <b>Liberal Arts and Sciences</b> |                  |                                  |
| Anthropology                     | 1                | 1.7                              |
| Biology                          | 1                | 1.7                              |
| Chemistry                        | 1                | 1.7                              |
| Classical Civilizations          | 1                | 1.7                              |
| English                          | 4                | 6.9                              |
| French                           | 1                | 1.7                              |
| History                          | 1                | 1.7                              |
| Linguistics                      | 3                | 5.2                              |
| Political Sciences               | 3                | 5.2                              |
| Psychology                       | 2                | 3.4                              |
| Public Relations                 | 2                | 3.4                              |
| Russian                          | 1                | 1.7                              |
| Spanish                          | 2                | 3.4                              |
| Women's Studies                  | 1                | 1.7                              |
| Zoology                          | 1                | 1.7                              |

<sup>1</sup>Some reported more than one major N=131 representing number of responses.

When asked to identify their first language, the overwhelming majority 83.6% (N = 46) reported English, followed by Spanish 5.5% (N = 3), Chinese 3.6% (N = 2), and lastly Polish with 1.8% (N = 1). Participants were also asked if they spoke a second language, only 35.2% (N = 19) reported speaking a second language, with 64.8% (N = 35) of respondents not speaking a second language. Of those that reported speaking a second language English (9.1%, N = 5) and Spanish (9.1%, N = 5) were equally represented among those that reported a single language. However, 3.6% (N = 2) of participants reported Spanish in addition to another language, thus making Spanish the most popular second language. Furthermore, participants were asked if they spoke the native language of the country they were going to study in, the responses were somewhat equal, the majority 53.7% (N = 29) reported no, and 46.3% (N = 25) reported yes.

Participants were asked to provide details regarding their previous international travel experience. Of those that responded, 22.2% (N = 12) had never traveled internationally, 37% (N = 20) traveled internationally one to two times, 20.4% (N = 11) three to four times, and 20.4% (N = 11) five or more times. When asked to report the countries they had previously visited, destinations ranged from Africa to Australia. A detailed profile of destinations visited is provided in Table 3-3.

Table 3-3. Destinations Visited prior to Studying Abroad

| <b>Destination</b> | <b>Frequency</b> | <b>Valid Percent<sup>1</sup></b> |
|--------------------|------------------|----------------------------------|
| <b>Africa</b>      |                  |                                  |
| Egypt              | 1                | 0.8                              |
| Ghana              | 1                | 0.8                              |
| Morocco            | 1                | 0.8                              |
| <b>Americas</b>    |                  |                                  |
| Canada             | 12               | 9.2                              |
| Colombia           | 2                | 1.5                              |
| Costa Rica         | 3                | 2.3                              |
| Ecuador            | 1                | 0.8                              |
| Honduras           | 2                | 1.5                              |
| Mexico             | 7                | 5.3                              |
| Peru               | 1                | 0.8                              |
| <b>Asia</b>        |                  |                                  |
| Cambodia           | 1                | 0.8                              |
| China              | 2                | 1.5                              |
| India              | 1                | 0.8                              |
| Japan              | 3                | 2.3                              |
| Russia             | 1                | 0.8                              |
| Singapore          | 1                | 0.8                              |
| South Korea        | 2                | 1.5                              |
| Thailand           | 1                | 0.8                              |
| <b>Middle East</b> |                  |                                  |
| Israel             | 2                | 1.5                              |
| Jordan             | 1                | 0.8                              |

Table 3-3. Continued

| <b>Destination</b> | <b>Frequency</b> | <b>Valid Percent<sup>1</sup></b> |
|--------------------|------------------|----------------------------------|
| <b>Caribbean</b>   |                  |                                  |
| Antigua            | 1                | 0.8                              |
| Bahamas            | 5                | 3.8                              |
| Cuba               | 1                | 0.8                              |
| Curacao            | 1                | 0.8                              |
| Jamaica            | 4                | 3.1                              |
| St. Maarten        | 1                | 0.8                              |
| <b>Europe</b>      |                  |                                  |
| Austria            | 1                | 0.8                              |
| Denmark            | 1                | 0.8                              |
| England            | 12               | 9.2                              |
| France             | 18               | 13.7                             |
| Germany            | 7                | 5.3                              |
| Greece             | 2                | 1.5                              |
| Ireland            | 4                | 3.1                              |
| Italy              | 10               | 7.6                              |
| Netherlands        | 2                | 1.5                              |
| Poland             | 1                | 0.8                              |
| Scotland           | 1                | 0.8                              |
| Spain              | 8                | 6.1                              |
| Sweden             | 1                | 0.8                              |
| Switzerland        | 3                | 2.3                              |

<sup>1</sup>Some reported more than one country N=131 representing number of responses.

Furthermore, participants were asked where they intended to travel while studying abroad with responses ranging from Malaysia to Spain. The most frequent response was Italy with 13.3% (N = 15), followed by France 12.4% (N = 14); England was the third most reported country with 9.7% (N = 11). A more detailed description of destinations can be found in Table 3-4.

Table 3-4. Countries to be Visited during Study Abroad

| <b>Destination</b> | <b>Frequency</b> | <b>Valid Percent<sup>1</sup></b> |
|--------------------|------------------|----------------------------------|
| <b>Africa</b>      |                  |                                  |
| Kenya              | 1                | 0.9                              |
| South Africa       | 1                | 0.9                              |

Table 3-4. Continued

| <b>Destination</b>   | <b>Frequency</b> | <b>Valid Percent<sup>1</sup></b> |
|----------------------|------------------|----------------------------------|
| <b>Americas</b>      |                  |                                  |
| Argentina            | 1                | 0.9                              |
| Belize               | 3                | 2.7                              |
| Bolivia              | 1                | 0.9                              |
| Brazil               | 1                | 0.9                              |
| Chile                | 1                | 0.9                              |
| Costa Rica           | 2                | 1.8                              |
| Mexico               | 2                | 1.8                              |
| Nicaragua            | 1                | 0.9                              |
| <b>Asia</b>          |                  |                                  |
| Cambodia             | 1                | 0.9                              |
| China                | 3                | 2.7                              |
| Hong Kong            | 1                | 0.9                              |
| India                | 1                | 0.9                              |
| Japan                | 1                | 0.9                              |
| Malaysia             | 1                | 0.9                              |
| Myanmar              | 1                | 0.9                              |
| Russia               | 1                | 0.9                              |
| Singapore            | 1                | 0.9                              |
| Thailand             | 1                | 0.9                              |
| Vietnam              | 1                | 0.9                              |
| <b>South Pacific</b> |                  |                                  |
| Australia            | 3                | 2.7                              |
| Fiji                 | 2                | 1.8                              |
| New Zealand          | 2                | 1.8                              |
| <b>Caribbean</b>     |                  |                                  |
| Bahamas              | 1                | 0.9                              |
| <b>Europe</b>        |                  |                                  |
| Belgium              | 1                | 0.9                              |
| Czech Republic       | 1                | 0.9                              |
| England              | 11               | 9.7                              |
| France               | 14               | 12.4                             |
| Germany              | 4                | 3.5                              |
| Greece               | 2                | 1.8                              |
| Ireland              | 4                | 3.5                              |
| Italy                | 15               | 13.3                             |
| Netherlands          | 5                | 4.4                              |

Table 3-4. Continued

| <b>Destination</b> | <b>Frequency</b> | <b>Valid Percent<sup>1</sup></b> |
|--------------------|------------------|----------------------------------|
| Portugal           | 2                | 1.8                              |
| Spain              | 9                | 8.0                              |
| Switzerland        | 6                | 5.3                              |
| Venezuela          | 1                | 0.9                              |
| Wales              | 1                | 0.9                              |

<sup>1</sup>Some reported more than one country N=113 representing number of responses.

Finally, participants were asked the duration of their study abroad program. Of those that responded (N = 52), the majority of the students 78.8% (N = 41) were planning to study abroad for three to five months, followed by one to three months 11.5% (N = 6), and the most infrequent response was one month or less 9.6% (N = 5).

### **After Travel**

Of the 24 students from the post-travel group who reported their gender (N = 14) the majority 85.7% (N = 12) were female, and 14.3% (N = 2) were male. Participants were also asked to provide details regarding their previous international travel experience. Of those that responded (N = 14), 21.4% (N = 3) had never traveled internationally, 42.9% had (N = 6) traveled internationally 1 to 2 times, and 35.7% (N = 5) 5 or more times; there were no responses for 3 to 4 times. Finally, participants were asked the duration of their study abroad program. Of those that responded (N = 13), all of the students 100% (N = 13) studied abroad for three to five months.

## **Instrument**

### **Michigan State University Study Abroad Inventory**

The questionnaires used in this study consisted of three parts. The first part was an inventory developed by the study abroad office at the Michigan State University (Farrell & Suvedi, 2003). The purpose of Michigan State's instrument was to understand how the

Nepal study abroad experience that they had sponsored impacted its students and if the results supported the learning objectives of the program. In the present study, the researcher adapted this part of the instrument to future tense to assess the students' perceived benefits prior to their study abroad experience and it was used as part of the first instrument for the pre-travel group. A past tense version of the inventory was used for the second instrument for the post-travel group.

The original Michigan State University instrument consisted of four open-ended questions and 26 close-ended questions. For the purpose of this study, only the 26 close-ended questions were utilized. The 26 ordinal-scaled questions measured the effects of a study abroad program on students in five areas: personal development, academics, professional development, global perspective, and intellectual development. Each question is measured on a five point Likert-type scale ranging from one (*not at all*) to five (*very much*). Cronbach's alpha was not reported in the original study for the questionnaire as a whole or for the individual domains.

The *personal development sub-scale* contains nine items yielding possible scores between nine and 45. In the present study, student scores for the pre-travel group ranged between 20 and 45, and for the post-travel group between 20 and 40. The *academics sub-scale* consists of two items yielding possible scores between two and 10. In the present study, student scores for the pre-travel group ranged between two and eight, and for the post-travel group between four and eight. The *professional development sub-scale* contains three items yielding possible scores between three and 15. In the present study, student scores for the pre-travel group ranged between three and 15, and for the post-travel group between five and 15. The *global perspective sub-scale* consists of nine

items with a total possible score ranging from nine to 45. In the present study, student scores for the pre-travel group ranged between 16 and 45 and for the post-travel group between 28 and 44. The *intellectual development sub-scale* consists of three items with a total possible score ranging from three to 15. In the present study, student scores for the pre-travel group ranged between five and 15 and for the post-travel group between three and 15.

### **Mines-Jensen Interpersonal Relationships Inventory**

The second part of the instrument consisted of the Mines-Jensen Interpersonal Relationships Inventory. This scale was a component of a larger instrument collectively known as The Iowa Student Development Inventories and are based on the seven vectors of student development (Chickering, 1969). The Iowa Student Development Inventories were intended to quantify development on the first six dimensions of Chickering's theory of student development. However, because only the fourth vector Developing Mature Interpersonal Relationships was measured in this study, only the fourth instrument from the battery was used.

The Mines-Jensen Interpersonal Relationships Inventory measures social development. The Inventory was created to measure Chickering's fourth vector (Hood & Mines, 1997), Developing Mature Interpersonal Relationships. The developmental phase of interpersonal relationships is comprised of two areas: (1) improved tolerance and respect for people of different values, backgrounds, and lifestyles, and (2) a change in the quality of relationships with close family and friends, moving from dependence through independence toward an interdependence that allows for a greater level of personal freedom. The Mines-Jensen Interpersonal Relationships Inventory is a 42-item instrument and includes some reverse coded items. The inventory evaluates interpersonal

relationships in four areas: peers, adults, friends, and significant others. The Inventory is multi-dimensional as it contains two scales that measure two constructs: (1) the Tolerance sub-scale – measuring openness and acceptance of diversity, and (2) the Quality of Relationships sub-scale – measuring the transition in relationships with friends from either extreme dependence or independence, toward a state of interdependence. Each scale is measured on a four point Likert-type scale where students reply to a series of statements regarding interpersonal and social behavior and attitudes from 1 (*strongly agree*) to 4 (*strongly disagree*).

The *Tolerance sub-scale* consists of 20 items with a total possible score from 20 to 80 with students typically scoring in the 45 to 65 range. In the original study, student scores for the pre-test ranged between 36 and 69, and for the post-test between 47 and 69. Cronbach's alpha for all the items on the Tolerance scale was originally  $\alpha = .76$ . A four-month test-retest stability coefficient was reported as  $\alpha = .66$ ; longer-term test-retest reliability measures were  $\alpha = .44$ . The present study yielded a higher Cronbach's alpha with  $\alpha = .81$  for the pre-travel group, and  $\alpha = .68$  for the post-travel group.

The *Quality of Relationships sub-scale* contains 22 items yielding possible scores between 22 and 88 with most students scoring between 55 and 75. In the original study, student scores for the pre-test ranged between 37 and 80 and for the post-test between 57 and 80. Cronbach's alpha for the Quality of Relationships sub-scale was originally  $\alpha = .87$ ; the four-month test-retest stability coefficient was reported as  $\alpha = .68$ ; longer-term test-retest reliability measures were  $\alpha = .72$ . The results from the present study yielded a Cronbach's alpha of  $\alpha = .84$  for the pre-travel group, and  $\alpha = .62$  for the post-travel group.

The correlation between the two scales was originally .25, which suggested construct independence. Studies thus conducted have indicated construct validity for the dimensions assessed by the inventory (Braverman, 1987; Hallowell, 1991; Long, 1995; Smith-Eggeman, 1993; Taub, 1993 and White & Hood, 1989). Unfortunately, for this study the sample size was not large enough to use factor analysis to establish the construct validity of the instrument.

### **Demographics and Open-Ended Questions**

The third part of the questionnaire differed between the pre-travel group and post-travel group. For the pre-travel group, the third part of the instrument consisted of demographic questions, such as gender and age, as well as a series of seven open-ended questions, such as “why are you studying abroad,” “what are you looking forward to regarding your study abroad experience,” and “do you feel adequately prepared for your study abroad program?” These questions were incorporated primarily to gauge the mood of the student before traveling overseas. The third part of the questionnaire on the post-travel group was comprised of seven open-ended questions. For example, “what was/were your best experience(s),” “what was the most challenging aspect of studying abroad,” “what did you learn about yourself,” “is there anything else that you would like to share with me about your study abroad experience?” These were used in an effort to gain a better understanding of the effect the study abroad trip had on the students upon their return, and provide some more insight to supplement the quantitative data.

### **Data Analysis**

The data were analyzed using SPSS (Statistical Package for the Social Sciences, Version 11.0). Descriptive statistics were run for all the variables to generate frequencies, percentages, means and standard deviations. These statistics were used to

determine the demographics of the sample for the group prior to traveling and for the group after traveling abroad, check for coding errors, and create a profile of the typical study abroad student at the University of Florida.

Mean scores were used to sum the scores and provide a summary score to ease interpretation for all of the research questions, a visual analysis was performed on the group before traveling and the group after traveling to confirm there were no extreme responses (Hunter & Brown, 1991). For the first research question, part a, the mean scores were used to describe the students' perceptions before their study abroad experience. For the first research question, part b, the mean scores were used to describe the students' perceptions after their study abroad experience. For the second research question, part a, the mean scores were used to describe the students' overall level of development before studying abroad. For the second research question, part b, the mean scores were used to describe the students' overall level of development after studying abroad. For the third research question, part a, the mean scores were used to describe differences by gender in terms of level of development before their study abroad experience. For the third research question, part b, the mean scores were used to describe differences by gender in terms of level of development after their study abroad experience. For the fourth research question, part a, the mean scores were used to describe differences by previous overseas experience and level of development before studying abroad. For the fourth research question, part b, the mean scores were used to describe differences by previous overseas experience and level of development after studying abroad. For the fifth research question, part a, the mean scores were used to describe differences by duration of study abroad program and level of development

before studying abroad. For the fifth research question, part b, the mean scores were used to describe differences by duration of study abroad program and level of development after studying abroad. Content analyses were used to group open-ended comments according to similarity in response, and were used to supplement the findings for the pre-travel group and the post-travel group.

## CHAPTER 4 RESULTS

### **Perceptions of the Study Abroad Experience**

1a. What perceptions do the students report before their study abroad experience as measured by the Michigan State University questionnaire?

