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A Mixed Methods Investigation of Participation of Black Students and Education Abroad

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A MIXED METHODS INVESTIGATION OF PARTICIPATION OF BLACK
STUDENTS AND EDUCATION ABROAD

by Stephen Ryan Hammock

This dissertation has been read and approved as fulfilling the partial requirement for the
Degree of Doctor of Education in Curriculum and Leadership.

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DEDICATION

This study is dedicated to the wonderful people who raised me and embodied the notions of perseverance, hard work, and love. Also, this pursuit would not have been possible without my wife's patience and support. To my children, I hope you know not the shackles of limitation, but rather seize boundless opportunity and hope. I hope every teacher I ever had truly realizes that they mattered to me. Lastly, I dedicate this study to higher education students and the institutions that serve them in hopes of improving equity and better meeting student needs to enable participation in education abroad programs.

ACKNOWLEDGEMENTS

ABSTRACT

The participation rate of Black higher education students in education abroad programs has been significantly compared to their White peers. The purpose of this concurrent mixed methods research study was to examine the participation rate of Black higher education students in education abroad programs by exploring student perceptions relative to barriers and motivations, utilizing the Cultural Approach as the conceptual framework, specifically the economic, social, and intellectual cultural spheres of influence. A web-based questionnaire with quantitative and qualitative items was completed by 248 Black participants and 206 White participants. The quantitative data were analyzed using two logistic regressions, and the qualitative data were analyzed using memoing, segmenting, coding, enumeration, and theme generation. Institutional Factors was the only predicting variable that was statistically significant. The qualitative results suggested that higher education students consider location of program, pacing relative to graduation, program costs, family and employment obligations, length of program, topic of study, and desired learning targets, when deciding whether or not to participate in education abroad programs. Furthermore, participants perceived that higher education students often do not have access to information relative to education abroad programs. Implications include utilizing needs-based financial assistance and specific institutional data in order to design appropriate initiatives to improve equity and provide the benefits associated with education abroad programs to disadvantaged students. In addition, higher education institutions could develop policies and procedures to meet student needs relative to barriers and motivation to improve participation rates for Black higher education students.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

Background of the Problem

The history of the education of Blacks in the United States is a compelling case

for labeling Blacks as a marginalized, disadvantaged group. Enslaved and living in a

society wherein teaching slaves to read and write was forbidden for decades, 80% of non-

Whites were illiterate in 1870 (U.S. Department of Commerce, 1992). Following the

abolition of slavery, Black students were forbidden from attending educational

institutions with White students, instead attending schools that were often deprived of

resources and qualified teachers in the name of segregation (Denton & Massey, 1993). In

higher education, Blacks were turned away from state-funded institutions, and

historically Black colleges formed (Jaschik, 2017). Separate but equal was separate and

unequal, and different was deficient with regard to education and Black students. For a

Black student, the journey for knowledge traversed a path lined with violence,

oppression, and racism. Nearly 100 years after the abolition of slavery and two years

after segregation ended in Georgia's higher education institutions, the selected regional

state university admitted its first Black student in 1962 (Lloyd, 2013). To date, progress

remains slow as evidenced by the achievement, retention, and participation data relative

to Black students in higher education institutions.

Therefore, Blacks are a marginalized, disadvantaged group in higher education

institutions in the United States, and this research study was conducted within the context

of a transformative paradigm seeking to utilize the results to change higher education institutions' policy relative to its programs, particularly education abroad programs. A marginalized group is defined as one that is subjected to discriminatory behavior based on, within the context of this study, race and social status with the discriminatory behavior being the denial of equal access to curriculum and opportunity as compared to White students. Research has indicated that participation in education abroad programs has many positive benefits for participants (Asay &Younes, 2003). Yet, data published by the Institute of International Education (2016) indicated that less than six percent of education abroad participants identified as Black. This study sought to link the lack of participation amongst Black students in education abroad programs at higher education institutions as another example of educational inequality relative to Black students. Furthermore, the study sought to identify substantive solutions for the research problem.

Statement of the Problem

Black students studying in higher education institutions participate in education abroad programs at a significantly lower rate, less than six percent, than their White peers (Institute of International Education, 2016). Research data has suggested a number of social, economic, and other concerns that Black students have relative to education abroad, which are concerns that often impede participation (International Education, 2016). Unknown is the extent to which the higher education institution can meet the needs of Black students to encourage participation in education abroad programs, despite their documented concerns. Through this study, the researcher intended to identify substantive solutions for higher education institutions to better meet the needs of Black students to improve participation numbers in education abroad programs. Additionally,

the researcher intended to fill the gap in the literature relative to the needs of Black students and how the higher education institution can best meet those needs.

Purpose of the Study

The purpose of this mixed methods study was to examine the participation rate of Black students in education abroad programs at higher education institutions. A concurrent mixed methods study was used to gather quantitative and qualitative data during the same phase, analyzing each data set separately to enrich findings and provide insight to better understand the qualitative findings. In this study, a correlational design utilized the Cultural Approach to examine the intellectual, political, and social cultural spheres of influence relative to whether or not a higher education student will participate in education abroad programs at the selected university. The qualitative and demographics items on the questionnaire explored the perceptions of higher education students enrolled at the selected university who had been enrolled for at least one semester. The reason for collecting both quantitative and qualitative data was to enrich study results and better understand quantitative results.

Research Questions and Hypotheses

The overarching question for this study was:

- What factors influence the decision to participate in education abroad for Black undergraduate students compared to White undergraduate students?

Specifically, the research questions that the study sought to answer were:

- Quantitative: What intellectual, social, and economic factors predict whether or not students will participate in education abroad?

     o *Alternative Hypothesis*: Intellectual, social, and economic cultural

      spheres of influence will predict participation in education abroad

      for White and Black undergraduate students.

     o *Null Hypothesis*: Intellectual, social, and economic cultural spheres

      of influence will not predict participation in education abroad for

      White and Black undergraduate students.

- Qualitative: What are students' perceptions about participating in
  education abroad?

- Qualitative: How do the perceptions of White students and Black students
  relative to participating in education abroad compare?

Conceptual Framework

In order to understand use of the Cultural Approach as the conceptual framework,
one should first seek to understand the theory of the Cultural Approach (Barnett,
Gardiner, & Ivey, 2013). The Cultural Approach is life, omniscient, creating a lens
through which to view and to synthesize life divided into cultural spheres of influence,
i.e., elements of society (Barnett et al., 2013). The Cultural Approach is the art and
science of explaining events and experiences while creating genuine empathy (Barnett et
al., 2013). Harper Lee's Atticus Finch in *To Kill a Mockingbird* offered that true
perspective is only achieved when "you climb in his skin and walk around in it"
(Macaluso, 2017). The Cultural Approach provides the opportunity to get in his skin and
to understand his point of view (Barnett et al., 2013). The Cultural Approach raises the
dead to enlighten, to teach, and to foster learning (Barnett et al., 2013). Frank Sinatra's
"Fly Me to the Moon" has a line that reads "let me see what spring is like on a Jupiter and

Mars." The Cultural Approach takes the audience to a spectacle, enabling the future to see what life was like. The Cultural Approach connects past and present and has a table ready for the future.

More specifically, the Cultural Approach to history is a pedagogy for teaching history, social studies, and other humanities subjects. The Cultural Approach frames content delivery through the interconnected nature of human activity in six cultural spheres of institutional influence, namely the aesthetic, religious, economic, social, political, and intellectual, against the backdrop of time, which is constant (Barnett et al., 2013). The Cultural Approach explains the stratification of history (Barnett et al., 2013). Figure 1 illustrates the interconnected nature of each cultural influence, framed against time. When implemented appropriately, the Cultural Approach often produces a sense of empathy given the perspectives and influences that are explored relative to the topic of study (Barnett et al., 2013). The following exploration of each sphere of influence will explain the relevance of each chosen sphere relative to the research problem and utilization of the Cultural Approach as the conceptual framework.
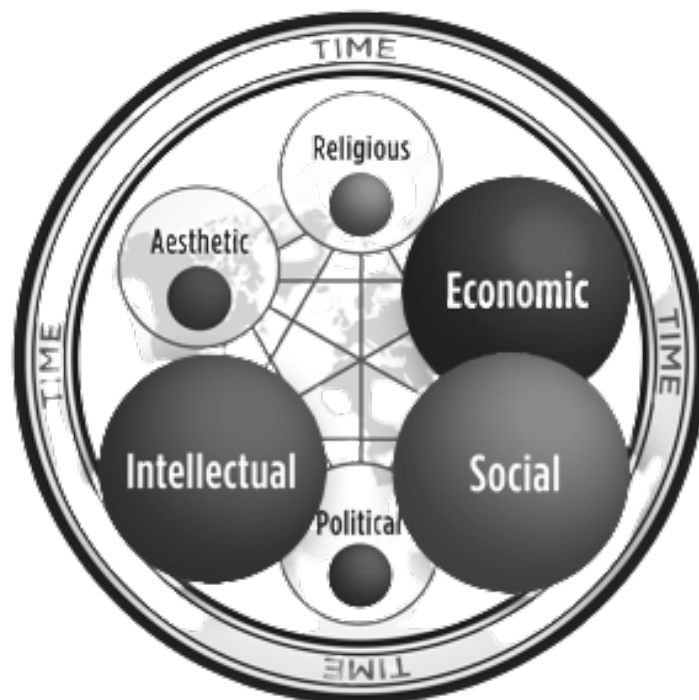
Figure 1. Illustration of the Cultural Approach.

The aesthetic cultural sphere of influence depicts the feelings, emotions, and/or senses relative to the phenomenon (Barnett et al., 2013). For the purpose of this study, the aesthetic influence was applied to the marketing aspect of education abroad programs, how students/parents perceive education abroad programs based on efforts to promote programs and offerings. Turner (2017) explored the notion of aesthetics relative to the digital medium and established the notion in his chapter on aesthetics that the construct of aesthetics is an intrinsic element formed by one's "attitudes and experiences"; the notion that beauty is in the eye of the beholder. The intrinsic judgment of a tangible or abstract item relative to aesthetics is apparent in U.S. society in a number of instances from home buying to seeking a spouse. The notion of students making a decision relative to participation in education abroad based on their perceptions of whether or not education abroad is for them is related directly to the aesthetic influence given a decision will be

made based on the appearance of education abroad promotion materials. Students, and often their parents, make decisions to participate in education abroad based on whether or not the materials promoting education abroad are attractive.

The religious cultural sphere of influence considers the ethical customs of the phenomenon (Barnett et al., 2013). For the purpose of this study, the religious influence would take into account the religious aspect of a moral code given higher education institutions strive to meet student needs because it is right or just. A study exploring the relationship between morals and religion suggested that the two constructs are interchangeable (Hanson, Mueller, Skitka, & Washburn, 2018). Hanson and colleagues (2018) suggested that moral codes were directly related to and often based on religious origins. A plethora of research, such as the study conducted by Bragg, Harris, Jones, and Sutcliffe (2016), supports the policy held by many higher education institutions to meet student needs. Bragg and colleagues explored capital expenditures at higher education institutions in the United Kingdom in seeking to determine what extent capital expenditures met the needs of students and staff. The underlying notion of Bragg and colleague's study was that the needs of students and staff should be met, and the study explored the extent to which needs were met through funding. Supporting the needs of staff and students at higher education institutions encourages a more fulfilling experience to occur in which staff members operate effectively, efficiently, and eminently resulting in an engaging, relevant climate characterized by mastery of the curriculum, retention of content, and higher graduation rates. Students exit the institution prepared for the marketplace and empowered with a world class education, having been socially and intellectually stimulated (Bendermacher, Dolmans, oude Egbrink, & Wolfhagen, 2017).

While the higher education institution could give any number of reasons for meeting student needs, policies and procedures are implemented because it is the right thing to do in order to meet the goals of the institution, and meeting student needs is the right thing, an inherent responsibility with origins in religion (Bendermacher et al., 2017).

The economic cultural sphere of influence considers the custom of exchanging services and/or materials in return for receiving something of value, often exploring the ability of a culture to survive and thrive in the marketplace (Barnett et al., 2013). The economic cultural sphere of influence in this study explored the relationship between program costs, current and future earning opportunities, and other financial elements relative to participation in education abroad. Students who consider participating in education abroad decide if the financial cost of participation is worth the expenditure. Leachman, Masterson, and Mitchell (2016) found that state funding for higher education remains below the level of funding prior to the Great Recession of 2008 in which state funding across the country was significantly reduced. Mitchell, Leachman, and Saenz (2019) highlighted that the financial burden of funding higher education has been passed along to students, which adversely affects minority and economically disadvantaged students, worsening racial and class gaps. The funding burden is passed down to students by way of rising tuition costs, presenting a choice for students to either accrue loan debt or avoid higher education (Mitchell et al., 2019). Since 2008, tuition at four-year higher education institutions has risen by 37%. In the state of Georgia, the average net price of attendance at a public four-year higher education institution comprised 31% of median household income in Black homes as compared to 20% in White homes. At most higher education institutions, education abroad costs are not included in the tuition costs and

present an additional financial obligation for those students wishing to participate in education abroad programs (Ball, Deviney, Mills, & Vrba, 2014). The Cultural Approach was utilized to explore the financial challenges to participate in education abroad as well as financial motivations to participate in an education abroad program.

The social cultural sphere of influence considers the social element as it relates to culture, people, and the commonly held ideology that drives interactions between people (Barnett et al., 2013). The social element of the Cultural Approach is quite inclusive given aesthetics, economics, politics, religion, and intellect fall under the umbrella of society and are influences, which significantly affect society. For example, one could argue that the aesthetic influence as it relates to a student deciding to participate or not participate in education abroad because of a distaste for marketing materials is a matter of the social influence given social norms and societal attitudes often significantly affect one's choices. Specifically, the social influence of this study focused on globalization skills relative to participants, and the social influences that encourage or discourage participation in education abroad programs. Because race, gender, and ethnicity are elements of the social cultural sphere of influence in the Cultural Approach, the social influences are highlighted with respect to this study. That is, the issue of race was paramount in this study as it compared Black higher education students' participation rates in education abroad to the participation rate of White students. Additionally, it applies to the general life experience in U.S. society of Black higher education students to the experience and the general life experience in U.S. society of White higher education students. Therefore, in addition to effects of globalization, the social cultural sphere of influence in the Cultural Approach explored the issue of race and racism as it pertains to

the effect on Black higher education students and participation in education abroad programs.

The political cultural sphere of influence describes government and government actors as it relates to laws and impact on daily living, specifically regarding the rules and policies that support order (Barnett et al., 2013). The political influence relative to this study considered the policies imposed by the higher education institution relative to education abroad, including opportunities for financial aid, as well as the overall climate created by the institution, an extension of state government. Patton (2016) charges higher education institutions with propagating racism and inequity, citing: 1) the origins of higher education institutions from slave labor and slave profits given slave labor built many higher education institutions that were funded by monies from profits resulting from slave labor; 2) a tone deaf curriculum instituted by state college boards that only examine race and the effects of race in specific ethnic classes as opposed to interdisciplinary, cross-curricula studies that reflect the permeating force of racism across settings; and 3) a campus climate wherein minority students seek out special departments for their needs as opposed to being appropriately served by the larger institutional departments, i.e., financial aid office and student affairs.