1b. What perceptions do the students report after their study abroad experience as measured by the Michigan State University questionnaire?

#### **Pre-travel Group**

In the pre-travel group almost half (48%) of the individual questions regarding perceived benefits show high mean scores of 4.0 and above (Table 4-1). Students reported the highest levels of agreement with the statement that, studying abroad “will contribute to my overall understanding of the country I will study in” ( $M = 4.65$ ,  $SD = .67$ ) (Appendix G). The second most agreed upon statement was, studying abroad “will contribute to my understanding of other cultures” ( $M = 4.60$ ,  $SD = .74$ ). Finally, respondents agreed that studying abroad “will increase my ability to cope with unfamiliar situations” ( $M = 4.44$ ,  $SD = .90$ ). The statement that students agreed with least was, studying abroad “will distract me from my academic performance.” ( $M = 1.87$ ,  $SD = 1.76$ ). The second least agreed upon statement was, studying abroad “will make me reconsider my career plans” ( $M = 2.85$ ,  $SD = 2.09$ ). Finally, respondents tended to report moderate agreement with the statement that, studying abroad “will lead to an improvement of my academic performance” ( $M = 3.22$ ,  $SD = 1.18$ ).

Table 4-1. Student Perceptions of Study Abroad before and after the Travel Experience

| <i>Study abroad...</i>  | <b>Pre-Study Abroad</b> |                          |           | <b>Post-Study Abroad</b> |             |           |
|---|-------------------------|--------------------------|-----------|--------------------------|-------------|-----------|
|   | <i>N</i>                | <i>Mean</i> <sup>1</sup> | <i>SD</i> | <i>N</i>                 | <i>Mean</i> | <i>SD</i> |
| <i>Global Perspective</i> <sup>2</sup>                                    |                         |                          |           |                          |             |           |
| Contributed to my overall understanding of the country I studied in.      | 55                      | 4.65                     | .67       | 25                       | 4.76        | .44       |
| Increased my desire to work and/or study abroad in the future.            | 55                      | 4.05                     | 1.04      | 25                       | 4.12        | .97       |
| Contributed to my understanding of other cultures.                        | 55                      | 4.60                     | .74       | 24                       | 4.50        | .72       |
| Increased my curiosity about other cultures.                              | 54                      | 4.00                     | 1.94      | 25                       | 4.24        | .88       |
| Enhanced concern about problems with developing countries.                | 55                      | 3.60                     | 1.03      | 25                       | 3.52        | 1.09      |
| Enhanced my understanding of international issues.                        | 55                      | 4.07                     | .98       | 25                       | 3.88        | 1.05      |
| Increased my appreciation of human difference.                            | 55                      | 4.22                     | .85       | 25                       | 3.84        | 1.03      |
| Contributed and/or created a new understanding of critical social issues. | 55                      | 3.85                     | 1.03      | 25                       | 3.84        | .99       |
| Increased my level of comfort around people different from me.            | 55                      | 4.09                     | 1.06      | 25                       | 4.12        | .88       |
| <i>Personal Development</i>   |                         |                          |           |                          |             |           |
| Enhanced my self-reliance.  | 55                      | 4.24                     | .94       | 25                       | 4.48        | .77       |
| Increased my ability to cope with unfamiliar situations.                  | 55                      | 4.44                     | .90       | 25                       | 4.48        | .65       |

Table 4-1. Continued

| <i>Study abroad...</i>  | <b>Pre-Study Abroad</b> |                          |           | <b>Post-Study Abroad</b> |             |           |
|---|-------------------------|--------------------------|-----------|--------------------------|-------------|-----------|
|   | <i>N</i>                | <i>Mean</i> <sup>1</sup> | <i>SD</i> | <i>N</i>                 | <i>Mean</i> | <i>SD</i> |
| Increased my open-mindedness.   | 55                      | 4.35                     | .78       | 25                       | 4.52        | .71       |
| Enhanced my independence.   | 55                      | 4.40                     | .81       | 25                       | 4.56        | .77       |
| Increased my understanding of my own culture.                           | 55                      | 3.80                     | .99       | 25                       | 3.96        | .94       |
| Enhanced my desire to interact with a stranger.                         | 55                      | 3.60                     | .97       | 25                       | 3.64        | 1.11      |
| Increased my feeling of personal effectiveness.                         | 55                      | 3.69                     | 1.00      | 25                       | 4.08        | .95       |
| Encouraged me to seek out a more diverse group of friends.              | 55                      | 3.49                     | 1.09      | 25                       | 3.84        | 1.14      |
| Helped develop my leadership skills.                                    | 55                      | 3.44                     | 1.05      | 25                       | 3.36        | 1.08      |
| <i>Intellectual Development</i>   |                         |                          |           |                          |             |           |
| Increased my skills to communicate in the language of the host culture. | 55                      | 4.00                     | 1.37      | 25                       | 4.00        | 1.32      |
| Enhanced my critical thinking skills.                                   | 55                      | 3.60                     | 1.07      | 25                       | 3.60        | 1.16      |
| Improved my problem-solving skills.                                     | 54                      | 3.33                     | 1.94      | 24                       | 3.63        | 1.14      |
| <i>Professional Development</i>   |                         |                          |           |                          |             |           |
| Will favorably impress potential employers.                             | 54                      | 3.98                     | 2.00      | 25                       | 4.36        | .81       |
| Made me reconsider my career plans.                                     | 55                      | 2.85                     | 2.09      | 25                       | 3.36        | 1.32      |
| Helped me find professional direction.                                  | 54                      | 3.29                     | 2.08      | 25                       | 2.96        | 1.43      |

Table 4-1. Continued

| <i>Study abroad...</i>                            | <b>Pre-Study Abroad</b> |                          |           | <b>Post-Study Abroad</b> |             |           |
|---|-------------------------|--------------------------|-----------|--------------------------|-------------|-----------|
|   | <i>N</i>                | <i>Mean</i> <sup>1</sup> | <i>SD</i> | <i>N</i>                 | <i>Mean</i> | <i>SD</i> |
| <i>Academics</i>                                  |                         |                          |           |                          |             |           |
| Led to an improvement of my academic performance. | 55                      | 3.22                     | 1.18      | 25                       | 3.00        | 1.08      |
| Distracted me from my academic performance.       | 54                      | 1.87                     | 1.76      | 25                       | 2.40        | 1.19      |

<sup>1</sup>Mean was based on a 1-5 scale where 1 = not at all, 2 = very little, 3 = some, 4 = quite a lot, and 5 = very much.

<sup>2</sup>The italicized phrases describe the dimension being measured.

### **Post-travel Group**

In the post-travel group almost half (48%) of the individual questions regarding impacts illustrate high mean scores of 4.0 and above (Table 4-1). The statement that students agreed with the most strongly was that studying abroad “contributed to my overall understanding of the country I studied in” (M = 4.76, SD = .44) (Appendix H). The second most agreed upon statement, was, studying abroad “enhanced my independence” (M = 4.56, SD = .77). Finally, respondents agreed that studying abroad “increased my open-mindedness” (M = 4.52, SD = .71). The statement that they agreed with the least was that studying abroad “distracted me from my academic performance.” (M = 2.40, SD = 1.19). The second least agreed upon statement was studying abroad “helped me find professional direction” (M = 2.96, SD = 1.43). Students moderately agreed with the statement that, studying abroad “led to an improvement of my academic performance” (M = 3.00, SD = 1.08).

### **Student Development and Study Abroad**

2a. What level of development according to Chickering and Reisser's (1993) fourth vector of development have the students achieved before their study abroad experience?

- i. What level of development according to the Tolerance scale have the students achieved before their study abroad experience?
- ii. What level of development according to the Quality of Relationships scale have the students achieved before their study abroad experience?

2b. What level of development according to Chickering and Reisser's (1993) fourth vector of development have the students achieved after their study abroad experience?

- i. What level of development according to the Tolerance scale have the students achieved after their study abroad experience?
- ii. What level of development according to the Quality of Relationships scale have the students achieved after their study abroad experience?

#### **Pre-travel Group: Tolerance Sub-scale**

The responses to the pre-travel group statements on the Tolerance sub-scale, which measures improved tolerance and respect for people with different values, backgrounds, and lifestyles, ranged between (agreement) 2.00 and 3.33 (toward disagreement) on a four point Likert-type scale, where one represents strongly agree and four represents strongly disagree (Table 4-2). The statement (item reverse coded) which participants agreed with the most was, "I do not get irritated when parents cannot accept their children's friends or values" ( $M = 2.00$ ,  $SD = .84$ ) (Appendix I). The second most agreed upon statement was, "my roommate has some habits that annoy and bother me very much" ( $M = 2.04$ ,  $SD = .88$ ). Finally, respondents agreed, "students that get 'high' and are caught should be treated like the lawbreakers they are" ( $M = 2.46$ ,  $SD = 1.00$ ).

The statement that was agreed upon least was, "I would discontinue my friendship with a person(s) I am close to if I found out my friend(s) was homosexual or bisexual" ( $M = 3.33$ ,  $SD = 1.11$ ). Following this, the participants disagreed equally with the

statements: Students who live together before they are married definitely should be made to realize what they are doing is wrong” (M = 3.22, SD = .99); the other statement (item reverse coded) was, “it would not matter to me if someone I was going to marry had sexual relations with another person before I met them” (M = 3.22, SD = 1.05); and the final item (item reverse coded) was, “I think the person I am dating or ‘going with’ should have friends outside of ‘our crowd’” (M = 3.22, SD = .98).

Table 4-2. Responses for the Tolerance Sub-scale before and after the Travel Experience

| <b>Statement</b>  | <b><i>N</i></b> | <b><i>Mean</i><sup>1</sup></b> | <b><i>SD</i></b> | <b><i>N</i></b> | <b><i>Mean</i></b> | <b><i>SD</i></b> |
|---|-----------------|--------------------------------|------------------|-----------------|--------------------|------------------|
| I accept my friends as they are. <sup>2</sup>   | 55              | 3.18                           | .88              | 24              | 3.58               | .58              |
| In my classes, I have met two kinds of people: those who are for the truth and those who are against the truth.                         | 55              | 2.91                           | .82              | 24              | 3.17               | .87              |
| As I have talked with faculty and adults about their different philosophies, there is probably only one which is correct.               | 55              | 3.13                           | 1.00             | 24              | 3.46               | .83              |
| It would not matter to me if someone I was going to marry had sexual relations with another person before I met them. <sup>2</sup>      | 55              | 3.22                           | 1.05             | 24              | 3.13               | .99              |
| When I talk to my friends about my religious beliefs, I am very careful not to compromise with those who believe differently than I do. | 55              | 2.51                           | 8.79             | 24              | 2.46               | .88              |

Table 4-2. Continued

| <b>Statement</b>   | <i>N</i> | <i>Mean</i> <sup>1</sup> | <i>SD</i> | <i>N</i> | <i>Mean</i> | <i>SD</i> |
|--|----------|--------------------------|-----------|----------|-------------|-----------|
| My roommate has some habits that bother and annoy me very much.  | 53       | 2.04                     | .88       | 24       | 2.25        | .61       |
| Most adults need to change their values and attitudes.   | 55       | 2.60                     | 6.83      | 23       | 2.74        | .55       |
| Students who live together before they are married definitely should be made to realize what they are doing is wrong.    | 55       | 3.22                     | .99       | 24       | 3.38        | .65       |
| I would discontinue my friendship with a person(s) I am close to if I found out my friend(s) was homosexual or bisexual. | 55       | 3.33                     | 1.11      | 24       | 3.67        | .70       |
| One of the problems with my fellow students is they were not dealt with firmly when they were younger.                   | 55       | 2.64                     | .80       | 24       | 2.92        | .78       |
| I do not disapprove of faculty or other adults getting drunk or high at parties. <sup>2</sup>                            | 55       | 2.67                     | 8.62      | 24       | 2.29        | .75       |
| I would not discontinue a love relationship if my partner did something I disapproved of. <sup>2</sup>                   | 54       | 2.57                     | .77       | 24       | 2.63        | .65       |
| Most instructors teach as if there is just one right way to obtain a solution to a problem.                              | 55       | 2.71                     | .85       | 24       | 3.00        | .51       |
| I personally find it sickening to be around my friends when they do not act in a mature manner.                          | 55       | 2.87                     | .86       | 24       | 3.08        | .78       |

Table 4-2. Continued

| <b>Statement</b>   | <i>N</i> | <i>Mean</i> <sup>1</sup> | <i>SD</i> | <i>N</i> | <i>Mean</i> | <i>SD</i> |
|--|----------|--------------------------|-----------|----------|-------------|-----------|
| Freedom of speech can be carried too far in terms of the ideal because some students and their organizations should have their freedom of speech restricted. | 54       | 3.13                     | .97       | 24       | 3.25        | .61       |
| I'm glad to see most of my friends are not dressing like "bums" anymore.   | 54       | 2.74                     | .92       | 23       | 2.57        | .84       |
| I do not get irritated when parents cannot accept their children's friends or values. <sup>2</sup>   | 54       | 2.00                     | .84       | 24       | 1.79        | .72       |
| I only date people who are of the same religious background as me.   | 53       | 2.87                     | 1.09      | 24       | 2.71        | 1.12      |
| I think the person I am dating or "going with" should have friends outside of "our crowd." <sup>2</sup>  | 54       | 3.22                     | .98       | 24       | 3.50        | .59       |
| I think students that get "high" and are caught should be treated like the lawbreakers they are.   | 54       | 2.46                     | 1.00      | 24       | 2.83        | .96       |

<sup>1</sup>Mean was based on a 1-4 scale where 1 = strongly agree, 2 = agree, 3 = disagree, and 4 = strongly disagree.

<sup>2</sup>Item was reverse coded

### **Post-travel Group: Tolerance Sub-scale**

The post-travel group mean scores for statements on the Tolerance sub-scale ranged between (agreement) 1.79 and 3.67 (toward disagreement) on a four point Likert-type scale, where one represents strongly agree and four represents strongly disagree (Table 4-2). The statement (item reverse coded) that participants agreed with the most

was, “I do not get irritated when parents cannot accept their children’s friends or values” ( $M = 1.79$ ,  $SD = .72$ ) (Appendix J). The second most agreed upon statement was, “my roommate has some habits that bother and annoy me very much” ( $M = 2.25$ ,  $SD = .61$ ). Finally, respondents agreed (item reverse coded) “I do not disapprove of faculty or other adults getting drunk or high at parties” ( $M = 2.29$ ,  $SD = .75$ ). The statement that was agreed upon least was, “I would discontinue my friendship with a person(s) I am close to if I found out my friend(s) was homosexual or bisexual” ( $M = 3.67$ ,  $SD = .70$ ). The second most disagreed upon statement (item reverse coded) was, “I accept my friends as they are” ( $M = 3.58$ ,  $SD = .58$ ). Finally, respondents disagreed (item reverse coded) that “I think the person I am dating or ‘going with’ should have friends outside of ‘our crowd’” ( $M = 3.50$ ,  $SD = .59$ ).

### **Pre-travel Group: Quality of Relationships Sub-scale**

The pre-travel group mean scores for the statements on the Quality of Relationships sub-scale which measures a change in the quality of relationships with close family and friends, moving from dependence through independence toward an interdependence that allows for a greater level of personal freedom ranged between (agreement) 2.38 and 3.46 (toward disagreement) on a four point Likert-type scale, where one represents strongly agree and four represents strongly disagree (Table 4-3). The statement that participants agreed with the most was, “I get nervous when an instructor criticizes my work” ( $M = 2.38$ ,  $SD = .71$ ) (Appendix K). The second most agreed upon statement was, “I would feel uncomfortable criticizing, to their face, someone I had dated a long time” ( $M = 2.62$ ,  $SD = .95$ ). The third most agreed upon statement (item reverse coded) was, “my relationships with members of the opposite sex have allowed me to explore some behaviors that I had not felt comfortable with before” ( $M = 2.64$ ,  $SD = .81$ ). The

statement (item reverse coded) that participants disagreed with the least was, “my roommate(s) and I feel free to come and go as we please” ( $M = 3.46$ ,  $SD = 1.04$ ). The second most disagreed upon statement (item reverse coded) was, “I can just be with my friends without having to be doing anything in particular” ( $M = 3.43$ ,  $SD = .94$ ). Finally, respondents disagreed that “I do not view myself as an independent, outgoing person with my friends” ( $M = 3.39$ ,  $SD = .88$ ).

Table 4-3. Responses to the Quality of Relationships Sub-scale before and after the Travel Experience

| <b>Statement</b>   | <b><i>N</i></b> | <b><i>Mean</i><sup>1</sup></b> | <b><i>SD</i></b> | <b><i>N</i></b> | <b><i>Mean</i></b> | <b><i>SD</i></b> |
|--|-----------------|--------------------------------|------------------|-----------------|--------------------|------------------|
| I would feel uncomfortable criticizing, to their face, someone I had dated a long time.                          | 0.0             | 2.62                           | .95              | 24              | 2.88               | .95              |
| The instructors here do not treat the students like they are adults.   | 55              | 3.09                           | .82              | 24              | 3.33               | .96              |
| I relate to most students as an equal. <sup>2</sup>  | 55              | 2.85                           | .91              | 24              | 3.21               | .66              |
| I can enjoy myself without needing to have someone with me. <sup>2</sup>   | 55              | 3.31                           | .90              | 24              | 3.54               | .72              |
| I have to go out on a day every weekend.   | 55              | 2.73                           | 1.11             | 24              | 2.65               | 1.03             |
| I get nervous when an instructor criticizes my work.   | 55              | 2.38                           | .71              | 24              | 2.54               | 1.00             |
| Sometimes I feel I have to make unnecessary apologies for my appearance or conduct to the person(s) I live with. | 54              | 3.09                           | .96              | 24              | 3.29               | .75              |

Table 4-3. Continued

| <b>Statement</b>  | <i>N</i> | <i>Mean</i> <sup>1</sup> | <i>SD</i> | <i>N</i> | <i>Mean</i> | <i>SD</i> |
|---|----------|--------------------------|-----------|----------|-------------|-----------|
| I can tell my friends just about anything that is on my mind and know they will accept me. <sup>2</sup>   | 55       | 3.05                     | .99       | 24       | 3.25        | .90       |
| My social life is satisfying to me. <sup>2</sup>  | 55       | 3.07                     | .77       | 24       | 3.38        | .71       |
| I relate with my parents on an adult-to-adult basis. <sup>2</sup>   | 55       | 2.85                     | .89       | 24       | 3.13        | .90       |
| My relationship with my roommate(s) is stagnating my own growth and potential.  | 54       | 3.06                     | .98       | 24       | 3.21        | .88       |
| I feel comfortable about telling a friend of the same sex "I love you," without worrying they might get the wrong idea. <sup>2</sup>                  | 54       | 3.13                     | 1.16      | 24       | 3.21        | 1.22      |
| My relationships with members of the opposite sex have allowed me to explore some behaviors that I had not felt comfortable with before. <sup>2</sup> | 53       | 2.64                     | .81       | 23       | 2.83        | .89       |
| My parents do not try to run my life. <sup>2</sup>  | 55       | 2.98                     | .97       | 24       | 3.25        | .94       |
| My friends view me as an independent, outgoing person in my relationship with them. <sup>2</sup>  | 54       | 3.19                     | .97       | 24       | 3.54        | .59       |
| I always hold back when I am at a party which consists of a diverse group of people.  | 54       | 2.94                     | .86       | 24       | 3.25        | .74       |
| I encourage friends to drop in informally. <sup>2</sup>   | 54       | 3.04                     | .99       | 24       | 3.38        | 8.24      |

Table 4-3. Continued

| <b>Statement</b>  | <i>N</i> | <i>Mean</i> <sup>1</sup> | <i>SD</i> | <i>N</i> | <i>Mean</i> | <i>SD</i> |
|---|----------|--------------------------|-----------|----------|-------------|-----------|
| My roommate(s) and I feel free to come and go as we please. <sup>2</sup>                      | 54       | 3.46                     | 1.04      | 24       | 3.79        | .42       |
| I have gotten to know some instructors as people—not just as faculty members. <sup>2</sup>    | 54       | 2.96                     | .95       | 24       | 2.83        | .87       |
| I worry about not dating enough.  | 52       | 2.87                     | .95       | 24       | 2.79        | 1.02      |
| I can just be with my friends without having to be doing anything in particular. <sup>2</sup> | 54       | 3.43                     | .94       | 24       | 3.67        | .48       |
| I do not view myself as an independent, outgoing person with my friends.                      | 54       | 3.39                     | .88       | 24       | 3.67        | .57       |

<sup>1</sup>Mean was based on a 1-4 scale where 1 = strongly agree, 2 = agree, 3 = disagree, and 4 = strongly disagree.

<sup>2</sup>Item was reverse coded

### **Post-travel Group: Quality of Relationships Sub-scale**

The post-travel group mean scores for the statements on the Quality of Relationships sub-scale ranged between (agreement) 2.54 and 3.79 (toward disagreement) on a four point Likert-type scale, where one represents strongly agree and four represents strongly disagree (Table 4-3). The statement that participants agreed with the most was, “I get nervous when an instructor criticizes my work” (M = 2.54, SD = 1.00) (Appendix L). The second most agreed upon statement was, “I have to go out on a day every weekend” (M = 2.65, SD = 1.03). Finally, respondents also agreed with the statement (item reverse coded) “I worry about not dating enough” (M = 2.79, SD = 1.02). The statement (item reverse coded) that was agreed upon least was, “my roommate(s) and

I feel free to come and go as we please” ( $M = 3.79$ ,  $SD = .42$ ). The next most disagreed upon statements were equal (the first item was reverse coded), “I can just be with my friends without having to be doing anything in particular” ( $M = 3.67$ ,  $SD = .48$ ); the next statement was, “I do not view myself as an independent, outgoing person with my friends” ( $M = 3.67$ ,  $SD = .57$ ).

### **Gender and Student Development**

3a. Do males and females differ in their development according to Chickering and Reisser’s fourth vector before their study abroad experience?

- i. Do males and females differ in their development according to the Tolerance scale before their study abroad experience?
- ii. Do males and females differ in their development according to the Quality of Relationships scale before their study abroad experience?

3b. Do males and females differ in their development according to Chickering and Reisser’s fourth vector after their study abroad experience?

- i. Do males and females differ in their development according to the Tolerance scale after their study abroad experience?
- ii. Do males and females differ in their development according to the Quality of Relationships scale after their study abroad experience?

### **Tolerance Sub-scale**

For the pre-travel group, the mean for the females was 56.33 ( $SD = 7.92$ ) and for the males the mean was 55.88 ( $SD = 12.64$ ). For the post-travel group the mean for the males was 65.50 ( $SD = 0.71$ ) and for the females was 58.18 ( $SD = 5.60$ ).

### **Quality of Relationships Sub-scale**

When considering the Quality of Relationships sub-scale for the pre-travel group, the mean for the females was 67.28 ( $SD = 8.89$ ) and the mean for the males was 63.88 ( $SD = 13.42$ ). The mean for the males was 75.00 ( $SD = 1.41$ ) and the mean for the females was 72.00 ( $SD = 6.25$ ).

### **Previous Overseas Experience and Student Development**

4a. Is there a difference between students who have traveled abroad previously and those with no previous overseas experience, regarding Chickering and Reisser's fourth vector prior to their study abroad experience?

- i. Is there a difference between students who have traveled abroad previously and those with no previous overseas experience, and their level of development as measured by the Tolerance scale prior to their study abroad experience?
- ii. Is there a difference between students who have traveled abroad previously and those with no previous overseas experience, and their level of development as measured by the Quality of Relationships scale prior to their study abroad experience?

4b. Is there a difference between students who have traveled abroad previously and those with no previous overseas experience, regarding Chickering and Reisser's fourth vector after their study abroad experience?

- i. Is there a difference between students who have traveled abroad previously and those with no previous overseas experience, and their level of development as measured by the Tolerance scale after their study abroad experience?
- ii. Is there a difference between students who have traveled abroad previously and those with no previous overseas experience, and their level of development as measured by the Quality of Relationships scale after their study abroad experience?

#### **Tolerance Sub-scale**

For the pre-travel group, the mean for the students with no previous overseas experience was 56.75 (SD = 8.36) and the mean for those with previous overseas experience was 56.10 (SD = 8.76). For the post-travel group, the mean for the students with no previous overseas experience was 64.00 (SD = 3.46) and the mean for those with previous overseas experience was 55.67 (SD = 3.88).

#### **Quality of Relationships Sub-scale**

For the pre-travel group, the mean for the students with no previous overseas experience was 67.50 (SD = 11.30) and the mean for those with previous overseas

experience was 66.44 (SD = 9.27). For the post-travel group, the mean for the students with no previous overseas experience was 76.00 (SD = 3.46) and the mean for those with previous overseas experience was 71.66 (SD = 5.43).

### **Duration of Program and Student Development**

5a. Is there a difference between duration of study abroad program, regarding Chickering and Reisser's fourth vector prior to their study abroad experience?

- i. Is there a difference between duration of study abroad program regarding level of development as measured by the Tolerance scale prior to their study abroad experience?
- ii. Is there a difference between duration of study abroad program regarding level of development as measured by the Quality of Relationships scale prior to their study abroad experience?

5b. Is there a difference between duration of study abroad program, regarding Chickering and Reisser's fourth vector after their study abroad experience?

- i. Is there a difference between duration of study abroad program, and the level of development measured by the Tolerance scale after their study abroad experience?
- ii. Is there a difference between duration of study abroad program regarding level of development as measured by the Quality of Relationships scale after their study abroad experience?

### **Tolerance Sub-scale**

For the pre-travel group the mean for those whose program was one month or less was 56.20 (SD = 4.55), for those whose program was one to three months the mean was 59.00 (SD = 4.69);, and the mean for those whose program was three to five months in length was 56.07 (SD = 9.35). Of all the respondents that reported the duration of their program in the post-travel group all of them reported their program as lasting three to five months; the mean score was 59.83 (SD = 5.73).

### **Quality of Relationships Sub-scale**

With regards to the Quality of Relationships sub-scale for the pre-travel group, the mean for those whose program was one month or less was 67.20 (SD = 6.69), for those whose program was one to three months the mean was 69.20 (SD = 1.79), and for those whose programs were three to five months in length, the mean was 66.38 (SD = 10.78). Of all the respondents that reported the duration of their program in the post-travel group all of them reported their program as lasting three to five months; the mean score was 73.17 (SD = 5.48).

### **Open-ended Questions**

Study abroad participants were asked a variety of open-ended questions both before their travel experience and after their travel experience. This information was collected to provide a greater understanding of their expectations and experiences of studying abroad.

#### **Pre-travel Group**

When participants were asked, “why are you studying abroad?” the majority of students responded with language acquisition skills, self-exploration and for the cultural experience in general. A 22 year-old female who had never traveled internationally before wrote “to increase my historical consciousness, to see what it is like to be in a totally foreign place, not knowing a soul, to learn about myself and others through this once in a lifetime opportunity.” Another female student who was 21, but had traveled overseas previously at least five times stated her reason for studying abroad was “to gain a second language, challenge myself, meet new people, become more worldly, become inspired, something for my resume.” Another student who did not provide any demographic information said, “to learn Spanish and broaden my horizons.” Likewise a

20 year-old female student whose program was three to five months and had traveled overseas three to four times wrote, “to master the language and learn more about the culture.”

Students were also asked to provide insights as to what they were looking forward to regarding their study abroad experience. The majority of students responded with responses pertaining to experiencing a different culture, meeting new people, and self-exploration. A 20 year-old female who had never traveled overseas remarked “meeting new people, seeing new things, learning about the world and more about myself.” A 23 year-old female who had previously traveled overseas one to two times explained, “being totally independent of family, meeting new/different people, experiencing new adventures.” A 22 year-old female who had never traveled overseas previously and whose program was three to five months wrote “I am looking forward to meeting open-minded, liberal people who are just interested in living, seeing, and experiencing a different culture, and hope to learn to be a bit more ballsy and not as self-conscious.” Another 20 year-old female who had previously traveled overseas three to four times and whose program was three to five months wrote “meeting new people and discovering a culture very different from anything I’ve experienced.” A 22 year-old female who had previously traveled overseas one to two times and whose program was three to five months wrote “just going to all these different places. I have dreamed about this since I was a little kid...an African safari, scuba diving with great whites, paragliding, etc.”

When participants were asked “do you feel adequately prepared for your study abroad program?” the majority 52% (N = 26) said yes. A 19 year-old male who had previously never traveled overseas and whose program was three to five months wrote

“yes, it doesn’t take much, I feel you just need an open mind and a willingness to learn something new and have fun.” A female student who was 20 years old and had previously traveled overseas one to two times explained:

Yes, I’ve traveled before and know how to pack light, but to include the things I’ll need most. I’ve had friends who have gone through the same program and have given me advice about what to pack, where to travel, how to travel, and some interesting sites to visit.

A 26 year-old male who had previously traveled overseas three to four times and whose program lasted three to five months explained “yes, I feel comfortable in new places and value the opportunity to learn about those places first hand.”

In contrast, almost one third (N = 15) felt they were not prepared. Another 20 year-old female student who had previously traveled overseas one to two times stated “not really but I will try and brush up on my Spanish and learn how to be away from my boyfriend.” Likewise, a 19 year-old female who had no previous overseas experience and whose program lasted three to five months exclaimed, “no, I feel as though I could have been much more informed about the program that I was entering before I chose it.” Finally, 18% (N = 9) had mixed emotions. A 20 year-old female who had never traveled overseas before mentioned:

No and Yes, I am a very open-minded person, but on the other hand I don’t know how I will be treated and accepted there. Plus I think that it is going to be hard trying to learn the language. Because for the first time in my life I will be a foreigner.

A 20 year-old female who had previously traveled overseas three to four times and whose program was three to five months wrote “I am insecure about my speaking abilities, but I am mentally prepared for the trip.” Similarly, a 22 year-old female who had no previous overseas experience and whose program lasted three to five months wrote “kind of. I feel like I know what to pack, where to go, but I don’t really know what I’m in for.”

When asked, “what are you not looking forward to/and or feel nervous about?” the majority of students were nervous about being far from home, terrorism, and language barriers. A female participant who was 20 years old and had never traveled internationally before commented “I’m just feeling nervous about being so far from home away from my family and the fact that terrorists are bombing countries.” Likewise, a 26 year-old female student who had previously traveled internationally three to four times explained “I am a little worried about the acts of terrorism that have been committed in Madrid and London. I just hope that nothing happens while I am studying abroad.” Another female student who was 20 and had traveled abroad three to four times mentioned “my first week when I know I will have a pseudo nervous breakdown while I adjust to things, also the fact that I can’t even read the language is somewhat frightening.” A 22 year-old female who had never traveled overseas and whose program lasted three to five months wrote “I’m nervous to speak Spanish in front of natives and about learning my way around the city, I’m bad with directions, but I want to be able to be self-sufficient while I am there.” A 41 year-old female who had never traveled overseas and whose program was three to five months stated “It’s a lot of work, not enough down time, having to leave home for an extended period, financial concerns.”

### **Post-travel Group**

When asked “what was/were your best experience(s)?” the overwhelming response related to cultural immersion in general. Another student who did not provide any demographic information observed:

Being able to live in a kibbutz and meeting people around my age in the program I did. Having the liberty to do what I wanted when I wanted without having to answer to anyone or worry about my parents. Waking up everyday in my superficial “bubble” life and knowing there was an amazing beach a walking distance away, dogs running around freely, and being able to pick fruit off of trees

when I was hungry. Also being in Israel I got to travel around the area and see amazing places like Sinai, Jordan and Greece.

A female student who had traveled internationally one to two times before her study abroad trip, and whose program lasted three to five months commented “I had the incredible opportunity of meeting my distant relatives in the North of Spain. I visited them on several occasions and we have formed a life long bond. It is an amazing experience learning about your history and background.” Another female student who had traveled overseas one to two times and whose program was three to five months stated “simply walking around, soaking in the people, sights, sounds, and cultural differences.” While another student who did not provide demographic information wrote “living in a completely different culture and adapting to a new way of life.” A male student who had previously traveled overseas five or more times and whose program was three to five months cited “hiking through Fiord land with a group of people I had just met.”