The intellectual cultural sphere of influence includes the elements of society relative to knowledge, formal transfer of knowledge, standard of living, and opportunities for higher thinking (Barnett et al., 2013). With regard to this study, the intellectual influence explored the relationship between education abroad and opportunities for learning. The locations of education abroad, the pedagogy utilized during education abroad, and the resulting academic, professional, and social gains are all relative to the

intellectual influence. Given the documented claims that education abroad enriches the curriculum and creates opportunities for growth otherwise unobtainable throughout the traditional higher education experience, education abroad, as a concept, is a significant concept of the intellectual sphere of influence. In addition, the intellectual influence is in a reciprocal relationship with the economic sphere of influence given students and parents decide if the intellectual experience of higher education, and, for the purpose of this study, education abroad is worth the financial investment.

Utilizing the Cultural Approach as the conceptual framework for this study, only the cultural influences "economic, social, and intellectual" were explored. The researcher chose to further explore economic, social, and intellectual influences as those influences are most becoming of study given the current state of education abroad and the participation of Black students as well as the researcher's belief that the aforementioned cultural spheres of influence are more aligned with the needs of higher education students than the aesthetic, religious, and political influences. Though the aesthetic, religious, and political spheres were not the cultural spheres of influence selected for exploration in this study, the influences are valuable in providing context as well as providing opportunities for future research.

Methodology Overview

A concurrent mixed methods research design was utilized in this study within the conceptual framework established by the Cultural Approach. The study utilized a questionnaire that was delivered via email, to gather qualitative and quantitative data for analysis. Qualitative data were gathered and analyzed to enrich and provide depth of understanding of the quantitative data. The researcher selected three cultural spheres of

influence (i.e., intellectual, social, and economic) relative to the Cultural Approach, which served as the independent, or predicting, variables. Specifically, the quantitative data indicated whether Obstacles, Institutional Factors, and Personal Characteristics were significant predictors relative to the dependent variable. Whether or not participants planned to participate in education abroad during the next 12 months was the dependent variable. SPSS was utilized to analyze the quantitative data running logistic regression to describe the phenomenon. The qualitative data were analyzed using memoing, segmenting, coding, theme identification, enumeration, and subgroup analysis to decipher data provided by participants (Christensen & Johnson, 2017).

Participants consisted of a convenient sample of Black and White undergraduate students. Participants were from any program of study, and participants were not limited based on sexual orientation or gender. A southeastern regional state university was the institution from which participants were enrolled. Connecting and merging were two techniques utilized by the researcher for the purpose of integration. Connecting occurred when the same sample was used to gather both the quantitative and the qualitative data. Merging occurred when the researcher explored key findings indicated by the quantitative research and compared with the key themes identified through analysis of the qualitative data.

Delimitations and Limitations

Sample size affected the generalizability of the findings to populations outside of the southeast. The study was conducted at one southeastern regional state university. More research is needed and could focus on more diverse institutions in terms of size, resources, and demographics. Given the study only utilized participants from one

institution, which was a southeastern regional state university, the results could not be as transferable to the population as it otherwise could have been if the study utilized participants at multiple institutions. Additionally, the study was conducted during a time in which a world-wide COVID-19 pandemic occurred. The pandemic permeated nearly every aspect of U.S. society, including higher education. Many institutions changed the school calendar and suspended education abroad programs. The pandemic and its effects on society changed the normal environment at higher education institutions.

Definition of Terms

Barriers to participating in education abroad are defined as intrinsic and extrinsic elements that prohibit students to access and maximize learning opportunities (Mortenson, 2007).

Black students refer to the social construct of racial affiliation and are students of African-American descent who are enrolled at a higher education institution (Esquibel, Rich, & Robinson, 2013).

The *Cultural Approach* is a conceptual framework that examines an issue from cultural spheres of influence, which include political, social, religious, economic, intellectual, and aesthetic (Barnett et al., 2013).

Equality refers to the condition in which one has equal access to opportunities as compared to other individuals (Marginson, 2011).

Equity refers to the condition in which one is enabled to participate in an offering because of the existence of supports and interventions (Marginson, 2011).

Global Competence refers to skills that are highly sought after in the market place, often characterized by cultural awareness/tolerance, communication skills, and

competition and collaboration in the interconnected global environment (Norris & Norris, 2005).

Globalization is the interconnected elements of the world stage that require different cultures/countries to interact (Norris & Norris, 2005).

Short-term education abroad program refers to an education abroad program in which the duration of study is less than one semester (Coker, Heiser, & Taylor, 2018).

Student needs are defined as the intrinsic and extrinsic elements that enable students to access and maximize learning opportunities (Mortenson, 2007).

Undergraduates are students who are enrolled in higher education institutions and are seeking a bachelor's degree (Bikos, Frieders, & Manning, 2019).

Significance of the Study

Education abroad participation data has indicated that Black higher education students participate in education abroad at significantly lower rate than White higher education students (Institute of International Education, 2016). This study sought to identify specific needs of Black students as it pertained to increasing participation rates. Participating in education abroad programs enables higher education students to access positive consequences relative to the program of study as well as life after graduation. Low participation among Black students in education abroad programs suggests that Black students are continuing to receive an educational experience that is unequal and inequitable as compared to White students. The significance of this study served to improve the participation rate of Black students in education abroad programs, thereby improving the quality of education for a disadvantaged group, Black students.

Summary

Throughout history, the education of Black students has been a supporting element for classifying Blacks as a disadvantaged group because the education of Black students has been unequal and inequitable. White students have had a higher quality of education throughout every level of education, and the inequality and inequity continues in higher education. Participation data has supported the claim that White students have access to and engage in the benefits of participating in education abroad while the vast majority of Black students based on significantly lower participation rates. Thereby, this study utilized the Cultural Approach while examining the social, economic, and intellectual cultural spheres of influence to explore the needs of Black students and identify substantive solutions to increase equity and participation in education abroad programs for Black higher education students. The findings could lead to policies in higher education institutions that encourage increased participation in education abroad programs amongst Black students.

CHAPTER II

REVIEW OF LITERATURE

When Andy Fraher, the Director of International Admissions and Programs at Embry-Riddle Aeronautical University, was asked what he did for a living, he explained, "I help people make their dreams come true" (Fraher, 2017). Nearly 50 years ago, Martin Luther King Jr. detailed a dream of racial equality as rumbles of thunder from distant storms of slavery, lynching, oppression, and Jim Crow sounded in the distance (Josiah & Oghenerho, 2015). Slavery in the United States thrived as an institution for approximately 246 years, during which time Blacks were deprived formal education (Gundaker, 2007). While the chains of bondage are broken, the remnants of racism and oppression are alive and well, as unemployment, poverty, and incarceration remains consistently higher in Black communities than in White communities (Flynn & Shihadeh, 1996).

Education breaks the chains of generational poverty through empowerment and equal access to the curriculum. Likewise, educational institutions across the country consistently audit programs to improve quality and access. In higher education, students benefit tremendously from the enrichment of educational programs through education abroad and international education. Yet, less than six percent of the participants in education abroad programs are Black students (Institute of International Education, 2016). Martin Luther King Jr.'s dream is far from fulfilled, as educational equality

through equal access to the curriculum is not a reality for many Black students pursuing a postsecondary education.

In order to propose substantive solutions to support the inclusion of more Black students in education abroad programs, one could explore the concepts of equality and equity. One of the aims of this study was to improve equity and equality, thereby increasing the participation of Black students in education abroad programs. An understanding of the concepts of equity and equality further develop the justification and validation of the study. The average man on the street willingly concedes that slavery was an abomination, and all people should have opportunity (i.e., equality) to seek and obtain gainful employment (Darby, 2010). Yet, the same man balks at the idea of reparations and affirmative action (i.e., equity; Darby, 2010). Equality, as a concept, is defined in accordance to the availability of opportunity, i.e., access (Marginson, 2011). Equity, as a concept, involves creating an environment in which all have access to opportunities, despite economic, social, and other environmental factors that prohibit Black students from participating in education abroad programs (Marginson, 2011).

Poverty, unemployment, and incarceration rates are relevant given 1) many experts contribute the struggles of the Black community to the residual effects of slavery (O'Connell, 2012) and 2) an understanding of the status of the Black student body enables institutions to propose appropriate solutions to increase equity in education abroad programs. In order to better address this issue, the Cultural Approach was utilized to examine the environmental factors facing Black students by exploring the cultural spheres of influence (i.e., economic, social, and intellectual).

While costs of program are a concern for students of all races, the burden is significantly more to bear for Black students as unemployment, poverty, and incarceration is exponentially higher amongst the Black community than the White community (Bureau of Labor Statistics, 2017; Flynn & Shihadeh, 1996; Irving & Loveless, 2015; Mauer & King, 2007). In light of the aforementioned reality in the Black community, one could examine the issues of equality and equity. Additionally, the history of Black people in the United States should not be removed from the pervasive nature of inequality and inequity found in many aspects of Black life in the United States.

Equality is defined within the context of opportunity and the ample availability to all (Marginson, 2011). One could justifiably argue that there exists a high level of equality in education abroad programs given all students have access to education abroad programs as long as they meet published prerequisites. Such a truth is precisely why this study explored equity with regard to education abroad programs and the participation of Black students. Equal access to education abroad programs is an empty offer if there exists a sense and a reality amongst some students that not all individuals can participate in a safe learning environment given costs, fears of racism, and the existence of exclusivity (A. McCorvey, personal communication, January 27, 2017; Brux & Fry, 2010). In a 2017 debate, Senator Bernie Sanders argued that mere access to a right that is unobtainable is a failure of the government to protect its citizenry (Carroll & Qiu, 2017). However, if the reader considers equality to have progressed, one could note that the first Black student enrolled at the selected university in 1962, two years after segregation was abolished in higher education institutions in the state (Lloyd, 2013). The race for equality takes time, yet the race for equity takes even longer. One could focus on the objective

and the corresponding elements that could hinder its obtainment (Betts & Lovelace, 2005).

In contrast, equity is a concept in which an environment is created where all parties, regardless of status, are enabled to seek and obtain opportunities (Marginson, 2011). Therefore, equity within the context of education abroad programs involves meeting the needs of Black students to increase participation in programs so that a similar percentage of Black students are participating in education abroad proportionately as are White students. Student services plays a significant role in helping address the needs of students, and solutions will be proposed later in this study. President Lyndon B. Johnson once spoke of equity in an address to Congress (Haynie, 2014). In his speech, President Johnson stated that the government has an obligation to empower its citizens to pursue happiness (Haynie, 2014).

Conceptual Framework

Economic Sphere of Influence

Perhaps, the biggest threat to the progress and inclusion of Black students in education abroad programs is the economic element (A. McCorvey, personal communication, January 27, 2017). Pell Grant is a financial award issued by the federal government to students from low-income families (Kantrowitz, 2011). Despite making up only 13% of the college population, Black students received nearly 46% of all Pell Grant awards in 2011 (Kantrowitz, 2011). Nearly 30% of the Black population in the United States lives below the poverty level (Bishaw, Fontenot, & Macartney, 2013). Black students are unable access education abroad opportunities because they cannot afford the added costs of tuition and/or are unable to quit their part-time jobs to

participate in the program (Brustein, 2007). Likewise, a proposed solution for improving the inclusion of Black students in education abroad programs could address the financial burden.

Participating in education abroad programs presents an additional financial obligation in addition to regular tuition (Brux & Fry, 2010). For the 2013-2014 school year, the average cost of an education abroad program for one semester was nearly $18,000 (Stansbury, 2013). The cost of airfare coupled with currency differences are added costs for the student (Stansbury, 2013). Additionally, many Black students hold full-time and/or part-time jobs to finance their college education, and an education abroad program often means losing those funds (Brux & Fry, 2010). In response, many institutions are offering short-term education abroad programs.

Social Sphere of Influence

Anticipated racism and societal perceptions regarding education abroad are significant issues relative to the social element (A. McCorvey, personal communication, January 27, 2017). Black students avoid education abroad programs, in part, in fear of experiencing racism while abroad or within the education abroad program (Brux & Fry, 2010). Families often share the same concern of racism and often advise against their children participating in education abroad programs (Cole, 1991). Many Black students in education abroad programs report having experienced racism from other U.S. citizens while abroad (Perdreau, 2002). Society considers education abroad opportunities to be best suited for White, privileged students, and students of color are often left out of the target audience for education abroad initiatives (Jackson, 2005). Black students and their families often perceive that education abroad programs are not for them given the way

programs are marketed and location of programs, among other things (Jackson, 2005). Therefore, proposed solutions for addressing the social influence for increasing equity and the inclusion of Black students in education abroad programs could seek to convey the many benefits of education abroad while addressing the fears of safety and racism.

Given government funding supports the majority of higher education institutions, the relationship between government and the inclusion of Black students in education abroad programs is an arranged marriage of sorts (Allen, 1992). State and local governments authorized keeping Black students in the dark by forbidding the act of educating Blacks resulting in generations of Black children and adults who were without education (Allen, 1992). As separate but not equal described the primary, secondary, and postsecondary education of Black students, the years in the dark were succeeded by decades of more dim educational experiences (Allen, 1992).

The right to an appropriate education came long after Blacks were granted the decency of entering through the front door (Allen, 1992). As mentioned, Vermont Senator Bernie Sanders argued that a right is not merely access to an unobtainable entity (Fact-checking, 2017). This theory is a fundamental principle of addressing equity in the inclusion of more Black students in education abroad programs. The mere existence of an education abroad center on campus is reminiscent of seeds in the shade, given seeds without light shall not sprout, and mere access to education abroad programs absent support, intervention, and framing result in low participation numbers relative to Black higher education students. Equal opportunity alone rings hallow as more could be done by the government, by the educational institution itself, to improve equity and the inclusion of Black students in education abroad programs. The institutions of

government and education themselves are futile in this effort. Contrarily, politics refers to the people who institute and implement the necessary day-to-day policies and procedures that sustain the aforementioned institutions, government and education. Indeed, the people of these institutions, the politicians, will be charged with implementing substantive change initiatives to increase equity and participation in education abroad programs, relative Black students (Rowley, 1997).

Intellectual Sphere of Influence

In exploring the intellectual element of education abroad opportunities for Black students, the sense of normalcy is an intangible that needs to be explored. The average U.S. citizen's sense of normalcy is startling and reveals a reality of unachievable, unobtainable opportunities. In a country characterized by diversity, the average U.S. citizen is likely to be of any race, sex, ethnicity, and age. A 2011 Gallup poll indicated that over 50% of U.S. citizens worry about the sustainability of the current standard of living (Mendes, 2011). The average U.S. citizen has only $34 on his or her person (Foster, Meijer, Schuh, & Zabek, 2011). Results from a 2011 survey conducted by the American Association of Retired Persons indicated that the average U.S. citizen had less than $100,000 in savings (Choi-Allum, 2011). Additionally, the average U.S. citizen is in debt by as much as $70,000, as evidenced by a 2011 study conducted by the Federal Reserve Bank (Bricker, Bucks, Kennickell, Mach, & Moore, 2011). The aforementioned statistics support the reality of unachievable, unobtainable opportunities. The average U.S. citizen travels a road, lined with automobiles that he cannot afford, through neighborhoods of houses that he cannot get approved to finance. Normal is characterized by "no" for the average U.S. citizen. Average U.S. citizens live in a reality of wants and

desires for experiences that they cannot have because of a lack of purchasing power or any number of other perceived barriers. The dim participation numbers of Black students in education abroad programs present a similar parallel.