Students were also asked “what was/were your worst experience(s)?” with the majority relating to cultural differences and being accepted. A female student who had previously traveled overseas one to two times and whose program lasted three to five months cited:

My worst experience has been dealing with drastic changes in my life while being so far away from home. Having to let go of a very important relationship and not having the support of my family and friends from home.

Another student felt, “the program was too structured, I felt that I was compromising my personal interests for the program. I felt the program did not expect me to ‘find my own way’ or act independently in the foreign culture.” Another student voiced more concerns about the threat of terrorism as being a downside of the experience. He or she wrote:

The knowledge that there were active terrorists that could strike anywhere. It did not keep me from living my life there, but the thought of something happening was always on the back of my mind anywhere I went. Also on a lesser note most things in Israel are closed Saturday.

A female student who had not previously traveled internationally and whose program lasted three to five months pointed out “the differences and inefficiencies of the culture” while another student complained “being treated like a stupid American when we knew what we were doing.”

When participants were asked, “what was the most challenging aspect of studying abroad?” communication and adjustment issues were most frequently cited. A female student who had traveled internationally one to two times before her study abroad trip, and whose program lasted three to five months commented “learning the language (which I didn’t know at all before) well enough to be confident in getting around and asking questions.” Another student explained “having to deal with communicating in a different language and getting to know people and understand them through the language barrier. Also not having a car and being able to drive was a slight annoyance.” A female student who had previously traveled overseas one to two times and whose program lasted three to five months remarked:

The most challenging aspect is getting to know people from your host country. It is incredible how easy it is to find people of your native tongue no matter where you are. If you are interested in learning a different language it can be very difficult when you are surrounded by people from your own country the majority of the time.

In contrast, another student would have liked to be surrounded by people from home as he/she was most challenged by “missing home, family, friends, and my old lifestyle...missing things that my friends do that I used to be there for.” Likewise, a female student who had traveled overseas previously one to two times, and whose

program lasted three to five months wrote that “interacting with others from different countries (difficulties communicating)” was the most challenging aspect of the program.

Students were asked to explain, “what ways do you feel the program impacted your life?” The responses overwhelmingly supported the personal changes experienced as a result of studying abroad. A male student who had previously traveled internationally five or more times and whose program lasted three to five months remarked “this experience has made me understand myself better. I am more patient, open-minded. I also feel like I can deal with anything that I come in contact with that will challenge me mentally or emotionally.” A female student who had previously traveled internationally five or more times and whose program lasted three to five months observed it “made me strong and independent; I felt lonely very often but every time I overcame it I felt like I became stronger.” A male student who had previously traveled overseas three to four times and whose program lasted three to five months wrote it “has made me much more open to anything, willing to step outside of my boundaries.” Similarly, a female student who had previously traveled overseas one to two times and whose program lasted three to five months felt that she had become more introspective, she wrote:

I am much more confident in my own abilities and strengths now than I ever have been. I have also realized that I can enjoy simply being by myself, whereas prior to studying abroad I tended to fill my minutes with plans and people. Now I love to sit and observe.

These sentiments were also expressed by another student who wrote that “in every way [the program was] a life changing experience. [It] freed my mind of nuances and made me realize to live life to the fullest.”

Another student felt that the experience has inspired them to see more of the world. He or she wrote “the program has made me want to study abroad again or just travel in

general because it was so exciting going into a foreign culture and learning and participating in it.” Another student also felt that studying abroad had been a significant experience for them. She/he wrote:

My eyes were opened to so many more ways of living and understanding my self. For example I realized that I do not have to study immediately, that it is ok to figure out what I want without having to rush into a university right after high school. And also that it is ok. I learned a lot of things about myself, society, and life.

Another female student who had previously traveled overseas five or more times and whose program lasted three to five months commented “I met many good friends and was able to grow personally through my experiences and conversations with these new people.”

When asked, “what did you learn about yourself?” the majority of responses pertained to self-confidence and a sense of newfound independence. One student felt that “I can survive and manage in a foreign country and on my own. That simple pleasure[s] in life are some of the most wonderful. That it is ok not to know where the next step in life is.” A female student who had previously traveled internationally one to two times and whose program lasted three to five months replied that she had learned a number of things about herself. She felt she had learned “that I AM a confident person, that I love to learn, love to travel, and can get along well with people from many different backgrounds.” A female student who had previously traveled overseas one to two times and whose program lasted three to five months wrote:

I learned that I love visiting foreign countries and diving into the experience of new cultures. In some ways going away has made me more grounded. I have never been so appreciative of all the amazing people in my life. I have learned that I am so loved and this has been the most valuable lesson.

A male student who had previously traveled overseas five or more times whose program lasted three to five months wrote “that things turn out more often than not when I apply myself to a situation fully.” Likewise, another student felt they had learned about themselves. He or she wrote, “I learned that I am much more easy going than I thought. That it is ok to be scared, and that I need to study Spanish harder.” A female student who had previously traveled overseas five or more times and whose program lasted three to five months commented “I am independent and enjoy being with myself.” Another female student who had never previously traveled overseas and whose program lasted three to five months reported, “that I can handle new and challenging situations.”

Participants were asked “is there anything else that you would like to share with me about your study abroad experience?” Of all the students who commented (N=14), all but one loved the experience. Some of the comments included the following:

- “the best experience ever”
- “loved it”
- “everyone needs to go”
- “I would love to do it again”
- “it was so much fun”
- “it was amazing”
- “I will never be more grateful for this opportunity”
- “the world is filled with many wonderful things, places, and things to do”

The study abroad students who shared these comments were all female whose programs lasted three to five months. The one student who spoke negatively had this to say:

Leaving a country where I was the minority and going into another country where people of my descent barely existed made this whole experience frustrating and at times I was very angry and depressed. Leaving the USA where, I think, more people are open-minded because everyone is surrounded by a very diverse population, made me realize that everyone is not like the people where I am from. I know I knew this before I came. But when you become immersed in it, it’s very different. Being stared at and feared by the majority makes a person feel ugly and less than a person.

Unfortunately, this student did not provide any information about which country he or she had studied in. In spite of this, an additional female student who had never traveled internationally prior to the study abroad trip and whose program lasted three to five months exclaimed “I think it should be a requirement at least for a short period of time for every student because college is supposed to broaden your horizons and I don’t think that it is as effective without an experience like it.”

### **Summary**

The results provide an insight into the perceptions, development, and experiences of study abroad students at the University of Florida. Furthermore, differences by gender, previous overseas experience, and duration were described for the group before the travel experience as well as for the group after the travel experience. In addition, although not the focus of the study other characteristics of study abroad students were identified. For example, the primary motivations for studying abroad were language acquisition skills, self-exploration and for the cultural experience in general. Students were most looking forward to experiencing a different culture, meeting new people, and self-exploration. In contrast, students were most nervous about being far from home, terrorism, and language barriers. Students found that cultural issues in general related to their best experiences and their worst. Participants reported that self-confidence and a sense of newfound independence were the things they learned the most about themselves. Overall, the research questions addressed in this chapter have been used to further understand the experiences of study abroad participants and that the majority of the students would recommend the experience or do it again themselves.

## CHAPTER 5 DISCUSSION AND CONCLUSION

The purpose of the study was to investigate the relationship between study abroad participation and student development. Differences by gender, previous overseas experience, and duration of study abroad program were also explored for the pre-travel group and the post-travel group. This chapter discusses the findings of this study as they relate to study abroad participants, and the experiences reported by these students. While the initial design for this study was a quasi-experimental design comparing the responses of the same students prior to and after their study abroad experience, due to the poor response rate the group before the travel experience and the group after the travel experience were evaluated independently of each other as only eight respondents completed both the pre- and post-travel questionnaires.

### **Perceptions**

The need to understand how university sponsored study abroad programs affect students has become increasingly important as student participation rates have increased (Gardner & Witherell, 2004; Stephenson, 1999) and more universities have focused their resources in this area. In fact, the President's Commission on Foreign Languages and International Studies was created in 1979 in response to this need. The Commission recognized the importance of scholarly investigation into international programs that foster global mindedness among U.S. college students (Herman, 1996). Topics of interest have included: autonomy, self-awareness, worldview, attitudes toward others, international understanding, future career orientation, and academic and cultural interests

among others (Baty & Dold, 1977; Carsello & Greaser, 1976; Farrell & Suvedi, 2003; Kuh & Kauffman, 1985; Nash, 1976; Todd, 2001). Additionally, international educators agree that due to the increasing number of students studying abroad there must be some personal developmental changes, which in turn will impact American society in general (Lamet & Lamet, 1982).

Investigating such personal changes was an original goal of this study. However, due to the small number of participants completing the questionnaire before and after the travel experience a comparison was not possible to assess any developmental change. Instead, a descriptive analysis of two groups of participants, a before travel group, and an after travel group was conducted. Using the dimensions of the Michigan State study abroad questionnaire (Farrell & Suvedi, 2003), five domains of student impact were assessed, these included: personal development, academics, professional development, global perspective, and intellectual development. The purpose was to understand the participants' perceptions of the study abroad experience prior to the trip. This same purpose was attained for the post-travel group.

Prior to the study abroad experience two of the top three responses were related to the domain global perspective (Appendix G). For example, the belief that studying abroad would contribute to their overall understanding of the country they would study in had the highest agreement; followed by the belief that studying abroad would contribute to their understanding of other cultures. The third most highly rated assertion was the belief that studying abroad would increase their ability to manage new situations, which is related to personal development. These findings are further supported by the comments respondents made in the open-ended questions before and after studying

abroad. For example, in the pre-test the majority of students responded with language acquisition skills, self-exploration and for the cultural experience in general as to reasons why they were studying abroad; in turn, these responses support the findings that issues related to the domains of global perspective and personal development were pertinent to the students before their experiences abroad. Specifically, students hoped to improve their historical awareness, to experience what it would be like to live in a completely unfamiliar place, to be in a place where they did not know anyone, to learn more about themselves, as well as others, to improve their foreign language abilities and to broaden their horizons. These are examples of student's thoughts before embarking on the experience.

In the post-travel group the students rated most highly the belief that studying abroad contributed to their overall understanding of the country they studied in (Appendix H), which was under the Global Perspective domain, the other top three statements were related to personal development. For example, the feeling that studying abroad enhanced their independence had the second highest agreement, followed equally by the impression that studying abroad increased their open-mindedness and the belief that studying abroad improved their self-reliance. Furthermore, the open-ended comments supported the post-test findings as well. Participants felt that cultural immersion in general was their best experience. Memories of walking around and absorbing the sights, sounds, and people, in addition to the excitement of adapting to a new way of living in an completely foreign location is further evidence of the influence the experience had on respondents global perspective. Additionally, the majority of responses pertained to self-confidence and a sense of newfound independence when

asked about what they had learned about themselves. Students appeared proud when they realized they could survive and get along in an unfamiliar country, without much help from others. Participants also reported that they learned to be comfortable with people of diverse backgrounds. They also discovered that they are confident and they could handle different and challenging situations.

Overall, most studies that consider study abroad and its effects on students report participants are impacted in positive ways (Farrell & Suvedi, 2003). After studying abroad, students are more likely to engage in on-campus programs that are designed to broaden their international understanding (Gray, Murdock, & Stebbins, 2002). The findings from the open-ended questions that have been mentioned make sense as they suggest students are interested in learning languages and the culture of the study abroad country. It appears in this study that students did not expect such personal changes as evidenced by their pre-travel group responses. In fact, Carsello and Greaser (1976) suggest that college students probably give minimal attention to the ways in which they change during their time overseas, as well as how they will be different when they return home.

### **Student Development**

Student development as measured by the Mines-Jensen Interpersonal Relationships Inventory was utilized. This instrument measures social development and was created to evaluate Chickering's fourth vector, Developing Mature Interpersonal Relationships (Hood & Mines, 1997). The Inventory contains two subscales: (1) the Tolerance sub-scale – measuring openness and acceptance of diversity, and (2) the Quality of Relationships sub-scale – measuring the transition in relationships with friends from either extreme dependence or independence, toward a state of interdependence.

The results from the Mines Jensen Interpersonal Relationship Inventory (MJIRI) for the pre-travel group specifically, the scores for the Tolerance sub-scale describe the level of development for participants prior to the travel experience (Appendix I). The results from the MJIRI for the post-travel group in particular, the scores for the Tolerance sub-scale describe the level of development for participants after the travel experience (Appendix J). Comments made by the participants provide further understanding to the dimensions included in the MJIRI. For example, students portrayed their openness and acceptance of diversity when asked about their best experience(s). Specifically they described their best experiences as meeting and spending time with the locals and encountering indigenous schools and social life. Students commented that they learned about language, to be more open minded, as well as how to adapt to diverse situations and environments. The comments regarding the experiences in this study provide evidence of increased confidence and independence which is similar to the findings of Kuh and Kauffman (1988) who found that students developed a heightened interest in the welfare of others, increased feelings of well-being and self-confidence, and an interest in reflective thought through study abroad experiences. Likewise, most of the students in this study felt that their experiences abroad had helped them realize their potential and they had gained a deeper understanding of the world and its people, findings that Dukes et. al (1994) also noted among the students they studied.

Additionally, the scores for the Quality of Relationships sub-scale for the pre-travel group are described (Appendix K), and the scores for the post-travel group are described (Appendix L). Support for the changes in relationships and their selves can be found in the comments from the open-ended questions. For instance, when students were asked to

explain in what ways the program had impacted their lives, many of them felt that they had gained a greater sense of independence and confidence in unfamiliar places. They also felt that they were better able to deal with unexpected situations and to stand on their own two feet in coping with these situations, instead of relying on their families. The development of mature interpersonal relationships entails acceptance and admiration of differences, as well as having a capability for intimacy. Acceptance can be seen in an interpersonal as well as an intercultural context. At its core is an individual's ability to react to people based on them as individuals, rather than as typecasts. Eventually, valuing differences in close relationships will transfer to general acquaintances and then to those from other countries and cultures (Chickering & Reisser, 1993). Awareness, openness, breadth of experience, inquisitiveness, and impartiality facilitate students' ability to cultivate first impressions, minimize prejudice and ethnocentrism, foster empathy and selflessness, and get pleasure from diversity (Chickering & Reisser).

### **Gender**

Since Chickering's theory suggests that there may be developmental differences between males and females, the influence of gender was also described. It is important to note that the male to female ratio was not equal in the samples. In fact, in the pre-travel group 83.6% of the respondents were female; in the post-travel group 85.7% of the respondents were female. In the pre-travel group the females had a higher level of development for both the Tolerance and the Quality of Relationships sub-scales than the males. In the post-travel group the highest levels of development for both sub-scales were among the males when compared to the females.

Although the specific differences by gender were beyond the scope of the current research, as the focus was on differences in development as measured by the Tolerance

sub-scale and the Quality of Relationships sub-scale, previous research has provided insight into such differences. Certainly, Baty and Dold (1977) found that females reported greater emotional problems at the time of the pre-test than did the males; however, at the time of the post evaluations the females reported fewer emotional problems than males did in their study abroad study. The females changed in terms of greater stability, reflecting less depression regarding self and the environment. The males reported more depression and alienation regarding themselves and the environment. Generally speaking, it appears that the males' experience was more distressful or upsetting than the females' experience while studying abroad. Baty and Dold suggested that young adult men and women may exhibit different learning styles and this may possibly explain their findings. For example, females may be more skilled in adapting to new situations in which they are required, for a time, to be dependent. For the males, such dependency could be more threatening. Further support of gender differences in development can be found in the works of Hood and Jackson (1997a; 1997b).

### **Previous Overseas Experience**

In addition to differences by gender, previous overseas experience in relation to level of development achieved was investigated. The findings suggest that participants with no prior overseas experience reported higher levels of development than those with previous overseas experience, as measured by the Tolerance and the Quality of Relationships sub-scales before the travel experience. For the post-travel group the participants with no prior overseas experience reported higher levels of development as measured by the Tolerance and the Quality of Relationships sub-scales than those with previous overseas experience. Although these results have not been discovered in the literature, it may be a worthwhile finding to explore in future studies.

### **Duration of Program**

In addition to differences by gender, and previous overseas experience, duration of program was the final variable to be investigated. The results for the Tolerance sub-scale from the pre-travel group show that those whose program was one to three months had the highest level of development, followed by those whose program was one month or less, followed by those whose program was three to five months. Of all the respondents that reported the duration of their program in the post-travel group all of them reported their program as lasting three to five months, and therefore a comparison by duration of program is not possible for the post-travel group. Inglis et al. (1998), report that the length of the program abroad impacts the long-term benefits experienced by students. Likewise, Herman (1996) suggests that there is support for the notion that the longer the length of time a student is immersed in another culture the greater the development. Living and studying abroad for an unlimited length of time may encourage personal development because numerous elements of foreign culture create unique and compelling challenges (Kuh & Kauffman, 1985).

### **Summary and Implications**

Because students are studying abroad in record numbers (Gardner & Witherell, 2004), the necessity to empirically assess the benefits of such experiences has become increasingly vital (Chadee & Cutler, 1996). This study provides information on the perceptions and levels of development of study abroad participants at a large southeastern university.

The perceptions reported by students, the levels of student development, as well as the responses to the open-ended questions provided insight in the experiences of study abroad participants. These findings are consistent with the current literature, but add to

the body of knowledge in that the results are framed within a widely used student development theoretical framework. Indeed, this study has shown that the framework can be applied to an educational context that has not previously been investigated before, that of study abroad. This discovery is meaningful in that the responses to the open-ended questions may provide more substantive support for the notion that study abroad is beneficial and encourages development amongst students, which of course is a goal in higher education (Chickering, 1969; Chickering & Reisser, 1993; King, 1990). Furthermore, the theoretical framework is essentially used for the first time to guide research in the area of study abroad. This information may be useful for those programs or organizations that require more substantive evidence of the importance of studying abroad as well as increasing their ability to explain and identify developmental change.

### **Recommendations for Further Research**

One of the goals of this study was to use Chickering and Reisser's (1993) student development theory of identity to explain the changes experienced by students who study abroad. However, due to the length of the Iowa Student Development Inventories only one of the vectors of student development was actually measured. For all the vectors to be measured the instrument would have been more than 400 questions in length and it was feared that students would not complete the questionnaire. It is suggested that all seven vectors be evaluated in future research. Due to the nature of the vectors, depending on age a student may identify more heavily with one vector than another (Chickering, 1969; Chickering & Reisser, 1993). If this is true, the present study may not have captured the complete progression in development by its participants or the comprehensive nature of development.

In addition, it is suggested that research of this nature includes a control group. In the present study the issue of maturation simply as a result of lapsed time was not accounted for; therefore, it is a challenge to fully determine if the changes in development were due to the study abroad experience or time itself.

### **Limitations**

There may be several limitations to this study. One limitation may be confusion experienced by the respondents regarding questions or wording. This was minimized by paying attention to wording during instrument development. Additionally, the researcher attempted to lessen this possibility by providing contact information during the pre-departure orientation, and in pre- and post-test instruments, as well as all of the invitation and reminder emails so that they could find answers to any questions they had.

An additional limitation may be related to the open-ended questions of the post-questionnaire. Any time an individual is asked to recall prior events or feelings; there is always a chance for memory lapse that may result in inaccurate depictions of feelings or events. The researcher attempted to minimize this by reminding students to complete their post-test questionnaire within a week's return to the U.S.

The pre-test questionnaire was administered prior to overseas travel and a post-test was administered immediately upon return in order to examine developmental changes as a consequence of studying abroad. Because the study abroad programs started and ended at different times throughout the fall, data collection was staggered accordingly and continued until the last program finished. However, as a result of start and end dates varying so greatly some students may have been emailed the link to the survey several weeks to a month prior to their departure and especially upon return. Furthermore,

because the students were returning during the holidays a decrease in response rates may have been the result.

Another problem was that the post-test questionnaire did not contain demographic items as it was thought that this information would be collected using the pre-test instrument. In actuality only eight students who had completed the pre-test completed the post-test. Thus, an attempt was made to re-contact the students who had completed the post-test through the UFIC coordinator. Six students responded providing their demographic and study abroad program characteristics.

### **Delimitations**

The primary delimitation in this study is the small sample size. There was a potential for approximately 200 responses for the pre- and post-test each. However, only 56 questionnaires were completed for the pre-test and 24 were completed for the post-test. Furthermore, only eight respondents completed both the pre- and the post-tests, thus the two groups are essentially independent.

An additional delimitation was that only those students who were registered to study abroad at the UFIC during fall 2005 were invited to participate. This limits the generalizability of the results to those studying abroad for no more than five months and may preclude those who for example spend an entire academic year abroad. Another issue related to sampling is that random selection was not used thus any generalizability of the results should be made with vigilance. Results may also be limited to other institutions with similar characteristics as the University of Florida and comparable study abroad programs.

### **Conclusion**

The results of this study suggest that participants in a study abroad program may experience positive impacts as well as enhance their development of mature interpersonal relationships. Also, when considering gender and duration of program, differences in student development were found. Additionally, a consistent theme among the responses from the students in this study was a newfound sense of confidence, independence and self-esteem.

While this study can only draw inferences about studying abroad for a semester or less, it has provided a more in-depth look at study abroad and the impacts experienced by its participants in addition to enhanced levels of development. In closing, the benefits experienced as a result of studying abroad can best be explained by a female student whose program lasted three to five months and who had never traveled overseas, she explained that “it [studying abroad] changed everything in my life, my view on the world, the future and the past as well as the relationships in my life. I was able to have a new perspective by experiencing something so different than what I am accustomed to.” This comment brings us full-circle with Chickering and Reisser’s (1993) student development theory of identity and the importance of improving tolerance and quality of relationships.

APPENDIX A  
PRE-TEST QUESTIONNAIRE

The entire questionnaire was posted on the world-wide-web only and appears here in accordance with the University of Florida Graduate School Thesis guidelines.

**Study Abroad and Student Development Survey**

DEPARTMENT OF TOURISM, RECREATION & SPORT MANAGEMENT  
UNIVERSITY OF FLORIDA

**UF-IRB Informed Consent**

Please read carefully before participating in this study.

**This study examines the experiences of fall 2005 Study Abroad participants. You will be asked about your experiences studying abroad, some general attitude questions, and demographics. You will also be asked to reflect upon your overall experiences of traveling and studying abroad. The study involves answering an online questionnaire that will take approximately ten minutes to complete. The survey is voluntary, but your input is extremely important. There are no “correct” or “incorrect” answers in the survey, so please express your true feelings.**

Benefits from this study include understanding your feelings before and after your fall study abroad experience. Specifically, it is expected that the study can provide international educators with a greater understanding of the outcomes for participants of study abroad and may act as the basis for future programming and funding. In addition, the responses will contribute to a Master’s thesis investigating the development of individuals who participate in a study abroad program.

There is no compensation for completing the survey, but your input is extremely important. The survey is confidential as there is no way to link your survey results to your email address; your confidentiality will be protected to the extent provided by law. Your participation in this study is voluntary and you have the right not to answer any question(s). There is no penalty for not participating and you are free to withdraw at anytime without penalty. There are no risks associated with participation in this study.

If you have any questions concerning this study, please contact:

Heather A. Robalik

Master's Candidate

Department of Tourism, Recreation and Sport Management

300 Florida Gym, P.O. Box 118208

University of Florida

Gainesville, FL 32611-8208

Email: hrobalik@hhp.ufl.edu Phone: (352) 395-0580 ext. 1372

Whom to contact about your rights as a research participant in this study:

UFIRB Office

Box 112250

University of Florida

Gainesville, Fl 32611-2250

Phone: (352) 392-0433

Please keep a copy of this contact information.

**If you agree to participate, please click on the link below.**

<http://www.hhp.ufl.edu/surveys/hrobalik/>

Department of Tourism, Recreation, and Sport Management  
The University of Florida

fall 2005

Student Development Survey

Please create a unique six letter username that you will remember. This username will remain confidential and cannot be traced, therefore it is important to create something that will be easy to remember. This username will be used to link your responses to the post-test.

Username: \_\_\_\_\_

Part One: Assessing Impact

The following are a series of statements asking you the experiences and goals you have regarding study abroad.

Circle the number that corresponds to how much you agree or disagree with each statement. Please answer every question.

| Study abroad...  | Not at All | Very Little | Some | Quite a Bit | Very Much |
|--|------------|-------------|------|-------------|-----------|
| Will contribute to my overall understanding of the country I will study in.  | 1          | 2           | 3    | 4           | 5         |
| Will increase my desire to work and/or study abroad in the future.           | 1          | 2           | 3    | 4           | 5         |
| Will contribute to my understanding of other cultures.                       | 1          | 2           | 3    | 4           | 5         |
| Will enhance my concern about problems with developing countries.            | 1          | 2           | 3    | 4           | 5         |
| Will enhance my understanding of international issues.                       | 1          | 2           | 3    | 4           | 5         |
| Will increase my appreciation of human difference.                           | 1          | 2           | 3    | 4           | 5         |
| Will contribute and/or create a new understanding of critical social issues. | 1          | 2           | 3    | 4           | 5         |
| Will increase my level of comfort around people different from me.           | 1          | 2           | 3    | 4           | 5         |
| Will enhance my self-reliance.   | 1          | 2           | 3    | 4           | 5         |
| Will increase my ability to cope with unfamiliar situations.                 | 1          | 2           | 3    | 4           | 5         |
| Will increase my open-mindedness.  | 1          | 2           | 3    | 4           | 5         |

| Study abroad...   | Not at All | Very Little | Some | Quite a Bit | Very Much |
|---|------------|-------------|------|-------------|-----------|
| Will increase my curiosity about other cultures.                            | 1          | 2           | 3    | 4           | 5         |
| Will enhance my independence.   | 1          | 2           | 3    | 4           | 5         |
| Will increase my understanding of my own culture.                           | 1          | 2           | 3    | 4           | 5         |
| Will enhance my desire to interact with a stranger.                         | 1          | 2           | 3    | 4           | 5         |
| Will increase my feeling of personal effectiveness.                         | 1          | 2           | 3    | 4           | 5         |
| Will encourage me to seek out a more diverse group of friends.              | 1          | 2           | 3    | 4           | 5         |
| Will help develop my leadership skills.                                     | 1          | 2           | 3    | 4           | 5         |
| Will increase my skills to communicate in the language of the host culture. | 1          | 2           | 3    | 4           | 5         |
| Will lead to an improvement of my academic performance.                     | 1          | 2           | 3    | 4           | 5         |
| Will enhance my critical thinking skills.                                   | 1          | 2           | 3    | 4           | 5         |
| Will improve my problem-solving skills.                                     | 1          | 2           | 3    | 4           | 5         |
| Will favorably impress potential employers.                                 | 1          | 2           | 3    | 4           | 5         |
| Will make me reconsider my career plans.                                    | 1          | 2           | 3    | 4           | 5         |

| Study abroad...                                | Not at All | Very Little | Some | Quite a Bit | Very Much |
|--|------------|-------------|------|-------------|-----------|
| Will help me find professional direction.      | 1          | 2           | 3    | 4           | 5         |
| Will distract me from my academic performance. | 1          | 2           | 3    | 4           | 5         |

### Part Two: Student Development Scale

The following are a series of statements about social and interpersonal behavior and attitudes of college students. The best answer to each statement is your personal opinion. There are no right or wrong answers. The survey covers many different and opposing points of view; you may find yourself strongly agreeing with some of the statements and strongly disagreeing with others. Whether you agree or disagree with any statement you can be sure that many other people feel the same as you do.

In general, study abroad is a part of your overall college education. As a result of living and studying in a different culture, your attitudes and values may change as you experience new things. If you have not experienced a situation described by a statement, answer on the basis of any similar circumstances or experience(s) you have had or how you imagine you would answer if the situation would come up. For example, if the statement is about “roommates” and you live at home or are married, answer in relation to the people you do live with.

Circle the number that corresponds to how much you agree or disagree with the statement. Please answer every question.

|   | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|----------------|-------|----------|-------------------|
| I accept my friends as they are.  | 1              | 2     | 3        | 4                 |
| I would feel uncomfortable criticizing, to their face, someone I had dated a long time. | 1              | 2     | 3        | 4                 |

|   | Strongly<br>Agree | Agree | Disagree | Strongly<br>Disagree |
|---|-------------------|-------|----------|----------------------|
| In my classes, I have met two kinds of people: those who are for the truth and those who are against the truth.                         | 1                 | 2     | 3        | 4                    |
| The instructors here do not treat the students like they are adults.  | 1                 | 2     | 3        | 4                    |
| As I have talked with faculty and adults about their different philosophies, there is probably only one which is correct.               | 1                 | 2     | 3        | 4                    |
| I relate to most students as an equal.  | 1                 | 2     | 3        | 4                    |
| It would not matter to me if someone I was going to marry had sexual relations with another person before I met them.                   | 1                 | 2     | 3        | 4                    |
| I can enjoy myself without needing to have someone with me.   | 1                 | 2     | 3        | 4                    |
| When I talk to my friends about my religious beliefs, I am very careful not to compromise with those who believe differently than I do. | 1                 | 2     | 3        | 4                    |
| I have to go out on a day every weekend.  | 1                 | 2     | 3        | 4                    |
| My roommate has some habits that bother and annoy me very much.   | 1                 | 2     | 3        | 4                    |

|  | Strongly<br>Agree | Agree | Disagree | Strongly<br>Disagree |
|--|-------------------|-------|----------|----------------------|
| I get nervous when an instructor criticizes my work.   | 1                 | 2     | 3        | 4                    |
| Most adults need to change their values and attitudes.   | 1                 | 2     | 3        | 4                    |
| Sometimes I feel I have to make unnecessary apologies for my appearance or conduct to the person(s) I live with.         | 1                 | 2     | 3        | 4                    |
| Students who live together before they are married definitely should be made to realize what they are doing is wrong.    | 1                 | 2     | 3        | 4                    |
| I can tell my friends just about anything that is on my mind and know they will accept me.                               | 1                 | 2     | 3        | 4                    |
| I would discontinue my friendship with a person(s) I am close to if I found out my friend(s) was homosexual or bisexual. | 1                 | 2     | 3        | 4                    |
| My social life is satisfying to me.  | 1                 | 2     | 3        | 4                    |
| One of the problems with my fellow students is they were not dealt with firmly when they were younger.                   | 1                 | 2     | 3        | 4                    |
| I relate with my parents on an adult-to-adult basis.   | 1                 | 2     | 3        | 4                    |
| I do not disapprove of faculty or other adults getting drunk or high at parties.   | 1                 | 2     | 3        | 4                    |

|  | Strongly<br>Agree | Agree | Disagree | Strongly<br>Disagree |
|--|-------------------|-------|----------|----------------------|
| My relationship with my roommate(s) is stagnating my own growth and potential.   | 1                 | 2     | 3        | 4                    |
| I would not discontinue a love relationship if my partner did something I disapproved of.  | 1                 | 2     | 3        | 4                    |
| I feel comfortable about telling a friend of the same sex "I love you," without worrying they might get the wrong idea.                                      | 1                 | 2     | 3        | 4                    |
| Most instructors teach as if there is just one right way to obtain a solution to a problem.  | 1                 | 2     | 3        | 4                    |
| My relationships with members of the opposite sex have allowed me to explore some behaviors that I had not felt comfortable with before.                     | 1                 | 2     | 3        | 4                    |
| I personally find it sickening to be around my friends when they do not act in a mature manner.  | 1                 | 2     | 3        | 4                    |
| My parents do not try to run my life.  | 1                 | 2     | 3        | 4                    |
| Freedom of speech can be carried too far in terms of the ideal because some students and their organizations should have their freedom of speech restricted. | 1                 | 2     | 3        | 4                    |

|  | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|----------------|-------|----------|-------------------|
| My friends view me as an independent, outgoing person in my relationship with them.              | 1              | 2     | 3        | 4                 |
| I'm glad to see most of my friends are not dressing like "bums" anymore.                         | 1              | 2     | 3        | 4                 |
| I always hold back when I am at a party which consists of a diverse group of people.             | 1              | 2     | 3        | 4                 |
| I do not get irritated when parents cannot accept their children's friends or values.            | 1              | 2     | 3        | 4                 |
| I encourage friends to drop in informally.   | 1              | 2     | 3        | 4                 |
| I only date people who are of the same religious background as me.                               | 1              | 2     | 3        | 4                 |
| My roommate(s) and I feel free to come and go as we please.                                      | 1              | 2     | 3        | 4                 |
| I think the person I am dating or "going with" should have friends outside of "our crowd."       | 1              | 2     | 3        | 4                 |
| I have gotten to know some instructors as people—not just as faculty members.                    | 1              | 2     | 3        | 4                 |
| I think students that get "high" and are caught should be treated like the lawbreakers they are. | 1              | 2     | 3        | 4                 |

|  | Strongly<br>Agree | Agree | Disagree | Strongly<br>Disagree |
|--|-------------------|-------|----------|----------------------|
| I worry about not dating<br>enough.  | 1                 | 2     | 3        | 4                    |
| I can just be with my friends<br>without having to be doing<br>anything in particular. | 1                 | 2     | 3        | 4                    |
| I do not view myself as an<br>independent, outgoing person<br>with my friends.         | 1                 | 2     | 3        | 4                    |

Part Three: Demographic and additional comments. Please tell me a little about yourself.