Exploring the barriers to participating in education abroad for Black students will suggest how participation in education abroad programs can be the "new" normal for Black students as it is for their White peers. In a recent study conducted by National Association of Foreign Student Advisers: Association of International Educators, data were collected and analyzed from 321 colleges and universities (Smith-Barrow, 2016). Twelve schools of the 321 included in the study reported having over 75% of their student body having studied abroad (Smith-Barrow, 2016). Two schools, Goucher College in Maryland and Soka University of America in California, reported data suggesting that every student studies abroad in the respective colleges (Smith-Barrow, 2016). Therefore, participating in education abroad is a part of the norm at these colleges and universities (Smith-Barrow, 2016). While the goal of this study was to increase equity and participation in education abroad for Black students, the many benefits of education abroad, both short and long-term, encourage the initiative to make education abroad experiences for Black students a part of the typical college experience.

The notion of education abroad at the higher education level is tied to the intellectual element of this investigation. Many of the education abroad locations for higher education institutions are located in Western Europe (Carter, 1991). Consequently, students whose ancestry originated from Africa and other geographic regions are less motivated to pursue travel abroad opportunities (Carter, 1991). Revisiting the ideology of normal, Black students feel their cultural beginnings are not

important, and the Black students who do participate in education abroad have a different intellectual experience than their White peers due to the aforementioned disconnect of the diaspora (Carter, 1991). When White students have the opportunity to tie cultural relevance to their studies and Black students do not, the notions of equality and equity are not satisfied. Thus, the intellectual element is a different experience for Black students with regard to education abroad because they often lack the opportunity to study in locations that have cultural significance.

Benefits of Education Abroad

The benefits of education abroad are well documented in the literature in the works of the Council on International Education Exchange and reinforce the objective of this study to involve more students, to empower Black students by increasing equity and participation. Retention and graduation rates are higher amongst students who participate in education abroad given participants are more likely to graduate with their degrees (Hamir, 2011; Metzger, 2006; Redden, 2010; Rubin & Sutton, 2001). Research has suggested that students form strong social networks and develop collaborative skills when participating in education abroad, which are skills that support retention and student success in the university and professional setting (Dwyer, 2004). Additionally, performance data have indicated that students who participate in education abroad tend to have higher grade point averages and are more engaged in the curriculum than students who do not participate in education abroad (Bernardino, Ehigiator, & Pickard, 2009). Likewise, education abroad students tend to better understand the curriculum, and increased grade point averages, increased retention rates, and increased graduation rates are the results (Asay & Younes, 2003). Education abroad participants demonstrate

improved responsibility, problem-solving, geographical knowledge, historical knowledge, and cultural sensitivity (Anderson, Hubbard, Lawton, & Rexeisen, 2006; Ludwig, 2000). Specifically regarding Black students, education abroad presents opportunities for students of color to learn of other cultures and further define their own culture (Barker, Day-Vines, & Exum, 1998; Williams, 2006;). Even after graduation, students continue to benefit from education abroad opportunities as participants are better enabled to work and thrive in the global economy (Burn, Carlson, Useem, & Yachimowicz, 1990; Gillespie & Norris, 2009; Paige et al., 2009). Employers report education abroad experiences as qualifying features of resumes that set education abroad participants above their peers (Opper, 1991).

The many benefits of education abroad are in keeping with the environment in higher education that prioritizes retention, revenue, accountability, and efficiency (Leachman et al., 2016). Since the Great Recession, public state colleges and universities receive significantly less funding from state governments (Leachman et al., 2016). Nearly 20% more Black students who have participated in education abroad will graduate than those students who do not. As mentioned, students who participate in education abroad are more likely to engage in social activities, and socialization is a proven element of improved student success and student retention (Styron, 2010). By nature, education abroad students rely on each other in a foreign, unknown place for support, security, and fellowship, all proven retention strategies (Dwyer, 2004). Therefore, increases in equity and participation amongst Black students benefit the student and the institution.

Areas for Intervention

Student Services

Having explored the need for increased equity and participation amongst Black students, the issue of equity and equality, and the benefits of education abroad for the student and the institution, this section explores the areas in which the higher education institution could have a direct, positive effect with regard to improving the participation rate in education abroad programs amongst Black students. The student services department at the selected higher education institution for this study seeks to provide the necessary assistance to enable the student to navigate the curriculum successfully and supports enrichment of the higher education experience by providing the following services: the center for career development, the counseling center, diversity programs and services, financial aid, residence life, services for students with disabilities, Copy Center, Student Health Services, and Veterans Affairs (Advisement Office, n.d.). In addition to the aforementioned departments, student services encompass academic advising and a host of other programs and departments designed to help students succeed in the higher education setting (Alexitch, 2002). Before proposing effective solutions for each of these areas to improve equity and participation amongst Black students, the study explored each service, and its role on campus.

Franklin (2010) explained the link between education abroad experiences and the development of desired career skills. Intercultural competencies are among the skills identified by Franklin and the previously explored research by Anderson et al. (2006), and Gaines (2012) reinforced that education abroad helps develop intercultural competency (Anderson et al., 2006; Franklin, 2010; Gaines, 2012). Additionally,

interpersonal skills and problem solving are further traits Franklin (2010) identified as enriched qualities of the education abroad experience. Individuals who can understand the different dynamics and perspectives of involved parties are in high demand in the labor force, and these skills have been identified as being developed in education abroad experiences (Franklin, 2010). Education abroad experience data indicated that students are more likely to exhibit these qualities than students who do not participate (Franklin, 2010). In addition to developing and enhancing desired career skills, a study by Norris and Norris (2005) found that 48% of participants worked or volunteered internationally. Of this 48%, 62% had their careers influenced by the education abroad experience, and 77% had their actual career path influenced by the education abroad experience (Norris & Norris, 2005). Most higher education institutions have career centers, which seek to develop desired skills in students through experiential learning and practical application of skills and concepts (Advisement Office, n.d.). As evidenced by Franklin's (2010) study and Norris' (2005) study, significant experiential learning opportunities exist that are aimed at career preparation and life skill competencies in education abroad programs.

Counseling

Another element of student services is the counseling centers at higher education institutions, which seek to assist students with various life situations and emotions (Advisement Office, n.d.). Perhaps the very nature of this study's research problem, i.e., low participation rates in education abroad programs amongst Black students, many Black students do not engage in education abroad opportunities, citing fear of race related conflict either amongst the education abroad group or abroad (Brux & Fry, 2010). For Black higher education students, fear of racism is a life concern (Tester & Van Dyke,

2014). Ten percent of all hate crimes in the United States occur at higher education institutions, and education abroad programs are an extension of the higher education institution (Tester & Van Dyke, 2014). Campus crime statistics suggest that Black students are more likely to experience racism on campuses where Black students comprise the smallest percentage of students (Tester & Van Dyke, 2014). On such campuses, White students could consciously or subconsciously consider the campus as a White space and likely be more motivated to engage in acts of violence, disrespect, and/or intimidation against Black students (Tester & Van Dyke, 2014). When education abroad programs have only one Black participant or a few Black participants, the Black student participant(s) are more likely to experience acts of racism (Tester & Van Dyke, 2014). In keeping with Tester and Van Dyke's (2014) conclusions, the education abroad experience itself could be considered a White space on many campuses. Active diversity programs and services support expanded awareness and cultural sensitivity on campus and therefore support reducing the number of racist acts on campus (Pica-Smith & Poynton, 2014).

Financial Aid

Financial aid offices are another element of student services that directly correlate with a significant barrier for Black students and education abroad opportunities (A. McCorvey, personal communication, January 27, 2017). A study conducted by Mortenson (2007) indicated that 12% of college students from low-income households had earned a baccalaureate degree by age 24, while 74% of college students from middle to high income households had obtained their baccalaureate degree by age 24. The National Center for Educational Statistics reported in 2003 that only 7.5% of Pell Grant

recipients obtained a degree within 6 years and first-generation students were three times less likely to graduate in the same time span (National Center for Educational Statistics, 2003). In 2011, Black students comprised nearly 13% of the total college population, but nearly 46% of Pell Grant awards in 2011 were received by Black students (Kantrowitz, 2011). Additionally, nearly 30% of the total Black population in the United States lives below the poverty line (Bishaw et al., 2013). A study by King (2002) indicated that low-income households spent between 42% and 61% of the total average family income after grants were deducted. A study conducted by Soria, Weiner, and Lu (2014) found that between 25% and 32% of students chose not to participate in education abroad and increased work hours and student loan debt due to their financial standing. Likewise, the financial aid office builds the bridge of knowledge that enables Black students to accommodate their financial aid needs to make education abroad opportunities an obtainable experience, inclusive of students who come from low income households.

Academic Advising

Academic advising is a department within student services that has the opportunity to develop relationships with Black students, learn the needs of Black students, and advise a path forward that enables participation in education abroad programs and access to the benefits of education abroad participation (Barovich & Reeves, 2014). Academic advising seeks to provide advisement with regard to programs of study, extracurricular activities, and post-graduation careers in order to enable the student to learn and graduate with a degree that both provides fulfillment and develops the necessary skills to succeed in the labor force (Advisement Office, n.d.). Therefore, one could reasonably conclude that the role of academic advising is to listen to students

and provide the appropriate information to meet their needs. All students, especially students from disadvantaged groups, benefit from learning of the positive benefits of education abroad, particularly at institutions where education abroad is not required (Drake, 2011). Therefore, academic advising departments are critical to meeting student needs and prioritizing the participation of Black students in education abroad programs is central to developing substantive solutions, an aim of this research study (Haynie, 2014).

Empirical Studies

Economic Sphere of Influence

Career opportunities. A study conducted by Di Pietro (2015) explored the effects of education abroad programs on employability. Participants in the study were graduates of an Italian higher education institution who participated in education abroad as part of a three-year degree program (Di Pietro, 2015). The data instrument was a national survey conducted by the Italian National Statistical Institute, and data analysis consisted of ordinary least squares fixed effects and instrumental variable fixed effects regression techniques (Di Pietro, 2015). Results of the study indicated that education abroad experiences provided students with skills and knowledge that can significantly enhance their employment opportunities after graduation (Di Pietro, 2015).

The implications of the Di Pietro study are relative to increased employability being a documented benefit of education abroad programs. The benefits of education abroad serve as motivation for students to participate, but the benefits also serve as conviction for increasing participation rates so that more students can reap these benefits. Given this study was conducted in Italy, generalizability to U.S. higher education institutions was difficult given different cultural norms (Di Pietro, 2015). Furthermore,

the survey was administered to students on a national level, which was not relative to a particular education abroad experience (Di Pietro, 2015). Future research could focus on employability in the United States given a specific career field and length of education abroad program.

Andenoro and colleagues (2015) studied the relationship between participating in an education abroad experience and employability. Moreover, the team sought to identify the skills and experiences valued by recruiters (Andenoro et al., 2015). Additionally, the study explored the perceived importance of cultural and global competencies relative to employees and whether or not employers valued education abroad experience (Andenoro et al., 2015). Conducted during the backdrop of a career expo hosted at the University of Florida, 12 employers were selected to participate in an interview (Andenoro et al., 2015). Preference was given to employers who hired substantial numbers of graduates each year and with regard to national reputation (Andenoro et al., 2015). Eleven of the 12 invited to participate consented to the interview, all from the agricultural business sector given the career expo was hosted by the College of Agricultural and Life Sciences (Andenoro et al., 2015). Semi-structured interviews were conducted individually by a member of the team and later transcribed for data analysis (Andenoro et al., 2015).

Results of the study indicated recruiters signaling interest in hiring employees who participated in education abroad programs (Andenoro et al., 2015). The research team noted the results being in contrast with their perceived reality of ambivalence relative to the importance of cultural and global awareness amongst employees in the marketplace (Andenoro et al., 2015). The implications of the findings of this study were

associated with the benefits of education abroad as researchers have long argued that increased employability after education abroad was a benefit (Andenoro et al., 2015). Researchers acknowledged the value of education abroad experience amongst employers in order for there to be a bridge between promoting the benefits of education abroad and actual application in the marketplace (Andenoro et al., 2015).

This study focused solely on the agricultural sector of the market place and thus was a limitation; however, significant research existed relative to education abroad and the business sector (Andenoro et al., 2015). Perhaps, future research could focus on a different sector of the marketplace. Education abroad experience vary by discipline, and, likewise, the value of such an experience could vary by sector in the marketplace (Andenoro et al., 2015).

A study conducted by Lehmann and Trower (2017) examined the motivations to education abroad, specifically whether or not career motivation played a role in the decision to education abroad. A career motivation is defined as resulting in a positive consequence relative to having studied abroad that provides a benefit associated with one's employment or future employment (Lehmann & Trower, 2017). Participants for the study consisted of higher education students studying in a Canadian institution who were of modest socioeconomic backgrounds. In addition, the participants were either scheduled for education abroad or who had recently returned from an education abroad experience (Lehmann & Trower, 2017). Participants engaged in semi-structured interviews either on campus or via telephone (Lehmann & Trower, 2017). Interviews were conducted between November 2015 and January 2016, lasting between 45 and 75

minutes. Interviews were transcribed and thematically coded based on observable patterns in the data (Lehmann & Trower, 2017).

Results indicated that no significance relative to career-motivations played a role in participants' decision to participate in education abroad (Lehmann & Trower, 2017). Participants indicated deciding to participate in education abroad as result of desired personal growth and escape from their daily routines as undergraduate students (Lehmann & Trower, 2017). Given the study indicated career benefits not being a significant variable, perhaps, this finding indicated a shortcoming on behalf of the institution with regard to marketing the benefits of education abroad (Lehmann & Trower, 2017). Therefore, the implications of this study supported the role of marketing to ensure students made informed decisions (Lehmann & Trower, 2017). A limitation of this study was the relatively small sample size of 17 students (Lehmann & Trower, 2017). Small sample sizes reduce generalizability, and the study would have been more isolated had all participants either already participated in an education abroad or just returned from an education abroad, as opposed to a mix (Lehmann & Trower, 2017). Future research could seek to gather institutional data relative to marketing and information distribution to students (Lehmann & Trower, 2017).

Kronholz and Osborn (2016) studied the relationship between education abroad and vocational decision making. Specifically, the study sought to understand what changes in vocational identity were affected by education abroad (Kronholz & Osborn, 2016). The study utilized a mixed methods approach to obtain both quantitative and qualitative data (Kronholz & Osborn, 2016). Participants included 122 students who studied abroad during the Spring 2013 at a large, public research university in the

southeastern United States (Kronholz & Osborn, 2016). The survey was disseminated via email and consisted of 10 scaled questions and one open-ended question (Kronholz & Osborn, 2016). The open-ended response provided participants with a write-in option (Kronholz & Osborn, 2016). Data analysis included utilization of descriptive statistics, paired samples *t*-test, and coding/theme generation (Kronholz & Osborn, 2016).

Results indicated that 21% of participants indicated no impact on their career-decision after having engaged in the education abroad experience (Kronholz & Osborn, 2016). According to the data, 79% of participants indicated a direct correlation between the education abroad experience and their career decision-making process (Kronholz & Osborn, 2016). The qualitative data indicated that students exhibited growth in self-confidence, intrapersonal development, and independence, but a relationship did not exist between education abroad and career goals (Kronholz & Osborn, 2016). Of the implications of this study, higher education institutions have sought to link education abroad benefits and career-related benefits (Kronholz & Osborn, 2016). This study reinforced career-decision elements as being influenced by the education abroad experience (Kronholz & Osborn, 2016). Limitations of this study included the difficult generalizability of qualitative research and the lack of demographic information for participants (Kronholz & Osborn, 2016). Future research could seek to further explore the notion of career-decisions and expand on the other career-related benefits of education abroad (Kronholz & Osborn, 2016).