1. Are you?

Male.....1

Female.....2

2. What is your class standing?

Freshman.....1

Sophomore.....2

Junior.....3

Senior.....4

Graduate.....5

3. What is your age? \_\_\_\_\_

4a. What is your major? \_\_\_\_\_

4b. If your major is a language, is it the primary language of the country you will be studying in?

Yes.....1

No.....2

My major is not a language.....3

5. What is your first language? \_\_\_\_\_

6a. Do you have a second language?

Yes.....1

No.....2

6b. If yes, what language? \_\_\_\_\_

7. Do you speak the native language of the country you are going to be studying in?

Yes.....1

No.....2

8. How many times have you traveled internationally prior to your study abroad trip?

Never.....1

1 to 2 times.....2

3 to 4 times.....3

5 or more times.....4

9. If you have traveled internationally, where have you traveled to in the past?

|  |
|--|
|  |
|--|

10. What country or countries are you visiting during your study abroad experience?

|  |
|--|
|  |
|--|

11. How long is your study abroad program?

Weeks \_\_\_\_\_

or

Days \_\_\_\_\_

12. Why are you studying abroad?

13. What are you looking forward to regarding your study abroad experience?

14. Do you feel adequately prepared for your study abroad program? Please explain.

15. What are you not looking forward to and/or feel nervous about?

**Your time is greatly appreciated in completing this questionnaire!**

APPENDIX B  
POST-TEST QUESTIONNAIRE

The entire questionnaire was posted on the world-wide-web only and appears here in accordance with the University of Florida Graduate School Thesis guidelines.

**Study Abroad and Student Development Survey**

DEPARTMENT OF TOURISM, RECREATION & SPORT MANAGEMENT  
UNIVERSITY OF FLORIDA

**UF-IRB Informed Consent**

Please read carefully before participating in this study.

**This study examines the experiences of fall 2005 Study Abroad participants. You will be asked about your experiences studying abroad, some general attitude questions, and demographics. You will also be asked to reflect upon your overall experiences of traveling and studying abroad. The study involves answering an online questionnaire that will take approximately ten minutes to complete. The survey is voluntary, but your input is extremely important. There are no “correct” or “incorrect” answers in the survey, so please express your true feelings.**

Benefits from this study include understanding your feelings before and after your fall study abroad experience. Specifically, it is expected that the study can provide international educators with a greater understanding of the outcomes for participants of study abroad and may act as the basis for future programming and funding. In addition, the responses will contribute to a Master’s thesis investigating the development of individuals who participate in a study abroad program.

There is no compensation for completing the survey, but your input is extremely important. The survey is confidential as there is no way to link your survey results to your email address; your confidentiality will be protected to the extent provided by law. Your participation in this study is voluntary and you have the right not to answer any question(s). There is no penalty for not participating and you are free to withdraw at anytime without penalty. There are no risks associated with participation in this study.

If you have any questions concerning this study, please contact:

Heather A. Robalik

Master's Candidate

Department of Tourism, Recreation and Sport Management

300 Florida Gym, P.O. Box 118208

University of Florida

Gainesville, FL 32611-8208

Email: hrobalik@hhp.ufl.edu Phone: (352) 395-0580 ext. 1372

Whom to contact about your rights as a research participant in this study:

UFIRB Office

Box 112250

University of Florida

Gainesville, Fl 32611-2250

Phone: (352) 392-0433

Please keep a copy of this contact information.

**If you agree to participate, please click on the link below.**

<http://www.hhp.ufl.edu/surveys/hrobalik/post.index.html>

Department of Tourism, Recreation, and Sport Management  
The University of Florida

fall 2005

Student Development Survey

Please input your unique six character username (the same one you used for the pre-test). This username will remain confidential and cannot be traced. This username will be used to link your responses from the pre-test.

Username: \_\_\_\_\_

Part One: Assessing Impact

The following are a series of statements asking you about the experiences and goals you had related to study abroad.

Circle the number that corresponds to how much you agree or disagree with each statement. Please answer every question.

| Study abroad...   | Not at All | Very Little | Some | Quite a Bit | Very Much |
|---|------------|-------------|------|-------------|-----------|
| Contributed to my overall understanding of the country I studied in.      | 1          | 2           | 3    | 4           | 5         |
| Increased my desire to work and/or study abroad in the future.            | 1          | 2           | 3    | 4           | 5         |
| Contributed to my understanding of other cultures.                        | 1          | 2           | 3    | 4           | 5         |
| Enhanced concern about problems with developing countries.                | 1          | 2           | 3    | 4           | 5         |
| Enhanced my understanding of international issues.                        | 1          | 2           | 3    | 4           | 5         |
| Increased my appreciation of human difference.                            | 1          | 2           | 3    | 4           | 5         |
| Contributed and/or created a new understanding of critical social issues. | 1          | 2           | 3    | 4           | 5         |
| Increased my level of comfort around people different from me.            | 1          | 2           | 3    | 4           | 5         |
| Enhanced my self-reliance.  | 1          | 2           | 3    | 4           | 5         |
| Increased my ability to cope with unfamiliar situations.                  | 1          | 2           | 3    | 4           | 5         |
| Increased my open-mindedness.   | 1          | 2           | 3    | 4           | 5         |
| Increased my curiosity about other cultures.                              | 1          | 2           | 3    | 4           | 5         |

| Study abroad...   | Not at All | Very Little | Some | Quite a Bit | Very Much |
|---|------------|-------------|------|-------------|-----------|
| Enhanced my independence.   | 1          | 2           | 3    | 4           | 5         |
| Increased my understanding of my own culture.                           | 1          | 2           | 3    | 4           | 5         |
| Enhanced my desire to interact with a stranger.                         | 1          | 2           | 3    | 4           | 5         |
| Increased my feeling of personal effectiveness.                         | 1          | 2           | 3    | 4           | 5         |
| Encouraged me to seek out a more diverse group of friends.              | 1          | 2           | 3    | 4           | 5         |
| Helped develop my leadership skills.                                    | 1          | 2           | 3    | 4           | 5         |
| Increased my skills to communicate in the language of the host culture. | 1          | 2           | 3    | 4           | 5         |
| Led to an improvement of my academic performance.                       | 1          | 2           | 3    | 4           | 5         |
| Enhanced my critical thinking skills.                                   | 1          | 2           | 3    | 4           | 5         |
| Improved my problem-solving skills.                                     | 1          | 2           | 3    | 4           | 5         |
| Will favorably impress potential employers.                             | 1          | 2           | 3    | 4           | 5         |
| Made me reconsider my career plans.                                     | 1          | 2           | 3    | 4           | 5         |
| Helped me find professional direction.                                  | 1          | 2           | 3    | 4           | 5         |
| Distracted me from my academic performance.                             | 1          | 2           | 3    | 4           | 5         |

### Part Two: Student Development Scale

The following are the same series of statements that you answered before you left about social and interpersonal behavior and attitudes of college students. The best answer to each statement is your personal opinion. There are no right or wrong answers. The survey covers many different and opposing points of view; you may find yourself strongly agreeing with some of the statements and strongly disagreeing with others. Whether you agree or disagree with any statement you can be sure that many other people feel the same as you do.

In general, study abroad is a part of your overall college education. As a result of living and studying in a different culture, your attitudes and values may have changed as you experienced new things. If you have not experienced a situation described by a statement, answer on the basis of any similar circumstances or experience(s) you have had or how you imagine you would answer if the situation would come up. For example, if the statement is about “roommates” and you live at home or are married, answer in relation to the people you do live with.

Circle the number that corresponds to how much you agree or disagree with the statement. Please answer every question.

|   | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|----------------|-------|----------|-------------------|
| I accept my friends as they are.  | 1              | 2     | 3        | 4                 |
| I would feel uncomfortable criticizing, to their face, someone I had dated a long time.                         | 1              | 2     | 3        | 4                 |
| In my classes, I have met two kinds of people: those who are for the truth and those who are against the truth. | 1              | 2     | 3        | 4                 |
| The instructors at UF do not treat the students like they are adults.   | 1              | 2     | 3        | 4                 |

|   | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|----------------|-------|----------|-------------------|
| As I have talked with faculty and adults about their different philosophies, there is probably only one which is correct.               | 1              | 2     | 3        | 4                 |
| I relate to most students as an equal.  | 1              | 2     | 3        | 4                 |
| It would not matter to me if someone I was going to marry had sexual relations with another person before I met them.                   | 1              | 2     | 3        | 4                 |
| I can enjoy myself without needing to have someone with me.   | 1              | 2     | 3        | 4                 |
| When I talk to my friends about my religious beliefs, I am very careful not to compromise with those who believe differently than I do. | 1              | 2     | 3        | 4                 |
| I have to go out on a day every weekend.  | 1              | 2     | 3        | 4                 |
| My roommate has some habits that bother and annoy me very much.   | 1              | 2     | 3        | 4                 |
| I get nervous when an instructor criticizes my work.  | 1              | 2     | 3        | 4                 |
| Most adults need to change their values and attitudes.  | 1              | 2     | 3        | 4                 |

|  | Strongly<br>Agree | Agree | Disagree | Strongly<br>Disagree |
|--|-------------------|-------|----------|----------------------|
| Sometimes I feel I have to make unnecessary apologies for my appearance or conduct to the person(s) I live with.         | 1                 | 2     | 3        | 4                    |
| Students who live together before they are married definitely should be made to realize what they are doing is wrong.    | 1                 | 2     | 3        | 4                    |
| I can tell my friends just about anything that is on my mind and know they will accept me.                               | 1                 | 2     | 3        | 4                    |
| I would discontinue my friendship with a person(s) I am close to if I found out my friend(s) was homosexual or bisexual. | 1                 | 2     | 3        | 4                    |
| My social life is satisfying to me.  | 1                 | 2     | 3        | 4                    |
| One of the problems with my fellow students is they were not dealt with firmly when they were younger.                   | 1                 | 2     | 3        | 4                    |
| I relate with my parents on an adult-to-adult basis.   | 1                 | 2     | 3        | 4                    |
| I do not disapprove of faculty or other adults getting drunk or high at parties.   | 1                 | 2     | 3        | 4                    |
| My relationship with my roommate(s) is stagnating my own growth and potential.   | 1                 | 2     | 3        | 4                    |

|  | Strongly<br>Agree | Agree | Disagree | Strongly<br>Disagree |
|--|-------------------|-------|----------|----------------------|
| I would not discontinue a love relationship if my partner did something I disapproved of.  | 1                 | 2     | 3        | 4                    |
| I feel comfortable about telling a friend of the same sex "I love you," without worrying they might get the wrong idea.                                      | 1                 | 2     | 3        | 4                    |
| Most instructors teach as if there is just one right way to obtain a solution to a problem.  | 1                 | 2     | 3        | 4                    |
| My relationships with members of the opposite sex have allowed me to explore some behaviors that I had not felt comfortable with before.                     | 1                 | 2     | 3        | 4                    |
| I personally find it sickening to be around my friends when they do not act in a mature manner.  | 1                 | 2     | 3        | 4                    |
| My parents do not try to run my life.  | 1                 | 2     | 3        | 4                    |
| Freedom of speech can be carried too far in terms of the ideal because some students and their organizations should have their freedom of speech restricted. | 1                 | 2     | 3        | 4                    |
| My friends view me as an independent, outgoing person in my relationship with them.  | 1                 | 2     | 3        | 4                    |

|  | Strongly<br>Agree | Agree | Disagree | Strongly<br>Disagree |
|--|-------------------|-------|----------|----------------------|
| I'm glad to see most of my friends are not dressing like "bums" anymore.                         | 1                 | 2     | 3        | 4                    |
| I always hold back when I am at a party which consists of a diverse group of people.             | 1                 | 2     | 3        | 4                    |
| I do not get irritated when parents cannot accept their children's friends or values.            | 1                 | 2     | 3        | 4                    |
| I encourage friends to drop in informally.   | 1                 | 2     | 3        | 4                    |
| I only date people who are of the same religious background as me.                               | 1                 | 2     | 3        | 4                    |
| My roommate(s) and I feel free to come and go as we please.                                      | 1                 | 2     | 3        | 4                    |
| I think the person I am dating or "going with" should have friends outside of "our crowd."       | 1                 | 2     | 3        | 4                    |
| I have gotten to know some instructors as people—not just as faculty members.                    | 1                 | 2     | 3        | 4                    |
| I think students that get "high" and are caught should be treated like the lawbreakers they are. | 1                 | 2     | 3        | 4                    |
| I worry about not dating enough.   | 1                 | 2     | 3        | 4                    |

|  | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|----------------|-------|----------|-------------------|
| I can just be with my friends without having to be doing anything in particular. | 1              | 2     | 3        | 4                 |
| I do not view myself as an independent, outgoing person with my friends.         | 1              | 2     | 3        | 4                 |

Part Three: Here's your chance to share some of your experiences and thoughts about studying abroad with me

1. What was/were your best experience(s)?

2. What was/were your worst experience(s)?

3. What was the most challenging aspect of studying abroad?

4. In what ways do you feel the program impacted your life? Please explain.

5. What did you learn about yourself? Please explain.

6. Which country or countries did you travel to during your study abroad trip?

7. Is there anything else that you would like to share with me about your study abroad experience?

**Your time is greatly appreciated in completing this questionnaire!**

APPENDIX C  
FIRST EMAIL CONTACT FOR STUDY ABROAD SURVEY

Dear 2005 Study Abroad Participant,

I hope that you are excited about your upcoming study abroad trip! As you may remember at your study abroad orientation I told you about a study I would like you to take part in which is for my master's thesis.

The goal of the study is to understand some of the impacts that students experience from studying abroad. I am asking that you fill out one questionnaire before you leave and one questionnaire when you return.

If you would like to consider participation, please click on the link below. You will see the informed consent form for this study first, please read it and keep a copy of the contact information.

After you agree to participate in this study you will be directed to the questionnaire. Please fill out the questionnaire by typing in the responses, and then click "submit" at the end of the questionnaire. You do not need to email it back as an attachment unless you have difficulties with filling out the questionnaire online.

If you have any questions please contact me, Heather Robalik at [hrobalik@hhp.ufl.edu](mailto:hrobalik@hhp.ufl.edu).

As always your help is very much appreciated. Without your input this study would not be possible.

Sincerely,

Heather Robalik  
Master's Candidate

<http://www.hhp.ufl.edu/surveys/hrobalik/index.pre.html>

APPENDIX D  
SECOND EMAIL CONTACT FOR STUDY ABROAD SURVEY

Dear 2005 Study Abroad Participants,

Thank you to those that have already completed the questionnaire. For those of you that have not, I understand this is a busy time but I hope that you can spare a few minutes to take part in my study before you leave home.

If you would like to consider participation, please click on the link below. You will see the informed consent form for this study first, please read it and keep a copy of the contact information.

After you agree to participate in this study you will be directed to the questionnaire. Please fill out the questionnaire by typing in the responses, and then click “submit” at the end of the questionnaire. You do not need to email it back as an attachment unless you have difficulties with filling out the questionnaire online.

If you have any questions please contact me, Heather Robalik at [hrobalik@hhp.ufl.edu](mailto:hrobalik@hhp.ufl.edu).

As always your help is very much appreciated. Without your input this study would not be possible.