Macari and Pettitt (2017) conducted a qualitative study exploring the experience of graduate student female students participating in education abroad programs. The study explored how graduate education abroad students who engaged in intercultural

pedagogy described their experiences and the impact of their education abroad

experience on their professional work (Macari & Pettitt, 2017). Nine female, graduate

students who were pursuing a master's degree in counseling and student affairs

participated in the study that examined a short-term education abroad experience in South

Africa (Macari & Pettitt, 2017). Data sources for the study consisted of recorded

observations by the researcher as participants engaged in formal and informal activities

during the education abroad experience. Also, the researcher conducted semi-structured

interviews upon reentry (Macari & Pettitt, 2017). The semi-structured interviews were

announced beforehand as participants were instructed that they would be asked to reflect

upon their experiences at the end of the education abroad program (Macari & Pettitt,

2017). Interview questions explored the personal views of the education abroad

experience and how it influenced intercultural development (Macari & Pettitt, 2017).

Furthermore, participants were asked how they thought the education abroad experience

could affect their future work with students of different cultures (Macari & Pettitt, 2017).

The interview and observation data were interpreted utilizing WEFT QDA

software to assist in coding and theme creation (Macari & Pettitt, 2017). Data-driven

coding and axial coding were used to create themes (Macari & Pettitt, 2017). Results

indicated four themes relative to intercultural development, which included 1) American

sunglasses view; 2) cultural mindfulness; 3) openness, connecting, and understanding

each other; and 4) skill of reframing culture (Macari & Pettitt, 2017). The American

sunglasses view was described as applying an American view to understanding another

culture, which can cloud or make understanding other cultures more difficult (Macari &

Pettitt, 2017). This view can bring about awareness of differences in other cultures as

well as similarities (Macari & Pettitt, 2017). Acknowledging similarities and differences between cultures was defined as cultural mindfulness (Macari & Pettitt, 2017). If the sunglasses view referred to seeing other cultures from an American perspective, then cultural mindfulness refers to accepting a different view of different cultures (Macari & Pettitt, 2017). The third theme also referred to making contact with members of different cultures as well as identifying the elements that best characterized that culture, and understanding each other refers to accepting and synthesizing how other cultures live and the appropriate nature of a particular way of life for a particular culture (Macari & Pettitt, 2017). The last theme, reframing culture, referred to applying newly retained knowledge relative to culture and looking inward to determine the effect that the cultural information will have on one's perspective, views, and attitudes (Macari & Pettitt, 2017).

The implications of this study were related to the relationship between education abroad participation and the impact on cultural awareness and future employment (Macari & Pettitt, 2017). As this study indicated, students who studied abroad developed intercultural views and skills that transcend their academic and professional careers (Macari & Pettitt, 2017). Such information is vital in the marketing, curriculum, and pedagogical development of education abroad programs (Macari & Pettitt, 2017). The study was limited due to small sample size and the difficult nature of generalizing qualitative research studies (Macari & Pettitt, 2017). Future research could seek to expand on the study by possibly focusing on a specific major, incorporating a more diverse participant pool, incorporating a larger sample size, and/or utilizing a quantitative study as well (Macari & Pettitt, 2017).

Cost of education abroad. Nascimento and Yuksel (2018) conducted a qualitative study examining how short-term faculty-led education abroad programs could increase participation in education abroad programs amongst underserved higher education students. Participants consisted of 14 Berlin students (i.e., 86% females and 14% males; 14% African Americans, 21% Caucasians, and 65% Hispanics), including eight graduate students and six undergraduate students (Nascimento & Yuksel, 2018). Participants wrote post-trip reflections summarizing the education abroad experience during a 90-minute layover (Nascimento & Yuksel, 2018). Common themes were derived from the coded data, and results indicated that a short-term education abroad trip enabled students to participate who otherwise could not have attended due to program costs (Nascimento & Yuksel, 2018).

Implications of the Nascimento and Yuksel (2018) were relative to seeking opportunities to increase the participation rate in education abroad programs amongst underserved higher education students. This qualitative study indicated that short-term education abroad programs enabled students to participate by mitigating the costs of participation (Nascimento & Yuksel, 2018). A limitation of the study was the small sample size, which makes generalizing results difficult (Nascimento & Yuksel, 2018). Future research could utilize a quantitative data tool to guide the qualitative research (Nascimento & Yuksel, 2018).

In summary, the claim that education abroad participation is relative to economic elements is supported by Di Pietro (2015), who found education abroad participation often made the participant a more desirable employee than a job seeker who had not studied abroad. Furthermore, Andenoro et al. (2015) found that employers wanted to hire

candidates who had studied abroad over candidates who did not education abroad. While

Lehmann and Trower (2017) found that participants did not indicate career decisions

playing a role in their decision to education abroad, the study reinforced that participants

chose to education abroad in order to bolster personal growth, which can be an advantage

when interviewing for job opportunities. Kronholz and Osborn (2016) found a direct

connection between the education abroad experience and developing vocational-identity

as well as decision-making skills. Nascimento and Yuksel (2018) found that short-term

education abroad opportunities enabled students to participate who otherwise would have

been able to do so due to cost. Lastly, Macari and Pettitt (2017) found that education

abroad participation develops intercultural awareness, a skill highly coveted in the

globalized marketplace. Figure 2 presents a concept chart to represent the empirical

studies that were synthesized in economic element.

STUDY	PURPOSE	PARTICIPANTS	DESIGN/ ANALYSIS	OUTCOMES
Di Pietro, (2015)	Determined the effect education abroad programs have on future employability of applicants.	Graduates who completed a three-year first degree course, as well as those students who obtained a second-cycle university qualification	Quantitative Ordinary least squares fixed effects and instrumental variable fixed effects regression techniques	Education abroad experience provided many students with skills and knowledge that can enhance their employment opportunities after graduation significantly.
Andenoro et al. (2015)	Determined the skills and experiences sought by recruiters. Determined the perceived importance of cultural and global	12 employers who consented to be interviewed	Qualitative Semi-structured interviews	Employers indicated a desire to hire employees who had studied abroad over those individuals who had not studied abroad.

STUDY	PURPOSE	PARTICIPANTS	DESIGN/ ANALYSIS	OUTCOMES
	competencies for employees in organizations. Determined what interest employers have in hiring perspective employees with education abroad experience.			
Lehmann & Trower (2017)	Determined the significance of career-related benefits to students who chose to participate in education abroad programs.	Undergraduate students enrolled in a Canadian higher education institution from modest socio-economic backgrounds	Qualitative Semi-structured interview	Participants sought personal growth and an escape from everyday frustrations of being a student and indicated that career reasons did not play a role in decision to participate in education abroad.
Kronholz & Osborn (2016)	Determined the effect of education abroad participation on career decisions.	122 undergraduate students enrolled at a large public university in the southeast United States	Mixed methods approach Scaled survey questions and an open-ended short answer	21% responded that the education abroad experience did not impact their vocational identity. 79% indicated a direct connection between the education abroad experience and vocational identity, including decision-making abilities.
Nascimento & Yuksel (2018)	Determined how a short-term faculty-led education abroad experience can	14 Berlin travelers (i.e., eight graduate students and six undergraduate students)	Qualitative Participants provided a reflection of the education abroad	The short-term education abroad trip enabled students to participate who otherwise could

STUDY	PURPOSE	PARTICIPANTS	DESIGN/ ANALYSIS	OUTCOMES
	increase participation in education abroad programs amongst underserved higher education students.		experience for the researcher during a layover on the return trip.	not have attended due to program costs.
Macari & Pettitt (2017)	Understand how graduate students who engaged in intercultural pedagogy described their education abroad experience and the impact of their experience on their professional work with a diverse student body.	Nine graduate students in a college counseling and student affairs who identified as Caucasian. Five of the nine had studied abroad previously.	Qualitative The researcher conducted observations as well as semi-structured interviews after the education abroad program ended.	Four themes were identified as common through data analysis and were labeled as 1) American sunglasses view; 2) cultural mindfulness; 3) openness, connecting, and understanding each other; and 4) skill of reframing culture.

Figure 2. Concept chart containing empirical studies related to the economic sphere of the Cultural Approach.

Social Sphere of Influence

Cultural awareness. A study conducted by Blake, Gasman, Esmieu, Castro Samayoa, and Cener (2019) specifically explored the relationship between cultural relevance in education abroad locations and its effect on the participation of minority students. Participants in the study took part in a four-week education abroad program and were administered pre- and post-interviews that were semi-structured (Blake et al., 2019). Participants in the study were comprised of 10 rising sophomore and junior minority students attending minority serving institutions (Blake et al., 2019). Pre-interviews were between 30 and 60 minutes, and the researchers invited participants to

respond relative to their backgrounds, interests in education abroad, and program

expectations (Blake et al., 2019). In the post-interviews, participants discussed their

experience, detailing influences of the program on their identities, world views, and

career interests (Blake et al., 2019). In addition, participants were asked whether or not

they would promote education abroad at their home institutions when the returned and

how they could promote it (Blake et al., 2019).

The interviews were decoded utilizing deductive coding and triangulating

interview responses with indicators of cultural relevance as outlined by the CECE model

(Blake et al., 2019). Results indicated that participants developed leadership skills,

including remaining open to others' points of view (Blake et al., 2019). Participants

indicated value in sharing an education abroad experience with other minority students

and indicated that they would present the experience in a positive light upon their returns

(Blake et al., 2019). The curriculum for the education abroad experience required

participants to compare cultural conflicts in the United States with conflicts in Great

Britain, and the exercise reinforced relevance to cultural conflicts that existed in today's

society (Blake et al., 2019).

Blake and colleagues (2019) highlighted the significance of curriculum and place

in the cultural experience of an education abroad program. Participants indicated a

pleasant experience that they desired to share with their peers, making it more likely for

other students to participate (Blake et al., 2019). The intangibles of leadership and

cultural awareness are traits that are coveted in the marketplace, and the implications of

this study are appropriate in the higher education setting as well as the labor force (Blake

et al., 2019). The researchers indicated that bias could have played a role as a limitation

to the study, highlighting that participants could have feared negative feedback would label them as ungrateful for the experience or would reflect negatively on the organization that provided the opportunity (Blake et al., 2019). Likewise, the participants were not typical participants as they each had to have a letter of recommendation to join the pool of participants (Blake et al., 2019). Future research could focus on cohorts that are more typical, given participants of this study had to endure a stringent admissions process (Blake et al., 2019).

Depoo, Forte, Kaur, and Rusinov (2014) conducted a similar study exploring the efficacy of short-term education abroad programs relative to students' cultural immersion, cultural appreciation, and overall global business understanding. The study sought to measure students' perceived intrinsic value of the immersion program (Depoo et al., 2014). Data were gathered from students who responded to a survey consisting of 32 Likert-type scale items and 16 open-ended questions (Depoo et al., 2014). Participants were undergraduate students pursuing a degree at an urban New York institution (Depoo et al., 2014). The results of the qualitative study indicated that students were satisfied with the quality of the program and their learning (Depoo et al., 2014). This approval was linked to their perceived efficacy of the cultural immersion and business orientation, which was greater than the academic elements (Depoo et al., 2014). In fact, students reported less satisfaction relative to their group project, citing they were not prepared to handle the academic rigor of the field study program (Depoo et al., 2014).

As higher education institutions incorporate short-term education abroad programs as an option for students, pedagogical methods could be adapted to meet the needs of students who engage in a short-term study (Depoo et al., 2014). Thus, the

implications of this study were significant given the contribution to the existing literature and the higher education institution's accountability to meet student needs (Depoo et al., 2014). The nature of a web-based survey was a limitation of this study given technical issues that could arise as well as misinterpretation of items (Depoo et al., 2014). Furthermore, participants could be less inclined to give responses that portray them in a negative manner (Depoo et al., 2014). Future studies could explore other disciplines relative to short-term education abroad experiences given the existence of more literature in the business major as opposed to other majors (Depoo et al., 2014).

Engelhard and Holtbrügge (2016) conducted a study exploring the relationship between education abroad and cultural boundary spanning. The researchers defined cultural boundary spanning as an occurrence wherein students are aware of different cultural characteristics and seek areas for growth in learning new cultures while comparing their respective characteristics to their home cultures (Engelhard & Holtbrügge, 2016). Higher education students ($n = 901$) were surveyed from 46 countries, including 60 German institutions, who had studied abroad previously or were participating in education abroad currently (Engelhard & Holtbrügge, 2016). The data collection tool consisted of a seven-point Likert-type scaled survey. Exploratory factor analysis was used to analyze responses on the 20-item survey (Engelhard & Holtbrügge, 2016).

Results indicated that students with high self-determination and motivations experience increased cultural boundary spanning, while students lacking high self-determination and motivations do not experience as high a level of cultural boundary spanning (Engelhard & Holtbrügge, 2016). The results reinforced the importance of self-

determination and intrinsic motivation for maximizing one's cultural awareness during an education abroad experience (Engelhard & Holtbrügge, 2016).

The implications of this study were relative to the importance of cultural competencies in one's growth as a global citizen (Engelhard & Holtbrügge, 2016). As the marketplace grows more global and higher education institutions seek to develop cultural awareness and global aptitude, education abroad can be an effective tool for developing the aforementioned skills (Engelhard & Holtbrügge, 2016). A limitation of this study included its large sample size, which did not concentrate on race, gender, major, institution-type, and other characteristics of the institutions and students that would have allowed the researchers to narrow the study (Engelhard & Holtbrügge, 2016). Future research could further develop the idea of cultural boundary spanning by exploring ways to develop high self-determination and intrinsic motivations in students so that more cultural boundary spanning could occur (Engelhard & Holtbrügge, 2016).

Ashbury and Maloney (2018) explored the effect of the drop-off strategy in developing intercultural competence. The drop-off strategy is pedagogy that involves giving students tasks to complete, and students are required to utilize resources found in the education abroad locations as opposed to those resources being provided by an instructor (Ashbury & Maloney, 2018). The research design involved two cohort groups who were participants engaging in an education abroad program in Ireland for which the drop-off method was utilized for delivering content and developing intercultural competence (Ashbury & Maloney, 2018). Participants included 35 first-semester freshmen who completed a pre- and post-assessment to provide data. The data collection tool was the Intercultural Development Inventory (Ashbury & Maloney, 2018). The

quantitative study indicated a significant relationship between the drop-off strategy and increasing students' intercultural competence (Ashbury & Maloney, 2018).

The implications of this study were relative to its exploration of effective pedagogical strategies in education abroad programs (Ashbury & Maloney, 2018). The delivery of effective pedagogy during education abroad programs is imperative for maximizing student achievement (Ashbury & Maloney, 2018). While the practice of taking students to a relative location abroad for studying was more conducive to engagement, the delivery of effective pedagogy was important, and this study supported the drop-off method as effective pedagogy for developing intercultural competence (Ashbury & Maloney, 2018). This study was limited because the data source collected quantitative data only. The study could have utilized a qualitative measure to enrich the findings of the quantitative data (Ashbury & Maloney, 2018). Future research could seek to further validate the findings of this study by asking students specifically which elements of the drop-off method proved to be beneficial (Ashbury & Maloney, 2018).

Beaty and Jones (2019) conducted a mixed methods research study in the discipline of social work to explore the factors of successful faculty-led, short-term education abroad programs as a strategy to promote cultural humility. Data collection tools consisted of a qualitative survey that was administered prior to departure and a quantitative survey that was administered after reentry (Beaty & Jones, 2019). Participants in the study were eight undergraduate students pursuing a degree in social work (Beaty & Jones, 2019). Qualitative data were analyzed by coding common themes, and quantitative data was assessed by assigning values to five-point Likert-type scale items (Beaty & Jones, 2019). Results of the study indicated that the elements of global

and cultural awareness were enhanced (Beaty & Jones, 2019). Participants identified the experience as impactful on their future careers while noting the enrichment of technology use during the education abroad program (Beaty & Jones, 2019). Students highlighted the formation of relationships with their host families and professionals through communication that was facilitated by social media and technology (Beaty & Jones, 2019).

The implications of the Beaty and Jones (2019) study were associated with the utility of technology and its use to enhance education abroad programs. To date, little data existed to explore the relationship between technology and education abroad pedagogy, and this study supported the need to add to the existing literature (Beaty & Jones, 2019). A limitation of the study was relative to the small sample size (i.e., eight participants), which could make generalizing the results difficult (Beaty & Jones, 2019). Future research could further develop the efficacy of technology use as learning tools in education abroad programs (Beaty & Jones, 2019). Furthermore, the study's value was enhanced given the gaps in literature in the social work discipline as compared to the business discipline (Beaty & Jones, 2019).

Lee and Negrelli (2018) studied the level of cultural identification of education abroad students before and after the education abroad experience. Participants engaged in intercultural interaction with the host culture during the experience, and the effects of those interactions were measured with the data collection tool (Lee & Negrelli, 2018). Researchers sought to isolate the acculturation process for study as it related to the cultural identity of education abroad participants (Lee & Negrelli, 2018). Participants consisted of 17 higher education students participating in a short-term education abroad

program to Japan and Korea (Lee & Negrelli, 2018). The research survey was utilized

for the study with six base questions that assessed the following areas, which included

family way of life, personal way of life, family success, personal success, family cultural

traditions, and personal cultural traditions (Lee & Negrelli, 2018). The data collection

tool was self-administered online to participants before and after the education abroad

experience (Lee & Negrelli, 2018).

Results of the study indicated that participants' cultural identification scores

decreased relative to the six culture areas (Lee & Negrelli, 2018). Students indicated less

cultural identification after the post-trip administration as compared to their pre-trip

affiliation (Lee & Negrelli, 2018). Implications of the study were relative to the higher

education institution's desire to better understand students and the many elements of

learning that take place during an education abroad experience (Lee & Negrelli, 2018).

Studies, such as Lee and Negrelli (2018), provide a road map for administrators to design

education abroad opportunities that will provide the greatest learning experience that

students can take with them throughout their academic and professional careers (Lee &

Negrelli, 2018). Limitations of this study were relative to the small sample size of 17

students, which can make generalizing the findings to the population more difficult (Lee

& Negrelli, 2018). Future research could consider a larger sample of participants to

enable more sophisticated approaches to the measurement of acculturation (Lee &

Negrelli, 2018).

Motivation. A study conducted by Lehnert, Pope, Sanchez, and Schmid (2014)

sought to explore why Generation Y students want to participate in education abroad.

The study enlisted participants majoring in business who were taking international

management and marketing classes (Lehnert et al., 2014). The mixed methods study utilized one quantitative survey and one qualitative survey that were administered in online and paper formats over a two-semester period (Lehnert et al., 2014). The researchers utilized factor analysis combined with a varimax and promax rotation to isolate primary factors while utilizing stepwise regression analysis to test the hypothesis (Lehnert et al., 2014).

The results of the study indicated that gender was not a factor in one's intent to education abroad given the responses were homogenous amongst men and females (Lehnert et al., 2014). Furthermore, Lehnert and colleagues (2014) were able to dismiss the influence of parents' education level. Opposing previous studies, household income did not measure significant relative to students' intent to participate in education abroad (Lehnert et al., 2014). Contrarily, the desire for individual growth and the intent to participate in education abroad were affected by prior experiences when visiting abroad. Age was identified as a factor in deciding whether or not to participate in an education abroad experience as results suggested that older students were more likely to participate in education abroad as result of desire for individual growth (Lehnert et al., 2014).

The implications of this study were related to the higher education institution's obligation to prepare business students for the global environment, and education abroad programs could aid in this preparation. Understanding why students participate and do not participate in education abroad programs is essential to meeting student needs and improving participation rates. Future research could explore the link between intent and action in education abroad decisions by applying other models. Future studies could assess the effects of one's major on the relationship between other factors and education

abroad (Lehnert et al., 2014). The limitations of this study included generalizability, given this study focused on business students at a midwestern university. Secondly, participants could have misunderstood the question about household income. Some participants could have viewed it as personal income, while others could have viewed it as parental income (Lehnert et al., 2014).

Anderson, Hubbard, and Lawton (2015) utilized a pre- and post-assessment to explore the motivations to participate in education abroad and the intercultural development of participants. Specifically, researchers sought to identify why students chose to participate in education abroad, how the program was chosen, and what effect was the program on the development of intercultural competence (Anderson et al., 2015). Participants in the study were 355 students who responded to the assessments initiated by the American Institute for Foreign Study Program (Anderson et al., 2015). Participants attended different institutions in the United States, and they had participated in education abroad programs in 14 different countries. The majority (84%) of respondents were females (Anderson et al., 2015).

The data suggested that motivation to participate in education abroad had a significant effect on the education abroad program (Anderson et al., 2015). Students who were motivated to participate by a desire for entertainment chose destinations and programs that were less rigorous, providing more time and opportunity for entertainment (Anderson et al., 2015). Likewise, students who were motivated by a desire for personal growth chose programs that were located outside their comfort zones with more challenging curricula (Anderson et al., 2015). Participants who sought personal growth were more likely to choose programs with a homestay arrangement, allowing for more

immersion in the experience (Anderson et al., 2015). Researchers found a strong relationship between motivation and intercultural competence (Anderson et al., 2015). Students whose motivation was to obtain personal growth were more likely to choose a setting that supported the growth of intercultural skills (Anderson et al., 2015).

The implications of the Anderson et al. (2015) study were associated with the motivation to participate in education abroad. Higher education institutions could share these data with prospective participants so that a more informed decision could be made relative to the desired outcomes of the experience (Anderson et al., 2015). Students could be aware of their conscious and subconscious motivations for education abroad as the experience was affected by motivation (Anderson et al., 2015).

Limitations of this study included the collective nature of the data given the responses were recorded from students from several different institutions (Anderson et al., 2015). Individual institutions have characteristics dependent on the culture of the student body as well as the policies of the institution (Anderson et al., 2015). These qualities could create different experiences for two students participating in the same program, but enrolled at different institutions (Anderson et al., 2015). Future research could isolate a given motivation for further exploration and its impact on learning outcomes (Anderson et al., 2015). In order to create a truly personal experience, education abroad officials could learn more about students in order to encourage participation in the most appropriate program (Anderson et al., 2015).

Moog and Petzold (2017) further explored education abroad participants' intentions to participate in education abroad. The study sought to further explain why students decided to participate in education abroad (Moog & Petzold, 2017). Participants

included 370 students pursuing degrees in the economics and engineering science fields at the University of Siegen in Germany. Those participants completed a questionnaire relative to the research study (Moog & Petzold, 2017). The questionnaire was administered in paper and pencil format on campus (Moog & Petzold, 2017). Vignette construction was utilized to analyze the data, and several themes were identified (Moog & Petzold, 2017). Participants in education abroad programs indicated strong beliefs in personal development and productivity (Moog & Petzold, 2017). Participants identified needs that were met through the institution which included language supports, financial support, social networking, and program quality (Moog & Petzold, 2017). Lastly, participants noted valuing the opinions of friends and family relative to the education abroad program (Moog & Petzold, 2017).

Understanding why students choose to participate in education abroad can help enable institutions to better meet students' needs (Moog & Petzold, 2017). Therefore, the implications of this study reinforced the commonly held view that the higher education institution should meet the students' needs to enable participation (Moog & Petzold, 2017). This study only utilized a quantitative approach, whereas a mixed methods approach utilizing a qualitative measure could have enriched findings (Moog & Petzold, 2017). Future research could isolate the identified vignettes in this study to add to the findings (Moog & Petzold, 2017).

A comparative study conducted by Gou et al. (2017) compared education abroad the participation and impact with education abroad participation in the United States and China. The study sought to identify similarities and differences relative to the characteristics of students who participated in education abroad programs in the United

States versus the characteristics of students who participated in education abroad

programs in China (Gou et al., 2017). The study utilized a multivariate regression model

to identify and analyze the significance of variables (Gou et al., 2017). The study used

national surveys administered in the United States and in China to gather data relative to

the research problem (Gou et al., 2017). The survey administered in the United States

was from the National Survey of Student Engagement conducted by the Indiana

University. The survey administered in China was from the Chinese College Student

Survey conducted by Tsinghua University (Gou et al., 2017).

According to the data, education abroad was more common in the United States

than in China (Gou et al., 2017). The education abroad participation rate for the sample

in the United States was 14% whereas the education abroad participation rate for the

sample in China was 6% (Gou et al., 2017). The implication of this study was

highlighted by the different participation rates in the two countries (Gou et al., 2017).

Understanding why students participated in education abroad and the elements of the

higher education institutions that support education abroad is essential to furthering the

development of programs (Gou et al., 2017). A limitation of this study was the use of

preexisting data from 2014; educational climates could have changed since that time

(Gou et al., 2017). Future research could seek to utilize this quantitative study to drive a

qualitative study (Gou et al., 2017).

Ball, Deviney, Mills, and Vrba (2014) sought to further explore why some

students participate in education abroad while some students do not participate.

Specifically, the qualitative study examined what factors influence, positively and

negatively, students' decision to participate in education abroad programs (Ball et al.,

2014). Participants in the study consisted of higher education students, i.e., graduate and undergraduate (Ball et al., 2014). The data collection tool was the Excellence for Learning- Student Version, which measured students' behavioral tendencies (Ball et al., 2014). Data analysis consisted of descriptive data coded for common themes relative to education abroad perception (Ball et al., 2014). Results indicated that students participating in the education abroad program exhibited stronger people orientations (Ball et al., 2014). Higher tolerance for ambiguity and stronger preference for frequent interactions with others were traits that were possessed by students who participate in education abroad programs (Ball et al., 2014). Lastly, participants indicated a higher degree of openness as opposed to students who do not participate in education abroad programs (Ball et al., 2014).

Implications of the Ball et al. (2014) study were associated with the higher education institution's desire to learn more about students who participate in education abroad in order to better meet their needs as well as to engage more students in education abroad programs (Ball et al., 2014). A better understanding of why students studied abroad and their traits could focus the marketing of education abroad programs as well as the design of the education abroad curricula and pre-departure trainings (Ball et al., 2014). A limitation of the study was the failure to account for environmental factors that influenced the behaviors of the education abroad participants (Ball et al., 2014). Furthermore, the study did not account for the qualities that participants already possessed prior to the education abroad experiences (Ball et al., 2014). Future research could explore the effect of environmental factors on students' motivations to participate in education abroad (Ball et al., 2014).

Cort, Jones, Stone, and Woodham (2016) explored the relationship between education abroad programs and participation amongst African-American students. Specifically, the study sought to identify factors that explained why African-American student participation rates were low, explore the importance of higher education administrators in increasing education abroad participation, and explore student perceptions of the utility and benefits of education abroad participation (Cort et al., 2016). The sample included participations enrolled at a historically Black college and university majoring in business. A second sample included undergraduates from a private university studying in a marketing class (Cort et al., 2016). The study utilized two focus groups who participated in a discussion session from which a questionnaire was created and later administered to participants (Cort et al., 2016). Data were analyzed using *t*-tests and confirmatory modeling techniques (Cort et al., 2016). Researchers compared the data from the two institutions and concluded that participants from the private university were more knowledgeable regarding their school's education abroad programs (Cort et al., 2016). Data also suggested that participants from the private university were more engaged in the opportunities that were presented by the education abroad programs (Cort et al., 2016). Contrarily, the participants from the historically Black college and university indicated placing more value on the benefits of participating in an education abroad program (Cort et al., 2016).

The implications of the Cort et al. (2016) study were relative to the allocation of funds and creation of policy as well as the tangible effects on the participation rates of higher education students, particularly for African-American students (Cort et al., 2016). The findings from the study could be used to educate administrators relative to the

influence of funding, policy, and procedures on potential participants in education abroad programs (Cort et al., 2016). As for limitations, the study did not account for the validity of student perceptions relative to education abroad programs (Cort et al., 2016). A pre- and post-measure was absent from the study (Cort et al., 2016). Future research could seek to utilize a mixed methods study to further examine the link between actual policy and the rationale for student perceptions (Cort et al., 2016).

Interpersonal skills. Mason and Thier's (2018) qualitative study explored the relationship between the length of education abroad program and global citizenship orientation. Participants engaged in an education abroad program and completed pre-visit memos and post-visit journals and videos (Mason & Thier, 2018). Participants included 13 higher education students, including 10 undergraduate students and three graduate students (Mason & Thier, 2018). Participants were pursuing different majors, including international studies, international business, and geography (Mason & Thier, 2018). Participants indicated more global citizenship characteristics after the education abroad program concluded than before the education abroad program began (Mason & Thier, 2018). Post-visit journals reflected significantly more coded elements of citizenship (Mason & Thier, 2018). Global awareness and global knowledge were the most commonly reflected code from the post-visit data (Mason & Thier, 2018).

Given the growing importance of global citizenship in the business sector, the implications of this study were relative to the link between education abroad and developed global citizenship. Mason and Thier's (2018) study indicated significant growth of global skills after participation. Higher education institutions could work to improve interventions before and after the education abroad experiences to enhance

develop and long-term retention of global skills (Mason & Thier, 2018). Limitations of this study included the difficult nature of generalizing qualitative data to all education abroad students (Mason & Thier, 2018). Additionally, students could have already possessed a certain level of global citizenship prior to participating in the education abroad experience. Future research could seek to focus on a single element of citizenship or a certain major (Mason & Thier, 2018).

Hendrickson (2016) studied the social aspect of participating in education abroad programs. Specifically, the mixed methods study sought to explore the factors that influenced the development of social networks during education abroad programs (Hendrickson, 2016). Participants consisted of 105 students who voluntarily completed two measures. One measure was administered one to two weeks after class started, and the other measure was administered one to two weeks prior to classes finishing. Data collection also consisted of two in-depth interviews (Hendrickson, 2016). Data analysis included a one-way ANOVA using the quantitative surveys and coding for themes using the in-depth interviews (Hendrickson, 2016).

Participants indicated developing friendships amongst their education abroad cohorts, but to a lesser extent amongst members of the host country (Hendrickson, 2016). Participants indicated developing strong bonds with their peers in the cohort given the impotence to survive in a foreign country (Hendrickson, 2016). Conversely, participants indicated language barriers as preventing the formation of friendship with members of the host country (Hendrickson, 2016). The implications of this study were interrelated with initiatives to highlight social networking skills as benefit for future use in the marketplace (Hendrickson, 2016). Limitations of this study included the use of participants from both

public and private institutions given the different campus cultures (Hendrickson, 2016).

Future research could center on interventions by the institution to foster networking

opportunities in the host country (Hendrickson, 2016).

Bikos et al. (2019) launched a qualitative study to measure students' perceptions

of readiness for their upcoming education abroad program. Participants attended three

higher education institutions and were asked to respond to two open-ended prompts

(Bikos et al., 2019). Responses were coded and broken into domains based on the most

common themes (Bikos et al., 2019). According to responses, prior international travel

was perceived most frequently as preparation for education abroad (Bikos et al., 2019).