Sincerely,

Heather Robalik  
Master’s Candidate

<http://www.hhp.ufl.edu/surveys/hrobalik/index.pre.html>

APPENDIX E  
THIRD EMAIL CONTACT FOR STUDY ABROAD SURVEY

Dear 2005 Study Abroad Participants,

Welcome home! I hope that you had a safe flight home and have recovered from your study abroad trip. Thanks for filling out my survey before you left, now I am asking you to complete the second one, the post study abroad survey.

As before, please click on the link below and access the online survey. You will see the informed consent form for this study first, please read it and keep a copy of the contact information.

After you agree to participate in this study you will be directed to the questionnaire. Please fill out the questionnaire by typing in the responses, and then click “submit” at the end of the questionnaire. You do not need to email it back as an attachment unless you have difficulties with filling out the questionnaire online.

If you have any questions please contact me, Heather Robalik at [hrobalik@hhp.ufl.edu](mailto:hrobalik@hhp.ufl.edu).

As always your help is very much appreciated. Without your input this study would not be possible.

Sincerely,

Heather Robalik  
Master’s Candidate

<http://www.hhp.ufl.edu/surveys/hrobalik/post.index.html>

APPENDIX F  
FOURTH EMAIL CONTACT FOR STUDY ABROAD SURVEY

Dear 2005 Study Abroad Participant,

Thank you to those that have already completed the questionnaire. For those of you that have not, I understand this is a busy time but I hope that you can spare some time to fill out the second questionnaire for my master's research.

As before, please click on the link below and access the online survey. You will see the informed consent form for this study first, please read it and keep a copy of the contact information.

After you agree to participate in this study you will be directed to the questionnaire. Please fill out the questionnaire by typing in the responses, and then click "submit" at the end of the questionnaire. You do not need to email it back as an attachment unless you have difficulties with filling out the questionnaire online.

If you have any questions please contact me, Heather Robalik at [hrobalik@hhp.ufl.edu](mailto:hrobalik@hhp.ufl.edu).

As always your help is very much appreciated. Without your input this study would not be possible.

Sincerely,

Heather Robalik  
Master's Candidate

<http://www.hhp.ufl.edu/surveys/hrobalik/post.index.html>

APPENDIX G  
STUDENTS' PERCEPTIONS PRIOR TO STUDYING ABROAD

| Perception Statements  | Valid Percent |      |      |      |      | N  | Mean <sup>1</sup> | SD   |
|--|---------------|------|------|------|------|----|-------------------|------|
|  | 1             | 2    | 3    | 4    | 5    |    |                   |      |
| <i>Global Perspective<sup>2</sup></i>  |               |      |      |      |      |    |                   |      |
| Will contribute to my overall understanding of the country I will study in.  | 1.8           | 0.0  | 0.0  | 27.3 | 70.9 | 55 | 4.65              | .67  |
| Will increase my desire to work and/or study abroad in the future.           | 1.8           | 7.3  | 18.2 | 29.1 | 43.6 | 55 | 4.05              | 1.04 |
| Will contribute to my understanding of other cultures.                       | 1.8           | 0.0  | 3.6  | 25.5 | 69.1 | 55 | 4.60              | .74  |
| Will increase my curiosity about other cultures.                             | 0.0           | 0.0  | 20.4 | 35.2 | 44.4 | 54 | 4.00              | 1.94 |
| Will enhance my concern about problems with developing countries.            | 1.8           | 10.9 | 36.4 | 27.3 | 23.6 | 55 | 3.60              | 1.03 |
| Will enhance my understanding of international issues.                       | 1.8           | 3.6  | 21.8 | 30.9 | 41.8 | 55 | 4.07              | .98  |
| Will increase my appreciation of human difference.                           | 0.0           | 3.6  | 16.4 | 34.5 | 45.5 | 55 | 4.22              | .85  |
| Will contribute and/or create a new understanding of critical social issues. | 3.6           | 3.6  | 27.3 | 34.5 | 30.9 | 55 | 3.85              | 1.03 |
| Will increase my level of comfort around people different from me.           | 3.6           | 3.6  | 18.2 | 29.1 | 45.5 | 55 | 4.09              | 1.06 |

| Perception Statements   | Valid Percent |      |      |      |      | N  | Mean <sup>1</sup> | SD   |
|---|---------------|------|------|------|------|----|-------------------|------|
|   | 1             | 2    | 3    | 4    | 5    |    |                   |      |
| <i>Personal Development</i>   |               |      |      |      |      |    |                   |      |
| Will enhance my self-reliance.  | 0.0           | 5.5  | 18.2 | 23.6 | 52.7 | 55 | 4.24              | .94  |
| Will increase my ability to cope with unfamiliar situations.                | 1.8           | 1.8  | 10.9 | 21.8 | 63.6 | 55 | 4.44              | .90  |
| Will increase my open-mindedness.   | 0.0           | 0.0  | 18.2 | 29.1 | 52.7 | 55 | 4.35              | .78  |
| Will enhance my independence.   | 0.0           | 1.8  | 14.5 | 25.5 | 58.2 | 55 | 4.40              | .81  |
| Will increase my understanding of my own culture.                           | 0.0           | 9.1  | 32.7 | 27.3 | 30.9 | 55 | 3.80              | .99  |
| Will enhance my desire to interact with a stranger.                         | 0.0           | 12.7 | 36.4 | 29.1 | 21.8 | 55 | 3.60              | .97  |
| Will increase my feeling of personal effectiveness.                         | 1.8           | 7.3  | 36.4 | 29.1 | 25.5 | 55 | 3.69              | 1.00 |
| Will encourage me to seek out a more diverse group of friends.              | 1.8           | 18.2 | 30.9 | 27.3 | 21.8 | 55 | 3.49              | 1.09 |
| Will help develop my leadership skills.                                     | 1.8           | 16.4 | 38.2 | 23.6 | 20.0 | 55 | 3.44              | 1.05 |
| <i>Intellectual Development</i>   |               |      |      |      |      |    |                   |      |
| Will increase my skills to communicate in the language of the host culture. | 10.9          | 5.5  | 10.9 | 18.2 | 54.5 | 55 | 4.00              | 1.37 |
| Will enhance my critical thinking skills.                                   | 3.6           | 9.1  | 34.5 | 29.1 | 23.6 | 55 | 3.60              | 1.07 |
| Will improve my problem-solving skills.                                     | 0.0           | 14.8 | 33.3 | 33.3 | 18.5 | 54 | 3.33              | 1.94 |

| Perception Statements                                   | Valid Percent |      |      |      |      | N  | Mean <sup>1</sup> | SD   |
|---|---------------|------|------|------|------|----|-------------------|------|
|   | 1             | 2    | 3    | 4    | 5    |    |                   |      |
| <i>Professional Development</i>                         |               |      |      |      |      |    |                   |      |
| Will favorably impress potential employers.             | 1.9           | 1.9  | 14.8 | 35.2 | 46.3 | 54 | 3.98              | 2.00 |
| Will make me reconsider my career plans.                | 14.8          | 14.8 | 38.9 | 11.1 | 20.4 | 54 | 2.85              | 2.09 |
| Will help me find professional direction.               | 9.3           | 7.4  | 31.5 | 25.9 | 25.9 | 54 | 3.29              | 2.08 |
| <i>Academics</i>  |               |      |      |      |      |    |                   |      |
| Will lead to an improvement of my academic performance. | 7.3           | 20.0 | 34.5 | 20.0 | 18.2 | 55 | 3.22              | 1.18 |
| Will distract me from my academic performance.          | 33.3          | 33.3 | 25.9 | 7.4  | 0.0  | 54 | 1.87              | 1.76 |

<sup>1</sup>Mean was based on a 1-5 scale where 1 = not at all, 2 = very little, 3 = some, 4 = quite a lot, and 5 = very much.

<sup>2</sup>The italicized phrases describe the domain being measured.

APPENDIX H  
STUDENTS' PERCEPTIONS AFTER STUDYING ABROAD

| Perception Statements   | Percentage (%) |      |      |      |      | N  | Mean <sup>1</sup> | SD   |
|---|----------------|------|------|------|------|----|-------------------|------|
|   | 1              | 2    | 3    | 4    | 5    |    |                   |      |
| <i>Global Perspective<sup>2</sup></i>                                     |                |      |      |      |      |    |                   |      |
| Contributed to my overall understanding of the country I studied in.      | 0.0            | 0.0  | 0.0  | 24.0 | 76.0 | 25 | 4.76              | .44  |
| Increased my desire to work and/or study abroad in the future.            | 0.0            | 8.0  | 16.0 | 32.0 | 44.0 | 25 | 4.12              | .97  |
| Contributed to my understanding of other cultures.                        | 0.0            | 0.0  | 12.0 | 24.0 | 60.0 | 24 | 4.50              | .72  |
| Increased my curiosity about other cultures.                              | 0.0            | 4.0  | 16.0 | 32.0 | 48.0 | 25 | 4.24              | .88  |
| Enhanced concern about problems with developing countries.                | 4.0            | 12.0 | 32.0 | 32.0 | 20.0 | 25 | 3.52              | 1.09 |
| Enhanced my understanding of international issues.                        | 4.0            | 0.0  | 36.0 | 24.0 | 36.0 | 25 | 3.88              | 1.05 |
| Increased my appreciation of human difference.                            | 4.0            | 8.0  | 12.0 | 52.0 | 24.0 | 25 | 3.84              | 1.03 |
| Contributed and/or created a new understanding of critical social issues. | 4.0            | 0.0  | 32.0 | 36.0 | 28.0 | 25 | 3.84              | .99  |
| Increased my level of comfort around people different from me.            | 0.0            | 0.0  | 32.0 | 24.0 | 44.0 | 25 | 4.12              | .88  |

| Perception Statements   | Percentage (%) |      |      |      |      | N  | Mean <sup>1</sup> | SD   |
|---|----------------|------|------|------|------|----|-------------------|------|
|   | 1              | 2    | 3    | 4    | 5    |    |                   |      |
| <i>Personal Development</i>   |                |      |      |      |      |    |                   |      |
| Enhanced my self-reliance.  | 0.0            | 0.0  | 16.0 | 20.0 | 64.0 | 25 | 4.48              | .77  |
| Increased my ability to cope with unfamiliar situations.                | 0.0            | 0.0  | 8.0  | 36.0 | 56.0 | 25 | 4.48              | .65  |
| Increased my open-mindedness.   | 0.0            | 0.0  | 12.0 | 24.0 | 64.0 | 25 | 4.52              | .71  |
| Enhanced my independence.   | 0.0            | 0.0  | 16.0 | 12.0 | 72.0 | 25 | 4.56              | .77  |
| Increased my understanding of my own culture.                           | 0.0            | 4.0  | 32.0 | 28.0 | 36.0 | 25 | 3.96              | .94  |
| Enhanced my desire to interact with a stranger.                         | 0.0            | 16.0 | 36.0 | 16.0 | 32.0 | 25 | 3.64              | 1.11 |
| Increased my feeling of personal effectiveness.                         | 0.0            | 8.0  | 16.0 | 36.0 | 40.0 | 25 | 4.08              | .95  |
| Encouraged me to seek out a more diverse group of friends.              | 4.0            | 8.0  | 24.0 | 28.0 | 36.0 | 25 | 3.84              | 1.14 |
| Helped develop my leadership skills.                                    | 4.0            | 16.0 | 36.0 | 28.0 | 16.0 | 25 | 3.36              | 1.08 |
| <i>Intellectual Development</i>   |                |      |      |      |      |    |                   |      |
| Increased my skills to communicate in the language of the host culture. | 8.0            | 8.0  | 12.0 | 20.0 | 52.0 | 25 | 4.00              | 1.32 |
| Enhanced my critical thinking skills.                                   | 8.0            | 4.0  | 32.0 | 32.0 | 24.0 | 25 | 3.60              | 1.16 |
| Improved my problem-solving skills.                                     | 8.0            | 4.0  | 24.0 | 40.0 | 20.0 | 24 | 3.63              | 1.14 |
| <i>Professional Development</i>   |                |      |      |      |      |    |                   |      |
| Will favorably impress potential employers.                             | 0.0            | 0.0  | 20.0 | 24.0 | 56.0 | 25 | 4.36              | .81  |

| Perception Statements                             | Percentage (%) |      |      |      |      | N  | Mean <sup>1</sup> | SD   |
|---|----------------|------|------|------|------|----|-------------------|------|
|   | 1              | 2    | 3    | 4    | 5    |    |                   |      |
| Made me reconsider my career plans.               | 12.0           | 12.0 | 28.0 | 24.0 | 24.0 | 25 | 3.36              | 1.32 |
| Helped me find professional direction.            | 20.0           | 20.0 | 24.0 | 16.0 | 20.0 | 25 | 2.96              | 1.43 |
| <i>Academics</i>                                  |                |      |      |      |      |    |                   |      |
| Led to an improvement of my academic performance. | 8.0            | 24.0 | 36.0 | 24.0 | 8.0  | 25 | 3.00              | 1.08 |
| Distracted me from my academic performance.       | 32.0           | 16.0 | 36.0 | 12.0 | 4.0  | 25 | 2.40              | 1.19 |

<sup>1</sup>Mean was based on a 1-5 scale where 1 = not at all, 2 = very little, 3 = some, 4 = quite a lot, and 5 = very much.

<sup>2</sup>The italicized phrases describe the domain being measured.

APPENDIX I  
 RESPONSES TO ITEMS ON THE TOLERANCE SUB-SCALE BEFORE STUDYING  
 ABROAD

| Development   | Percentages (%) |      |      |      | N  | Mean <sup>1</sup> | SD   |
|---|-----------------|------|------|------|----|-------------------|------|
|   | 1               | 2    | 3    | 4    |    |                   |      |
| I accept my friends as they are. <sup>2</sup>   | 7.3             | 9.1  | 41.8 | 41.8 | 55 | 3.18              | .88  |
| In my classes, I have met two kinds of people: those who are for the truth and those who are against the truth.                         | 7.3             | 16.4 | 45.5 | 21.8 | 55 | 2.91              | .82  |
| As I have talked with faculty and adults about their different philosophies, there is probably only one which is correct.               | 10.9            | 10.9 | 32.7 | 45.5 | 55 | 3.13              | 1.00 |
| It would not matter to me if someone I was going to marry had sexual relations with another person before I met them. <sup>2</sup>      | 9.1             | 18.2 | 14.5 | 58.2 | 55 | 3.22              | 1.05 |
| When I talk to my friends about my religious beliefs, I am very careful not to compromise with those who believe differently than I do. | 12.7            | 36.4 | 38.2 | 12.7 | 55 | 2.51              | 8.79 |
| My roommate has some habits that bother and annoy me very much.   | 30.2            | 41.5 | 22.6 | 5.7  | 53 | 2.04              | .88  |
| Most adults need to change their values and attitudes.  | 7.3             | 29.1 | 60.0 | 3.6  | 55 | 2.60              | 6.83 |

| <b>Development</b>   | <b>Percentages (%)</b> |      |      |      | <i>N</i> | <i>Mean</i> <sup>1</sup> | <i>SD</i> |
|--|------------------------|------|------|------|----------|--------------------------|-----------|
|  | 1                      | 2    | 3    | 4    |          |                          |           |
| Students who live together before they are married definitely should be made to realize what they are doing is wrong.  | 9.1                    | 12.7 | 25.5 | 52.7 | 55       | 3.22                     | .99       |
| I would discontinue my friendship with a person(s) I am close to if I found out my friend(s) was homosexual or bisexual.                                     | 14.5                   | 5.5  | 12.7 | 67.3 | 55       | 3.33                     | 1.11      |
| One of the problems with my fellow students is they were not dealt with firmly when they were younger.   | 9.1                    | 29.1 | 50.9 | 10.9 | 55       | 2.64                     | .80       |
| I do not disapprove of faculty or other adults getting drunk or high at parties. <sup>2</sup>  | 10.9                   | 25.5 | 49.1 | 14.5 | 55       | 2.67                     | 8.62      |
| I would not discontinue a love relationship if my partner did something I disapproved of. <sup>2</sup>   | 9.3                    | 31.5 | 51.9 | 7.4  | 54       | 2.57                     | .77       |
| Most instructors teach as if there is just one right way to obtain a solution to a problem.  | 9.1                    | 27.3 | 47.3 | 16.4 | 55       | 2.71                     | .85       |
| I personally find it sickening to be around my friends when they do not act in a mature manner.  | 7.3                    | 21.8 | 47.3 | 23.6 | 55       | 2.87                     | .86       |
| Freedom of speech can be carried too far in terms of the ideal because some students and their organizations should have their freedom of speech restricted. | 9.3                    | 13.0 | 33.3 | 44.4 | 54       | 3.13                     | .97       |

| Development   | Percentages (%) |      |      |      | N  | Mean <sup>1</sup> | SD   |
|---|-----------------|------|------|------|----|-------------------|------|
|   | 1               | 2    | 3    | 4    |    |                   |      |
| I'm glad to see most of my friends are not dressing like "bums" anymore.                                | 13.0            | 18.5 | 50.0 | 18.5 | 54 | 2.74              | .92  |
| I do not get irritated when parents cannot accept their children's friends or values. <sup>2</sup>      | 29.6            | 46.3 | 18.5 | 5.6  | 54 | 2.00              | .84  |
| I only date people who are of the same religious background as me.                                      | 15.1            | 20.8 | 26.4 | 37.7 | 53 | 2.87              | 1.09 |
| I think the person I am dating or "going with" should have friends outside of "our crowd." <sup>2</sup> | 11.1            | 5.6  | 33.3 | 50.0 | 54 | 3.22              | .98  |
| I think students that get "high" and are caught should be treated like the lawbreakers they are.        | 16.7            | 40.7 | 22.2 | 20.4 | 54 | 2.46              | 1.00 |

<sup>1</sup>Mean was based on a 1-4 scale where 1 = strongly agree, 2 = agree, 3 = disagree, and 4 = strongly disagree.