Moving away from home was the second highest indicator of perceived education abroad

preparation (Bikos et al., 2019). Interestingly, neither of the two most frequent

perceptions were initiatives of the higher education institution (Bikos et al., 2019).

With regard to implications, the results of Bikos et al. (2019) indicated a lack of

preparation initiatives by the higher education institution. In order for students to be

prepared to reap the full benefits of education abroad, preparation was vital (Bikos et al.,

2019). Because the data collection tool was administered prior to departure, the

identified elements could not have prepared participants for participation, thus a

limitation of the study (Bikos et al., 2019). Future research could seek to identify which

specific interventions were initiated by a higher education institution that were perceived

as effective (Bikos et al., 2019).

In summary, the social element of the Cultural Approach explores the motivations

and benefits of participating in an education abroad program relative to cultural

identification and understanding. The aforementioned empirical studies reinforced the

notion that participation in education abroad programs was preceded by intrinsic

motivation (Lehnert et al., 2014). Students were often motivated to participate in

education abroad in order to grow as a global citizen, and many studies focused on

motivation to participate in an education abroad program (Mason & Thier, 2018).

Education abroad participants often sought to explore their own cultures while comparing

and contrasting their cultures to the cultures of the host countries (Blake et al., 2019).

Participation in education abroad promotes cultural tolerance through interaction in the

host environment as well as through the taught curriculum (Anderson et al., 2015). In

this manner, the social element and the economic element were related given employers

were more likely to hire employees who demonstrated cultural tolerance and awareness

in the global market (Andenoro et al., 2015). Figure 3 presents a concept chart to

represent the empirical studies that were synthesized in social element.

STUDY	PURPOSE	PARTICIPANTS	DESIGN/ ANALYSIS	OUTCOMES
Lehnert et al. (2014)	Determined the factors that influenced the decision to participate in education abroad when temporal distance was minimized.	Upper division business majors who attended elective international management and marketing classes at a large, regional university.	Qualitative survey Quantitative survey	No difference between males' and females' intent to participate in education abroad. Parents' education level was insignificant. Older students were more likely to participate in education abroad for personal growth.
Anderson et al. (2015)	Determined the relationship between why students chose to participate in	355 higher education students (84% females)	Quantitative Pre- and post-assessment	Motivations to participate in education abroad were linked with the length of

STUDY	PURPOSE	PARTICIPANTS	DESIGN/ ANALYSIS	OUTCOMES
	education abroad, their choice of program, and their intercultural competence.			study as well as the living conditions, whether students lived with a host family or in a dwelling provided by the institution.
Moog & Petzold (2017)	Determined why students participated in education abroad.	370 students in the economics and engineering science majors who were studying at the University of Siegen in Germany.	Quantitative questionnaire	Productivity, language skills, host university's reputation, financial support, and group interaction were identified as influences on deciding whether or not to participate in education abroad.
Blake et al. (2019)	Determined how the participants' narratives of their experiences in the program illustrated principles of cultural relevance.	10 minority students who were rising sophomores or juniors	Qualitative Pre- and post-program structured interviews	Students detailed the importance of leadership skills and giving others the benefit of the doubt. Students compared cultures and emphasized cultural relevance.
Depoo et al. (2014)	Determined the level of effectiveness of short-term global education abroad programs to inform students' cultural immersion along with greater understanding of global business and cultural appreciation.	Undergraduate students from an urban New York college who participated in an education abroad program	Mixed methods study Survey administered via email consisting of 32 Likert-type scale questions and 16 open-ended questions.	Students reported overall satisfaction with the short-term education abroad programs and indicated cultural immersion as a highlight. Students were less satisfied with the academic components of the class, indicating a perceived lack of preparedness to

STUDY	PURPOSE	PARTICIPANTS	DESIGN/ANALYSIS	OUTCOMES
				complete a group project and the field study.
Engelhard & Holtbrügge (2016)	Determined the impact that cultural boundary spanning has on cultural intelligence.	60 German institutions; 33.1% of the participants were male, and 66.9% were female.	Quantitative Questionnaire	Intrinsic motivation and self-determination were statistically significant amongst participants in education abroad programs.
Guo et al. (2017)	Determined the common and unique characteristics of education abroad programs in the United States and in China.	5,500 higher education students in the United States and 55,500 higher education students in China	Quantitative National Survey of Student Engagement and Chinese College Student Survey Multivariate Regression	Education abroad was more common in the United States than in China. 14% of participants in the U.S. sample studied abroad as compared to 6% in the China sample.
Mason & Thier (2018)	Determined how the length of study impacted students' global citizenship orientation.	13 higher education students enrolled in various majors	Qualitative Pre-visit memos Post-visit journals/videos	Students appeared to demonstrate more global citizenship dimensions after the education abroad program. Global awareness was the most common code.
Hendrickson (2016)	Determined the factors that influenced the development of social networks during education abroad programs.	105 international higher education students	Quantitative survey and in-depth interviews	Students participating in education abroad tended to have more friendships amongst their fellow education abroad peers in the cohort, but fewer friendships in the host country.

STUDY	PURPOSE	PARTICIPANTS	DESIGN/ ANALYSIS	OUTCOMES
Bikos et al. (2014)	Determined what students perceived to be preparation for the upcoming education abroad.	Participants were from three institutions with a mean age 20.69 (72% female).	Qualitative Participants were administered two open-ended prompts.	Previous international travel was perceived as the most frequent preparation for White students, and moving away from home was most cited reason for students who withdrew.
Beaty & Jones (2019)	Determined what factors led to successful use of faculty-led short-term education abroad programs to promote cultural humility among undergraduate social work students.	eight higher education students	Mixed methods design qualitative survey and quantitative survey	Global and cultural awareness of students was enhanced. Social media and technology connected the participants with host families and members of the host country.
Lee & Negrelli (2018)	Determined the level of cultural identification of education abroad participants before and after their intercultural interactions and to discover the effects of those interactions on their cultural identifications and acculturation processes.	17 higher education students participating in a short-term education abroad program to Japan and Korea	Quantitative Survey Paired sample t-test	Results indicated a statistically significance decrease in previously levels of cultural identifications.
Cort et al. (2016)	Determined the degree to which differences existed in students'	Higher education students enrolled at a historically Black college and university and	Quantitative Survey t-test	Private school students indicated higher overall awareness and knowledge of the

STUDY	PURPOSE	PARTICIPANTS	DESIGN/ ANALYSIS	OUTCOMES
	awareness of education abroad programs, perceptions of administrative emphasis on education abroad programs, and students' intent to participate in an education abroad experience.	higher education students enrolled at a private university		availability of school's education abroad offerings. Private school students appeared more enthusiastic about education abroad programs. The historically Black college and university students appeared to place more value on the potential employment benefits associated with education abroad programs.
Ball et al. (2014)	Determined what factors influenced, positively and negatively, students' decision to participate in education abroad programs.	Higher education students, both graduate and undergraduate	Qualitative Descriptive data were analyzed to determine common themes relative to education abroad perceptions and behavior analysis.	Students who elected to participate in education abroad tended to be stronger in people orientations, have a higher tolerance for ambiguity, a stronger preference for frequent interaction with others, and a higher degree of openness.
Asbury & Maloney (2018)	Determined the effect of the drop-off strategy to develop intercultural competence.	35 first-semester college freshmen Two cohort groups took part in an education abroad program in Ireland.	Pre- and post-assessment	The drop-off exercise could be a successful strategy to increase students' intercultural competence.

Figure 3. Concept chart containing empirical studies related to the social sphere of the Cultural Approach.

Intellectual Sphere of Influence

Student learning. A study conducted by Gulawani and Howard (2014) focused on student perceptions of education abroad learning. The study utilized a case study to explore the effects of education abroad on students' ability to achieve learning outcomes (Gulawani & Howard, 2014). The case study participants consisted of 34 undergraduate students who participated in an education abroad program in India in 2010 and 2011 courses (Gulawani & Howard, 2014). After their education abroad experiences, participants completed a qualitative survey administered via email during the semester after their education abroad experiences (Gulawani & Howard, 2014). The responses rates were 60% from the 2010 cohort and 64% from the 2011 cohort (Gulawani & Howard, 2014). The survey questions were relative to the learning outcomes of their programs (Gulawani & Howard, 2014). Participants suggested that they were better able to accomplish the learning outcomes given their education abroad experiences (Gulawani & Howard, 2014).

The results of this study were consistent with the implication that education abroad leads to better engagement and better comprehension of the curriculum. As higher education institutions look to meet student needs and market education abroad programs, research yielding such results supports the benefits of education abroad. Future research could focus on the different types of learning and the relationship between education abroad programs and assessments aligned with the respective learning styles. The small participant size, including 34 students, was a limitation for this study. Students were able to respond only yes or no in the survey, which was another limitation (Gulawani & Howard, 2014).

Coker, Heiser, and Taylor (2018) explored the effect that length of program had on student outcomes and the educational experience. Participants from the study were from five graduating classes ($N = 1,858$) from Elon University who had were categorized as not having participated in education abroad programs, having participated in one short-term experience, having participated in two short-term experiences, having completed a one-semester experience, having completed a one short-term experience and a one-semester experience (Coaker et al., 2018). Coker and colleagues (2018) used data from the Elon Experiences Transcripts and the National Survey of Student Engagement (Coaker et al., 2018). The Elon Experiences Transcripts are collected annually and consist of students' perspective of their experiential learning experiences (Coaker et al., 2018). The Kruskal-Wallis test was used to analyze the data, focusing on differences between the Elon Experience Transcripts and the National Survey of Student Engagement (Coaker et al., 2018).

The results suggested that students who studied abroad had better experiences and found their learning more enhanced than students who did not participate in education abroad (Coaker et al., 2018). The length of program seemed to enhance the experiences, with the longer programs appearing to have a more significant impact than the short-term programs (Coaker et al., 2018). Higher education institutions could utilize these data when designing curriculum maps, education abroad programs, and marketing to potential education abroad participants. Prior studies has suggested that length of program, with shorter programs being available, could improve participation for students who otherwise could not afford to participate or find the time. With regard to limitations, the National Survey of Student Engagement was an indirect measure, which calls into question

validity of comparing an instrument administered to Elon students against one administered to students attending different institutions. Education abroad experiences could well vary based on context. Future research could isolate a specific length of study for further investigation and clarification of the trends.

A study conducted by Harper (2018) explored the relationship between the education abroad location and one's sense of self learning. Harper's qualitative study added to the literature regarding place by utilizing the experience of eight Canadian higher education students as they participated in an education abroad experience in the Andes. Participants kept a written journal detailing their experiences during a three-week education abroad program (Harper, 2018). Participants' prior travel experience ranged from limited to a few international trips. Data collection consisted of the aforementioned journal responses, as well as researcher observations and field notes (Harper, 2018).

Data analysis consisted of coding along with identification of common themes throughout the entries. The researcher's observations and field notes provided context (Harper, 2018). Several themes emerged during data analysis, which were described as personal growth, multiplicity of meaning, privilege and global perspective, urban-rural effect, and a taste for more (Harper, 2018). Personal growth referred to the participant's utilization of learning opportunities to add to one's prior experience, formation of new views, and reinforcement of previously formed ideals (Harper, 2018). Multiplicity of meaning referred to added values/definitions as participants became aware of new perspectives (Harper, 2018). Participants experienced an awakening as it pertained to their standards of living/quality of life because they experienced a standard of living different from their native homes (Harper, 2018). This phenomenon changed or created

in some cases the participants' global perspective as they acknowledged similarities and differences between the host country and their native homes (Harper, 2018). Participants noted the different ways of life in the rural setting of the Andes versus their urban life in Canada. Lastly, participants collectively embraced the education abroad experience and indicated a desire to study and/or live abroad in the future. (Harper, 2018).

Researchers noted that location during education abroad significantly affected the formation of learning experience and personal ideals (Harper, 2018). The implications of the study were associated with the significance of life events relative to the growth of emerging adults (Harper, 2018). Limitations of the study included the small sample size, i.e., eight participants, which made generalizations difficult (Harper, 2018). A future quantitative study could enrich this study's findings by isolating the identified themes for further research (Harper, 2018).

Pipitone's (2018) study revisited the efficacy on place with regard to experiential learning and the education abroad experience. Participants belonged to two cohorts, i.e., in an education abroad program in Morocco and an education abroad program in Bali. Students completed eight reflective journal prompts and participated in open-ended, follow-up interviews individually with the researcher (Pipitone, 2018). Data analysis consisted of coding to identify themes relative to place and engagement (Pipitone, 2018).

Results of Pipitone's (2018) qualitative study suggested that participants' level of engagement with the education abroad location was significant to the experiential learning opportunity. Pedagogies seemed to be dependent on the participants' level of engagement with local cultures and social interactions (Pipitone, 2018). Prior experiences coupled with learning opportunities during the program provided students

with opportunities for growth (Pipitone, 2018). The researcher suggested that his findings could provide a strategy for future education abroad program development (Pipitone, 2018). Social change was an outcome that Pitpitone (2018) identified as a desired characteristic of education abroad programs, and this element was related to cultural engagement and the importance of place (Pipitone, 2018).

A limitation of this study was the missed opportunity to incorporate quantitative data to guide the qualitative research (Pipitone, 2018). With the cohorts originating from institutions outside of the United States, generalization of results was difficult given the different cultural norms often dictate how participants engage in other cultures (Pipitone, 2018). Future research could utilize a mixed methods study and focus on cohorts originating in the United States (Pipitone, 2018).

Blake-Campbell's (2014) qualitative study further explored the efficacy of short-term education abroad experiences. The study sought to measure the expectations of students relative to short-term education abroad programs as well as the effects of a short-term education abroad experience (Blake-Campbell, 2014). Participants consisted of undergraduate students pursuing a degree at a community college in New York (Blake-Campbell, 2014). Participants were given a survey to complete prior to departure, and they took part in four preparation sessions prior to the education abroad experience (Blake-Campbell, 2014). After returning from the education abroad experience, the participants completed a post-survey (Blake-Campbell, 2014). Participants answered open-ended questions, providing a narrative for researcher to review, code, and generate themes (Blake-Campbell, 2014). Themes were ranked in terms of frequency of

responses, and data were dissected for commonalities and unique responses (Blake-Campbell, 2014).

Data analysis indicated a significance relative to student perceptions of efficacy and short-term education abroad programs (Blake-Campbell, 2014). Transformative learning was evident in participant responses in post-participation surveys relative to ethics, empathy, engagement, and global citizenship (Blake-Campbell, 2014). Participant responses indicated students' value of a short-term experience that enabled participation and learning that otherwise could not have occurred (Blake-Campbell, 2014). The implications of these results were relative to improving participation rates among higher education students given the students with income challenges were able to participate in a lower cost, short-term program that potentially would not require the participant to quit their current jobs (Blake-Campbell, 2014). Given the identified themes of this study, future research could narrow to further study of one of the themes as well as utilizing participants from a different class institution other than a community college (Blake-Campbell, 2014). This study was limited by the convenience sample of students. Ideally, a more intensive study could include conducting focus groups in the host country that would allow the researcher to follow up on responses (Blake-Campbell, 2014).

Marx and Moss (2015) explored the practice of continuing learning from the education abroad experience after re-entry. The process of intercultural learning continues after reentry wherein the participants' growth either stymies or continues based on the environment (Marx & Moss, 2015). The participant in the qualitative study engaged in five open-ended interviews with a researcher. The first interview was conducted prior to departure, the second and third interviews were conducted during the

education abroad semester, the fourth interview was conducted two days after reentry, and the final interview was conducted five months after reentry (Marx & Moss, 2015). The participant consisted of one higher education student who studied abroad from the United States in London, England (Marx & Moss, 2015). Researchers utilized three-step coding while analyzing the audio-recorded and transcribed interviews for common themes (Marx & Moss, 2015). The participant indicated that she sought jobs after her education abroad experience that were reflective of the intercultural experience that she had while participating in education abroad (Marx & Moss, 2015). Upon returning, the participant was required to complete an intercultural experience project during the semester (Marx & Moss, 2015). Thus, the student was required to revisit her education abroad experience in a formal way after returning (Marx & Moss, 2015).

The implications of this study included the significance of finding ways to extend the learning that took place during an education abroad experience (Marx & Moss, 2015). The findings suggested that a follow-up project that was worked on during the education abroad and completed upon return was an effective strategy for extending the experience. A glaring limitation of this study was utilizing only one participant (Marx & Moss, 2015). Therefore, a future study could utilize more participants in order to gather data that enable the researcher to make more generalizable conclusions (Marx & Moss, 2015).

Chancellor's (2018) study explored the efficacy of education abroad relative to library and information science education. The researcher studied 60 higher education institutions to determine whether or not an education abroad experience was offered for students who major in library and information science (Chancellor, 2018). The quantitative study required the researcher to visit each institution's website in search of

an education abroad program that was offered for the degree program and to count the institutions that did offer a program (Chancellor, 2018). Results suggested that 22 of the 60 institutions studied offered education abroad programs for students who majored in library and information science (Chancellor, 2018).

Given the benefits of education abroad, the implications of this study suggested that the majority of schools sampled did not offer education abroad programs for students who majored in library and information science, meaning those students do not have access to the aforementioned benefits (Chancellor, 2018). A limitation of this study was the strict quantitative nature of the research only counting the number of education abroad programs for the major that was located on that institutions' websites (Chancellor, 2018). Future research could implement a qualitative element by reaching out to the institutions to gather data relative to why they do or do not offer an education abroad program in the specific degree major (Chancellor, 2018).

Alqarni (2017) explored the impact of the length of study on collocational knowledge. Specifically, Alqarni sought to determine the effect of the length of study in Australia on the acquisition of lexical collocations. The quantitative study utilized 124 Saudi participants enrolled in different Australian institutions throughout the country. Participants completed a multiple-choice collocation test to measure lexical knowledge. The SPSS software program was used to conduct a *t*-test to analyze the quantitative data (Alqarni, 2017). Results indicated a positive correlation between the length of program and lexical collocation knowledge acquisition and retention. Participants who stayed one year had a lower mean score than participants who stayed four years (Alqarni, 2017).

The implications of this study were relative to the length of education abroad programs as these results indicated that a longer program was conducive to more student achievement (Alqarni, 2017). The length of program has been an evolving topic as higher education institutions have begun to employ shorter programs in order to meet the needs of students who cannot participate in longer studies due to monetary restrictions or other barriers (Alqarni, 2017). Investigating the effect of the length of program on learning processes could be integral to designing education abroad programs (Alqarni, 2017). A limitation of this study was the focus on a foreign learner program instead of an education abroad experience, which could make generalizing the results to other education abroad programs difficult (Alqarni, 2017). A future study could seek to utilize students from the United States who are engaged in an education abroad program relative to the same topic, collocational lexical learning.

Gallego-Balsà (2018) explored the differing perspectives of students and instructors relative to language learners in an immersion environment. The qualitative study consisted of two focus group discussion sessions (Gallego-Balsà, 2018). The first focus group consisted of four language instructors, and the second group consisted of five language learners (Gallego-Balsà, 2018). Data analysis consisted of a discourse analysis perspective and adopted the notion of stance (Gallego-Balsà, 2018). The researcher recorded the focus group discussion sessions for the purpose of coding and thematic categorization (Gallego-Balsà, 2018). The data indicated that instructors viewed immersion as an effective tool for teaching language compared to other methods (Gallego-Balsà, 2018). Conversely, the language learners pointed to social barriers, such

as fearing their host peers would not fully accept them into their social groups, indicating the opportunity for learning was compromised (Gallego-Balsà, 2018).

The implications of the study reinforced the importance of ensuring that higher education institutions elicited feedback from the student population when making policy relative to the student body (Gallego-Balsà, 2018). The limitations included the qualitative research, which can be difficult to generalize to the population, and the small participant pool utilized in the study, which further hindered the generalizability of the findings. The perceptions of students and instructors of the learning environment could be quite different as indicated by Gallego-Balsà (2018). Future research could utilize a quantitative approach and include more participants to further explore the initial findings by Gallego-Balsà (2018).

Prestholdt (2018) explored the efficacy of experiential learning with regard to the study of biology. Specifically, the researcher sought to answer how experiential learning effected mastery of Biology concepts (Prestholdt, 2018). Two cohorts of participants were administered a pre- and post-assessment to gauge efficacy of the experiential learning opportunity (Prestholdt, 2018). Participants were comprised of 25 students who were either juniors or seniors, including 12 biology majors and 13 non-biology majors. The other majors represented consisted of business, education, communications, German, Spanish, history, and sociology (Prestholdt, 2018). The pre-assessment was administered in class, approximately one week prior to departure (Prestholdt, 2018). Participants' grades and feedback on the pre-assessment were withheld until the post-assessment was administered (Prestholdt, 2018).

Results indicated non-biology majors achieved 15% higher on the post-assessment compared to the pre-assessment (Prestholdt, 2018). The most significant areas of growth were relative to evolution and ethology (Prestholdt, 2018). Biology majors demonstrated growth in the areas of identification, evolution, and ecology (Prestholdt, 2018); however, the biology majors' growth was not determined to be significant (Prestholdt, 2018). The study did not address whether or not the cohorts could have performed as well had they not participated in an education abroad experience, which was a limitation of the study (Prestholdt, 2018). With regard to implications, experiential learning provided by education abroad opportunities has been proven to improve student learning and could be used as one of the benefits to motivate students to participate (Prestholdt, 2018). Future research could compare the data from an on-campus class with no education abroad component between students who participated in education abroad and students who did not participate in an education abroad (Prestholdt, 2018).

Liu (2019) sought to further explore the relationship between education abroad participation and professional development. Specifically, the qualitative study sought clarity on the extent to which professional development delivered through education abroad could enhance the learning experience for professionals (Liu, 2019). The research study involved a three-month professional development program where participants from China studied in Canada and visited higher education institutions (Liu, 2019). The data collection tools included research reports, program evaluation surveys, and journals (Liu, 2019). Participants included 52 international student advisors employed through Chinese

higher education institutions. The data were analyzed utilizing theme identification and coding (Liu, 2019).

The identified themes were raised historical awareness of higher education development in China, raised contextual awareness of the policy framework for international education in China, raised cross-cultural awareness of student development in China, and formation of a professional learning community for international education in China (Liu, 2019). Given the exhibited gains in knowledge relative to higher education in China, the researchers concluded a significant benefit to delivering professional development via an education abroad experience (Liu, 2019). The implications of these findings were relative to the opening new avenues for utilizing education abroad programs (Liu, 2019). Significant literature existed regarding the benefits of education abroad relative to future professional opportunities while studying at the university, but the results of this study indicated efficacy for utilizing education abroad programs for delivering professional development after graduation (Liu, 2019). Liu (2019) utilized several different data collection tools, which contributed to the limitations of the study. The study lacked a thorough elaboration of the procedures to allow the study to be repeated (Liu, 2019). Future research could seek to link education abroad experiences to life after completing the higher education curriculum (Liu, 2019).

Misco and Shiveley (2015) explored the relationship between short-term education abroad programs and long-term professional impact. Specifically, the researchers explored how a short-term education abroad program administered during preservice could benefit future teachers (Misco & Shiveley, 2015). The qualitative study consisted of 148 participants who indicated that they taught or became teachers after their

education abroad programs (Misco & Shiveley, 2015). A qualitative survey was administered via email and consisted of 12 closed-ended demographic and detaching experience questions as well as four open-ended questions relative to the education abroad experience (Misco & Shiveley, 2015). Data analysis consisted of coding for emergent themes and comparing recurring entries (Misco & Shiveley, 2015). The results indicated that most participants viewed the education abroad experience as impactful on the professional and personal levels (Misco & Shiveley, 2015). Participants indicated feeling that the education abroad experience was a benefit while interviewing for a teaching position (Misco & Shiveley, 2015). Furthermore, participants noted feeling more self-reflective while reviewing teaching strategies (Misco & Shiveley, 2015). Lastly, participants indicated that the education abroad participation increased their cross-cultural awareness, giving them more self-confidence when teaching students of different cultures (Misco & Shiveley, 2015).

The implications of this study were associated with the added value of short-term education abroad programs as the results indicated that participants felt more effective in their teaching practices and personal lives and attributed this phenomenon to the education abroad experience (Misco & Shiveley, 2015). A limitation of this study was the study was conducted after students participated in an education abroad experience as opposed to framing the study prior to participation and recording pre- and post-participation data (Misco & Shiveley, 2015). Future research could seek to build upon this study's findings by creating a focus group of students who major in education to participate in an education abroad experience while conducting pre- and post-assessments (Misco & Shiveley, 2015).

Critical thinking skills. A study conducted by Robin, Stoner, and Tarrant (2014) explored the added value of participating in an education abroad program relative to global citizenry. The researchers administered a pretest and posttest to participants, which were divided into four groups: 1) education abroad/sustainability, 2) education abroad/nonsustainability, 3) home campus/sustainability, and 4) home campus/nonsustainability (Robin et al., 2014). The participants included 357 undergraduate students who were enrolled at a large higher education institution in the southeastern United States (Robin et al., 2014). SAS 9.3 analysis was used to conduct a three-way ANOVA for the three dependent variables, sustainability versus non-sustainability, education abroad versus home study, pretest versus posttest (Robin et al., 2014). Results indicated that education abroad in itself does not have the most significant impact on global citizenship, but a combination of education abroad coupled with sustainability had the most significant effect (Robin et al., 2014).

Political and academic initiatives could be influenced based on the efficacy of education abroad and its effect on student outcomes relative to global citizenry. The implications of this study were paramount when recruiting participants for education abroad programs. Majors as well as program quality could be considered by the institution as education abroad programs are designed and by students as they choose the most appropriate education abroad program. Limitations of this study included the unknown effect of faculty performance relative to the education abroad experience. Also, the research seemed to focus solely on environmental citizenship rather than the other aspects of global citizenry. Future research could focus on the other areas of global citizenry as well as courses in other disciplines (Robin et al., 2014).

Cai and Sankaran (2015) conducted a study that explored the relationship between education abroad and the development of critical thinking skills. In this study, participants of an education abroad program were administered formative and summative assessments throughout the program to gauge learning outcomes, which included enhanced critical thinking skills (Cai & Sankaran, 2015). The research team utilized a thematic interdisciplinary approach with the participants who consisted of 12 higher education students participating in education abroad in China (Cai & Sankaran, 2015). Students were tasked with keeping a daily journal and writing essays throughout the experience (Cai & Sankaran, 2015). Cai and Sankaran (2015) utilized qualitative analysis strategies to code the data and decipher themes.

The results of the study indicated that students appeared to exhibit higher-order thinking skills throughout the education abroad experience, which researchers attributed to the education abroad program (Cai & Sankaran, 2015). As higher education institutions seek to promote education abroad programs while crafting rigorous and appropriate curriculum, the consideration of critical thinking skills and the effect of the education abroad program on student learning could be considered. The small sample size in this study was limitation, which could make generalizing the findings to the larger population difficult. Given the plausibility that the 12 participants already had a certain level of critical thinking skills prior to the education abroad experience, the study findings could have been affected by preexisting conditions rather than the conditions of the study. Future research could seek to include a larger sample size with a pre- and post-assessment, possibly a mixed methods study, to validate the results of this study (Cai & Sankaran, 2015).

LeCrom, Dwyer, and Greenhalgh (2018) further explored the element of global mindedness in their study featuring participants from the sport management discipline. Participants engaged in four different education abroad programs and responded to a pre- and post-assessment relative to the elements of global mindedness (LeCrom et al., 2018). Purposive-convenience sampling was utilized to identify students who were majoring in sport management within the United States (LeCrom et al., 2018). Participants included undergraduate students who were engaged in education abroad programs. The program included a duration of 10 to 14 days in Western Europe for the spring and/or summer semesters (LeCrom et al., 2018). By design, participants visited multiple countries during the education abroad experiences (LeCrom et al., 2018). The assessment tool measured global mindedness, and it was comprised of 30 five-point Likert-type scale questions evaluating the five elements of global mindedness, which included responsibility, cultural pluralism, efficacy, global centrism, and interconnectedness (LeCrom et al., 2018). The team also collected data relative to a number of demographic questions to identify moderating variables and included items measuring education abroad history, length of previous programs, citizenship, and number of travels out of the country (LeCrom et al., 2018).

The online assessments were administered approximately one month prior to departure and approximately one month after completion of the education abroad program (LeCrom et al., 2018). Results indicated that the short-term, i.e., 10 to 14 days, education abroad programs did not produce significant changes in the participants relative to global mindedness (LeCrom et al., 2018). The researchers suggested that these findings were the result of students who wanted to participate in education abroad

possessing views of global mindedness (LeCrom et al., 2018). Furthermore, the researchers suggested that participating in an education abroad still benefitted students significantly regarding global mindedness as opposed to students who did not participate in education abroad (LeCrom et al., 2018). Pre-participation preparation programs prior to the trip, while not directly a part of the education abroad experience, could have resulted in the development of global mindedness traits (LeCrom et al., 2018).

As for limitations, this study focused on a holistic approach rather than individual student experiences given its design to gather data from students from four different institutions (LeCrom et al., 2018). A future study could administer the global mindedness indicators to two groups of students, i.e., students who have studied abroad and students who have not studied abroad (LeCrom et al., 2018). Additionally, the quantitative data provided in this study could drive future qualitative studies, adding to and enriching the literature (LeCrom et al., 2018).

Hermond, Vairez, Jr., and Tanner (2018) conducted a study exploring the relationship between education abroad and cultural competency using a group of leaders as participants. Specifically, the study sought to better understand how education abroad improved cultural intelligence and expanded cultural understanding (Hermond et al., 2018). Between the years of 2011 and 2015, the researchers gathered data while measuring the experience of prospective school leaders studying in Belize (Hermond et al., 2018). The four areas of study were metacognition, cognition, motivation, and behavior (Hermond et al., 2018). Participants provided written responses to open-ended prompts in addition to completing a survey. The two data sets were analyzed separately and then compared (Hermond et al., 2018). Descriptive statistics were used to analyze

the survey data. The written responses were coded, and themes were identified (Hermond et al., 2018).

Results indicated that participants were aware of their own cultural norms and values (Hermond et al., 2018). However, they were less informed about other cultural groups, especially commonalities (Hermond et al., 2018). While acknowledging the value of different cultures, participants indicated having not previously made an effort to learn about different cultures (Hermond et al., 2018). The data trend indicated that participants were open to learning different cultures, specifically understanding why certain elements were different and others were similar (Hermond et al., 2018). The results were consistent with previous studies, which indicated that education abroad helped develop cultural awareness (Hermond et al., 2018). Given the diverse makeup of many public schools, cultural awareness is a skill becoming of public school leaders (Hermond et al., 2018). Future study could explore a specific study, e.g., two religious groups in the United States (Hermond et al., 2018). This study focused on several years of data and several different participating groups, which introduced unintended variables and presented limitations (Hermond et al., 2018).