<sup>2</sup>Item was reverse coded

APPENDIX J  
 RESPONSES TO ITEMS ON THE TOLERANCE SUB-SCALE AFTER STUDYING  
 ABROAD

| Statement   | Percentages (%) |      |      |      | N  | Mean <sup>1</sup> | SD  |
|---|-----------------|------|------|------|----|-------------------|-----|
|   | 1               | 2    | 3    | 4    |    |                   |     |
| I accept my friends as they are. <sup>2</sup>   | 0.0             | 4.2  | 33.3 | 62.5 | 24 | 3.58              | .58 |
| In my classes, I have met two kinds of people: those who are for the truth and those who are against the truth.                         | 8.3             | 4.2  | 50.0 | 37.5 | 24 | 3.17              | .87 |
| As I have talked with faculty and adults about their different philosophies, there is probably only one which is correct.               | 4.2             | 8.3  | 25.0 | 62.5 | 24 | 3.46              | .83 |
| It would not matter to me if someone I was going to marry had sexual relations with another person before I met them. <sup>2</sup>      | 8.3             | 16.7 | 29.2 | 45.8 | 24 | 3.13              | .99 |
| When I talk to my friends about my religious beliefs, I am very careful not to compromise with those who believe differently than I do. | 12.5            | 41.7 | 33.3 | 12.5 | 24 | 2.46              | .88 |
| My roommate has some habits that bother and annoy me very much.   | 8.3             | 58.3 | 33.3 | 0.0  | 24 | 2.25              | .61 |
| Most adults need to change their values and attitudes.  | 0.0             | 30.4 | 65.2 | 4.3  | 23 | 2.74              | .55 |

| Statement  | Percentages (%) |      |      |      | N  | Mean <sup>1</sup> | SD  |
|--|-----------------|------|------|------|----|-------------------|-----|
|  | 1               | 2    | 3    | 4    |    |                   |     |
| Students who live together before they are married definitely should be made to realize what they are doing is wrong.  | 0.0             | 8.3  | 45.8 | 45.8 | 24 | 3.38              | .65 |
| I would discontinue my friendship with a person(s) I am close to if I found out my friend(s) was homosexual or bisexual.                                     | 4.2             | 0.0  | 20.8 | 75.0 | 24 | 3.67              | .70 |
| One of the problems with my fellow students is they were not dealt with firmly when they were younger.   | 4.2             | 20.8 | 54.3 | 20.8 | 24 | 2.92              | .78 |
| I do not disapprove of faculty or other adults getting drunk or high at parties. <sup>2</sup>  | 8.3             | 62.5 | 20.8 | 33.3 | 24 | 2.29              | .75 |
| I would not discontinue a love relationship if my partner did something I disapproved of. <sup>2</sup>   | 4.2             | 33.3 | 58.3 | 4.2  | 24 | 2.63              | .65 |
| Most instructors teach as if there is just one right way to obtain a solution to a problem.  | 0.0             | 12.5 | 75.0 | 12.5 | 24 | 3.00              | .51 |
| I personally find it sickening to be around my friends when they do not act in a mature manner.  | 0.0             | 25.0 | 41.7 | 33.3 | 24 | 3.08              | .78 |
| Freedom of speech can be carried too far in terms of the ideal because some students and their organizations should have their freedom of speech restricted. | 0.0             | 8.3  | 58.3 | 33.3 | 24 | 3.25              | .61 |

| Statement   | Percentages (%) |      |      |      | N  | Mean <sup>1</sup> | SD   |
|---|-----------------|------|------|------|----|-------------------|------|
|   | 1               | 2    | 3    | 4    |    |                   |      |
| I'm glad to see most of my friends are not dressing like "bums" anymore.                                | 8.7             | 39.1 | 39.1 | 13.0 | 23 | 2.57              | .84  |
| I do not get irritated when parents cannot accept their children's friends or values. <sup>2</sup>      | 37.5            | 45.8 | 16.7 | 0.0  | 24 | 1.79              | .72  |
| I only date people who are of the same religious background as me.                                      | 16.7            | 29.2 | 20.8 | 33.3 | 24 | 2.71              | 1.12 |
| I think the person I am dating or "going with" should have friends outside of "our crowd." <sup>2</sup> | 0.0             | 4.2  | 41.7 | 54.2 | 24 | 3.50              | .59  |
| I think students that get "high" and are caught should be treated like the lawbreakers they are.        | 4.2             | 41.7 | 20.8 | 33.3 | 24 | 2.83              | .96  |

<sup>1</sup>Mean was based on a 1-4 scale where 1 = strongly agree, 2 = agree, 3 = disagree, and 4 = strongly disagree.

<sup>2</sup>Item was reverse coded

APPENDIX K  
 RESPONSES TO THE QUALITY OF RELATIONSHIPS SUB-SCALE BEFORE  
 STUDYING AROAD

| <b>Development</b>   | <b>Percentages (%)</b> |      |      |      | <i>N</i> | <i>Mean</i> <sup>1</sup> | <i>SD</i> |
|--|------------------------|------|------|------|----------|--------------------------|-----------|
|  | 1                      | 2    | 3    | 4    |          |                          |           |
| I would feel uncomfortable criticizing, to their face, someone I had dated a long time.                          | 12.7                   | 32.7 | 34.5 | 20.0 | 0.0      | 2.62                     | .95       |
| The instructors here do not treat the students like they are adults.   | 7.3                    | 7.3  | 54.5 | 30.9 | 55       | 3.09                     | .82       |
| I relate to most students as an equal. <sup>2</sup>  | 9.1                    | 21.8 | 43.6 | 25.5 | 55       | 2.85                     | .91       |
| I can enjoy myself without needing to have someone with me. <sup>2</sup>   | 7.3                    | 7.3  | 32.7 | 52.7 | 55       | 3.31                     | .90       |
| I have to go out on a day every weekend.   | 20.0                   | 18.2 | 30.9 | 30.9 | 55       | 2.73                     | 1.11      |
| I get nervous when an instructor criticizes my work.   | 10.9                   | 41.8 | 45.5 | 1.8  | 55       | 2.38                     | .71       |
| Sometimes I feel I have to make unnecessary apologies for my appearance or conduct to the person(s) I live with. | 9.3                    | 13.0 | 37.0 | 40.7 | 54       | 3.09                     | .96       |
| I can tell my friends just about anything that is on my mind and know they will accept me. <sup>2</sup>          | 9.1                    | 14.5 | 38.2 | 38.2 | 55       | 3.05                     | .99       |

| <b>Development</b>  | <b>Percentages (%)</b> |      |      |      | <i>N</i> | <i>Mean</i> <sup>1</sup> | <i>SD</i> |
|---|------------------------|------|------|------|----------|--------------------------|-----------|
|   | 1                      | 2    | 3    | 4    |          |                          |           |
| My social life is satisfying to me. <sup>2</sup>  | 1.8                    | 20.0 | 47.3 | 30.9 | 55       | 3.07                     | .77       |
| I relate with my parents on an adult-to-adult basis. <sup>2</sup>   | 9.1                    | 20.0 | 47.3 | 23.6 | 55       | 2.85                     | .89       |
| My relationship with my roommate(s) is stagnating my own growth and potential.  | 7.4                    | 22.2 | 27.8 | 42.6 | 54       | 3.06                     | .98       |
| I feel comfortable about telling a friend of the same sex "I love you," without worrying they might get the wrong idea. <sup>2</sup>                  | 16.7                   | 5.6  | 25.9 | 51.9 | 54       | 3.13                     | 1.16      |
| My relationships with members of the opposite sex have allowed me to explore some behaviors that I had not felt comfortable with before. <sup>2</sup> | 7.5                    | 34.0 | 45.3 | 13.2 | 53       | 2.64                     | .81       |
| My parents do not try to run my life. <sup>2</sup>  | 10.9                   | 14.5 | 40.0 | 34.5 | 55       | 2.98                     | .97       |
| My friends view me as an independent, outgoing person in my relationship with them. <sup>2</sup>  | 9.3                    | 11.1 | 31.5 | 48.1 | 54       | 3.19                     | .97       |
| I always hold back when I am at a party which consists of a diverse group of people.  | 3.7                    | 27.8 | 38.9 | 29.6 | 54       | 2.94                     | .86       |
| I encourage friends to drop in informally. <sup>2</sup>   | 11.1                   | 13.0 | 37.0 | 38.9 | 54       | 3.04                     | .99       |
| My roommate(s) and I feel free to come and go as we please. <sup>2</sup>  | 13.0                   | 16.7 | 68.5 | 1.9  | 54       | 3.46                     | 1.04      |

| <b>Development</b>  | <b>Percentages (%)</b> |      |      |      | <i>N</i> | <i>Mean</i> <sup>1</sup> | <i>SD</i> |
|---|------------------------|------|------|------|----------|--------------------------|-----------|
|   | 1                      | 2    | 3    | 4    |          |                          |           |
| I have gotten to know some instructors as people—not just as faculty members. <sup>2</sup>    | 7.4                    | 24.1 | 33.3 | 35.2 | 54       | 2.96                     | .95       |
| I worry about not dating enough.  | 9.6                    | 23.1 | 38.5 | 28.8 | 52       | 2.87                     | .95       |
| I can just be with my friends without having to be doing anything in particular. <sup>2</sup> | 9.3                    | 3.7  | 22.2 | 64.8 | 54       | 3.43                     | .94       |
| I do not view myself as an independent, outgoing person with my friends.                      | 5.6                    | 9.3  | 25.9 | 59.3 | 54       | 3.39                     | .88       |

<sup>1</sup>Mean was based on a 1-4 scale where 1 = strongly agree, 2 = agree, 3 = disagree, and 4 = strongly disagree.

<sup>2</sup>Item was reverse coded

APPENDIX L  
 RESPONSES TO THE QUALITY OF RELATIONSHIPS SUB-SCALE AFTER  
 STUDYING ABROAD

| Statement  | Percentages (%) |      |      |      | N  | Mean <sup>1</sup> | SD   |
|--|-----------------|------|------|------|----|-------------------|------|
|  | 1               | 2    | 3    | 4    |    |                   |      |
| I would feel uncomfortable criticizing, to their face, someone I had dated a long time.                          | 8.3             | 25.0 | 37.5 | 29.2 | 24 | 2.88              | .95  |
| The instructors here do not treat the students like they are adults.   | 4.2             | 20.8 | 12.5 | 62.5 | 24 | 3.33              | .96  |
| I relate to most students as an equal. <sup>2</sup>  | 0.0             | 12.5 | 54.2 | 33.3 | 24 | 3.21              | .66  |
| I can enjoy myself without needing to have someone with me. <sup>2</sup>   | 4.2             | 0.0  | 33.3 | 62.5 | 24 | 3.54              | .72  |
| I have to go out on a day every weekend.   | 17.4            | 21.7 | 39.1 | 21.7 | 24 | 2.65              | 1.03 |
| I get nervous when an instructor criticizes my work.   | 12.5            | 41.7 | 25.0 | 20.8 | 24 | 2.54              | 1.00 |
| Sometimes I feel I have to make unnecessary apologies for my appearance or conduct to the person(s) I live with. | 0.0             | 16.7 | 37.5 | 45.8 | 24 | 3.29              | .75  |
| I can tell my friends just about anything that is on my mind and know they will accept me. <sup>2</sup>          | 4.2             | 16.7 | 29.2 | 50.0 | 24 | 3.25              | .90  |

| Statement   | Percentages (%) |      |      |      | N  | Mean <sup>1</sup> | SD   |
|---|-----------------|------|------|------|----|-------------------|------|
|   | 1               | 2    | 3    | 4    |    |                   |      |
| My social life is satisfying to me. <sup>2</sup>  | 0.0             | 12.5 | 37.5 | 50.0 | 24 | 3.38              | .71  |
| I relate with my parents on an adult-to-adult basis. <sup>2</sup>   | 4.2             | 20.8 | 33.3 | 41.7 | 24 | 3.13              | .90  |
| My relationship with my roommate(s) is stagnating my own growth and potential.  | 8.3             | 4.2  | 45.8 | 41.7 | 24 | 3.21              | .88  |
| I feel comfortable about telling a friend of the same sex "I love you," without worrying they might get the wrong idea. <sup>2</sup>                  | 16.7            | 12.5 | 4.2  | 66.7 | 24 | 3.21              | 1.22 |
| My relationships with members of the opposite sex have allowed me to explore some behaviors that I had not felt comfortable with before. <sup>2</sup> | 4.3             | 34.8 | 34.8 | 26.1 | 23 | 2.83              | .89  |
| My parents do not try to run my life. <sup>2</sup>  | 8.3             | 8.3  | 33.3 | 50.0 | 24 | 3.25              | .94  |
| My friends view me as an independent, outgoing person in my relationship with them. <sup>2</sup>  | 0.0             | 4.2  | 37.5 | 58.3 | 24 | 3.54              | .59  |
| I always hold back when I am at a party which consists of a diverse group of people.  | 0.0             | 16.7 | 41.7 | 41.7 | 24 | 3.25              | .74  |
| I encourage friends to drop in informally. <sup>2</sup>   | 4.2             | 8.3  | 33.3 | 54.2 | 24 | 3.38              | 8.24 |
| My roommate(s) and I feel free to come and go as we please. <sup>2</sup>  | 0.0             | 0.0  | 20.8 | 79.2 | 24 | 3.79              | .42  |

| Statement   | Percentages (%) |      |      |      | N  | Mean <sup>1</sup> | SD   |
|---|-----------------|------|------|------|----|-------------------|------|
|   | 1               | 2    | 3    | 4    |    |                   |      |
| I have gotten to know some instructors as people—not just as faculty members. <sup>2</sup>    | 4.2             | 33.3 | 37.5 | 25.0 | 24 | 2.83              | .87  |
| I worry about not dating enough.  | 12.5            | 25.0 | 33.3 | 29.2 | 24 | 2.79              | 1.02 |
| I can just be with my friends without having to be doing anything in particular. <sup>2</sup> | 0.0             | 0.0  | 33.3 | 66.7 | 24 | 3.67              | .48  |
| I do not view myself as an independent, outgoing person with my friends.                      | 0.0             | 4.2  | 25.0 | 70.8 | 24 | 3.67              | .57  |

<sup>1</sup>Mean was based on a 1-4 scale where 1 = strongly agree, 2 = agree, 3 = disagree, and 4 = strongly disagree.

<sup>2</sup>Item was reverse coded

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## BIOGRAPHICAL SKETCH

Heather Anne Robalik was born on February 20, 1977, in Philadelphia, Pennsylvania. She attended Elon University in Elon, North Carolina, where her major was leisure/sport management. After a semester abroad in London, England, and an internship in Naples, Italy, she realized how transformative the experiences were and consequently decided to attend the University of Florida to study tourism.