In summary, the efficacy of education abroad programs relative to pedagogy and preparation for lifelong learning and job preparedness was reflected in the literature review (Gulawani & Howard, 2014). Studies indicated that students performed better in the curriculum, were more engaged, and, therefore, maximized learning opportunities (Prestholdt, 2018). Enhanced intellectual opportunities served as motivations and were benefits of participating in an education abroad program (Blake-Campbell, 2014). Education abroad programs and experiential learning served students in higher education

institutions, but the literature also indicated that education abroad programs have been

used to deliver professional development in the marketplace (Liu, 2019). Figure 4

presents a concept chart to represent the empirical studies that were synthesized in

intellectual element.

STUDY	PURPOSE	PARTICIPANTS	DESIGN/ ANALYSIS	OUTCOMES
Gulawani & Howard (2014)	Determined the effects of education abroad on students' ability to achieve learning outcomes.	34 undergraduate, college students who participated in an education abroad program in India	Qualitative Students completed a survey sent via email during the semester after their education abroad experience.	Most of the respondents felt that they were better able to accomplish the learning outcomes because they participated in the education abroad program.
Coker et al. (2018)	Determined if the length of study of a program had an effect on learning outcomes and student experiences.	1858 higher education graduates	Mixed methods Elon Experience Transcript (qualitative) The National Survey of Student Engagement (quantitative)	Students who studied abroad had better experiences and found their learning more enhanced than students who did not participate in education abroad. The longer length of the program seemed to enhance the experiences over the shorter programs.
Rubin et al. (2014)	Determined the added value of education abroad when an experiential component was added and the academic content was one of sustainability.	357 undergraduate students studying at a large higher education institution in the southeastern United States.	Quantitative Pretest and posttest were administered to students before and after completing the respective courses. Three-Way ANOVA	Education abroad did not have the most significant effect on global citizenship, but a combination of education abroad coupled with sustainability had the most significant effect.

STUDY	PURPOSE	PARTICIPANTS	DESIGN/ ANALYSIS	OUTCOMES
Cai & Sankaran (2015)	Determined how an education abroad program enriched the curriculum by developing critical thinking skills.	12 students participating in a higher education program in the United States who studied abroad in China	Qualitative Performance tasks to assess student learning	Students seemed to have their critical thinking heightened and the learning process enriched through the education abroad experience.
Harper (2018)	Determined what meaning participants constructed about place and how this meaning related to their sense of self.	Eight participants took place in a three-week education abroad experience	Qualitative Journal responses, researcher observations, field notes	The four themes emerged, included personal growth, multiplicity of meaning, privilege and global perspective.
Pipitone (2018)	Determined the relationship between education abroad experience and self-awareness.	19 higher education students divided into two cohorts (i.e., Morocco and Bali)	Qualitative Students completed eight reflective journal prompts initially and semi-structured, open-ended follow-up interviews	Findings indicated that engagement with place was fundamental to the production of experiential learning space and was mediated through pedagogies that engaged students with local rhythms, meanings, and histories.
LeCrom et al. (2018)	Determined the relationship between education abroad programs and global mindedness.	undergraduate sport management students who studied abroad for 10 to 14 days in two or three countries	Quantitative Survey	The results indicated that a short-term, sport related education abroad experience did not result in changes in global mindedness in students.
Hermond et al. (2018)	Determined whether education abroad experience improved cultural intelligence and	Prospective school leaders taking part in an education abroad program in Belize	Mixed methods Survey; Open-ended writing prompts	Participants seemed aware of their own cultural views but were less confident about the views, practices, and expectations of

STUDY	PURPOSE	PARTICIPANTS	DESIGN/ ANALYSIS	OUTCOMES
	expanded cultural understanding and behavior.		descriptive statistics; coding and themes	other cultural groups.
Blake-Campbell (2014)	Determined how students viewed a short-term education abroad program.	Undergraduate, commuter students attending a community college in New York	Qualitative Participants were administered a pre-survey approximately three weeks prior to the trip and a post-survey upon their return.	A short-term education abroad program could serve as a transformative learning opportunity to shape ideas of ethics, empathy, and engagement for the path to global citizenship.
Marx & Moss (2015)	Determined which strategies were effective in supporting continued intercultural learning upon reentry from an education abroad experience.	One participant	Qualitative Five interviews	The participant sought jobs with a diverse student body and that were reflective of the intercultural experience that she had while participating in an education abroad.
Chancellor (2018)	Determined the impact of education abroad programs on the discipline of library and information science.	60 higher education institutions that offered library information science degree programs	The researcher searched each school's website to determine if an education abroad program was offered for library and information science majors.	22 institutions had education abroad programs.
Alqarni (2017)	Determined the effect that the length of study in Australia and gender had on the acquisition of lexical collocations, as reflected by lexical knowledge tests.	124 male and female students who were Saudi nationals with Arabic as their native language and were enrolled in Australian institutions.	Quantitative multiple-choice test to assess participants' lexical knowledge	Results indicated a positive correlation between length of stay and knowledge of lexical collocation. Only a slight difference between male and female participants.

STUDY	PURPOSE	PARTICIPANTS	DESIGN/ ANALYSIS	OUTCOMES
Gallego-Balsà (2018)	Determined how the perspectives of language teachers and language learners relative to immersion similar/ different.	Four language teachers and five language learners	Qualitative Two focus group discussion sessions	The results indicated that instructors valued immersion as a tool for allowing language learners to achieve better results. Participants learned from each other in the immersion because their local counter parts did not accept them fully into their social groups.
Prestholdt (2018)	Determined if education abroad improved learning of biology concepts.	25 students (i.e., 12 biology majors and 13 non-biology majors)	Quantitative Pre- and post-assessment	Both groups demonstrated mastery of content following the education abroad experience with non-biology majors showing the most improvement.
Liu (2019)	Determined if professional development delivered through education abroad enhanced the learning experience for professionals.	52 international student advisors in Canada	Qualitative Reports about the professional development curriculum, evaluation surveys, journal reflections by one of the researchers	The researchers concluded that the education abroad experience was beneficial to the professional development opportunity.
Misco & Shiveley (2015)	Determined whether or not a short-term education abroad course, taken by preservice teachers, had any lasting professional or	148 participants who indicated that they currently taught or had been employed as a teacher since taking the comparative education course	Qualitative Questionnaire	Specifically, Participants indicated that the education abroad experience gave them an advantage when interviewing for teaching positions and made them more self-

STUDY	PURPOSE	PARTICIPANTS	DESIGN/ ANALYSIS	OUTCOMES
	personal impact once they became teachers.			reflective of their teaching strategies.

Figure 4. Concept chart containing empirical studies related to the intellectual sphere of the Cultural Approach.

Summary

Existing literature relative to education abroad at higher education institutions was characterized by economic, social, and intellectual themes. With regard to economics, the literature indicated that students who participated in education abroad considered the financial burden, and education abroad programs had positive benefits relative to the marketplace after graduation. Socially, participating in education abroad programs developed networking opportunities and created cultural awareness. Lastly, the intellectual value of education abroad was paramount given education abroad was a tool for delivering pedagogy, and, in some instances, was used to deliver professional development. While significant research existed exploring education abroad programs, i.e., the benefits, structural designs, and experiential learning, a gap existed in the literature pertaining to policies and interventions to improve participation rates, particularly for Black undergraduate students. Existing research has suggested that the needs of Black students include cost, fears of racism, and lack of normalcy. This research study sought to identify the contemporary needs of Black students and link those needs with institutional policy to improve the participation rate of Black higher education students in education abroad programs.

CHAPTER III

METHODOLOGY

Less than six percent of education abroad participants are Black higher education students (Institute of International Education, 2016). Consequently, many Black higher education students will not receive the benefits of participating in an education abroad program. Economic, social, and intellectual cultural spheres of influence serve as elements of empathy regarding students' perceptions of participating in an education abroad program (International Education, 2016). In order to best meet the needs of Black higher education students to improve participation in education abroad programs, student perceptions of participating in education abroad programs could be explored. The purpose of this concurrent mixed methods research study was to examine the participation rate of Black higher education students in education abroad programs by exploring student perceptions relative to barriers and motivations, utilizing the Cultural Approach as the conceptual framework, specifically the economic, social, and intellectual cultural spheres of influence. This chapter will outline the elements of this mixed methods research study, which include the research design, role of the researcher, participants, instrumentation, data collection, and data analysis. This study design allowed the researcher to collect and analyze data in order to develop a strategic plan to improve the participation rate of higher education students in education abroad programs.

Research Design

The conceptual framework was the Cultural Approach, which provided an overarching framework that guided research. The Cultural Approach originated as a method of pedagogy for teaching history by examining the interconnected nature of the cultural spheres of influence in relation to time and events. The spheres include religious, economic, social, political, intellectual, and aesthetic (Barnett et al., 2013). This study applied the approach to research by utilizing three of the cultural spheres of influence for examining the phenomenon as it occurs in society wherein Black higher education students participate in education abroad programs at significantly lower rates than their White peers. Specifically, the economic, social, and intellectual spheres was utilized to examine the barriers of Black higher education students regarding participation in an education abroad program (Barnett et al., 2013).

The research design for this study was concurrent mixed methods (Clark & Creswell, 2017). In a concurrent mixed methods study, the researcher gathers quantitative and qualitative data at the same phase and analyzes each data set separately, drawing conclusions relating to the research phenomenon (Clark & Creswell, 2017). See Figure 5 for illustration of the concurrent mixed methods research design.
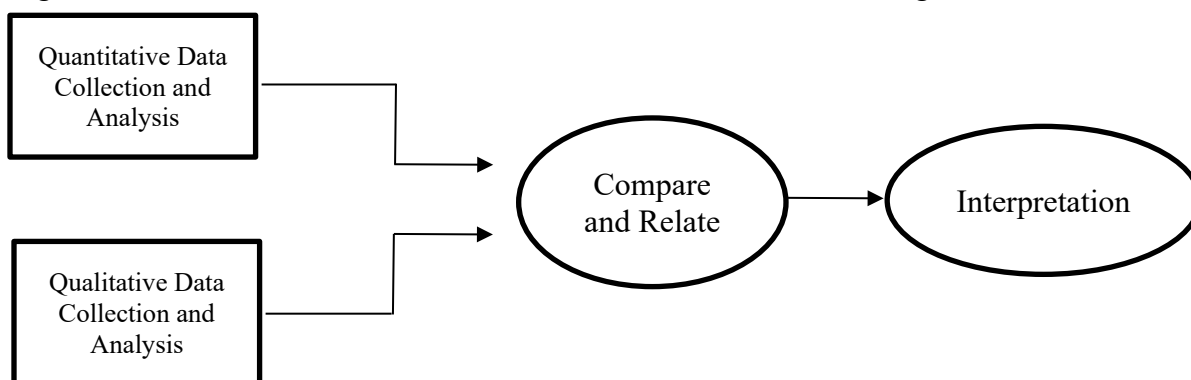
Figure 5. Concurrent mixed methods research design.

For the quantitative phase, the study utilized a correlational research study design, which is appropriate in research that seeks to identify relationships among two variables while attempting to explain occurrences and what is likely to happen given the sample outcomes and outcomes in the general population (Shauna & Wilson, 2016). The independent variables in the study were three of the six cultural spheres of influence of the Cultural Approach (i.e., economic, social, and intellectual). The dependent variable in the study was whether or not the participants planned to participate in study abroad during the next 12 months, which was dichotomous.

As a type of research utilized in the social science field, quantitative research utilizes numerical data and mathematical analysis to describe conditions at a given period of time (Sukamolson, 2007). Given the research study sought to identify why Black higher education students choose to participate or not participate in education abroad programs, the quantitative study provided data to explain the phenomenon. A quantitative study is conducive to providing numerical data, which allows the researcher to specify the most frequently indicated barriers, where qualitative research would simply identify themes, but not frequency. Gunaydin and McCusker (2014) suggested that quantitative research is appropriate when the researcher predetermines specifically what he would like to explore. Furthermore, quantitative research is desired when objectivity and efficiency is desired (Gunaydin & McCusker, 2014).

Moreover, the research design utilized a survey tool for gathering data. The questionnaire allowed for mathematical analysis, answering the questions "how many" and "how often." Suggested by Subedi (2016), questionnaire data utilizing a Likert-type responses contribute to the efficient nature of quantitative research. A Likert-type

response scale assigns numerical value to descriptive items that participants choose when completing the questionnaire (Subedi, 2016). These data are entered into SPSS or similar data analysis programs, providing instantaneous numerical feedback (Subedi, 2016).

For the qualitative phase, the researcher conducted a descriptive case study (Baxter & Jack, 2008). The case study model of research is a preferred methodology because it allows the researcher to gather information to better understand a phenomenon by utilizing several data sources (Baxter & Jack, 2008). Case study methodology is most often used when seeking to understand the "how" and/or "why" relative to the phenomenon being explored (Baxter & Jack, 2008). A descriptive case study seeks to describe the phenomenon given the conditions in which it occurs (Baxter & Jack, 2008).

In order to conduct a descriptive case study, the researcher has to determine the unit of analysis or the case to be examined (Baxter & Jack, 2008). The data source for the descriptive case study can include questionnaire data that were collected during quantitative research (Baxter & Jack, 2008). Interconnecting data that were collected during the quantitative research process is known as convergence and increases validity and understanding (Baxter & Jack, 2008). Converging too much data is a pitfall of case study research given too much data require increasing analysis and management, minimizing efficiency, and increasing cost (Baxter & Jack, 2008).

Research Questions and Hypotheses

The overarching question for this study was:

- What factors influence the decision to participate in education abroad for Black undergraduate students compared to White undergraduate students?

Specifically, the research questions that the study sought to answer were:

- Quantitative: What intellectual, social, and economic factors predict whether or not students will participate in education abroad?

  - *Alternative Hypothesis*: Intellectual, social, and economic cultural spheres of influence will predict participation in education abroad for White and Black undergraduate students.

  - *Null Hypothesis*: Intellectual, social, and economic cultural spheres of influence will not predict participation in education abroad for White and Black undergraduate students.

- Qualitative: What are students' perceptions about participating in education abroad?

- Qualitative: How do the perceptions of White students and Black students relative to participating in education abroad compare?

Role of the Researcher

The researcher worked in education at the secondary level and held an educational specialist degree in curriculum and leadership. The researcher earned a bachelor's degree in history and secondary education and taught in the special education and social studies departments for 8 years. The researcher was a multiracial male of Black and White descent. In 2011, the researcher participated in an education abroad program for two and a half weeks in Oxford, England. The researcher does not have a previous personal or professional relationship with any of the participants in the study. The researcher chose one institution to recruit participants. The researcher obtained the data collection tool and obtained approval from its author. The researcher contacted the appropriate staff members at the southeastern regional state university to obtain approval for conducting

the study, and the higher education institution's personnel delivered the recruitment emails to participants via listserv.

Participants

Participants were a convenient sample of Black and White undergraduate students. Students were of any sexual orientation and gender. There were no exclusions based on program of study. Students were selected from a southeastern regional state university. The questionnaire included an item for the inclusion criteria. In order to participate in the study, the inclusion criteria required each student to have completed at least one semester of college coursework and to not have participated in education abroad. The researcher sought to recruit at least 100 participants for each predicting variable given too large a sample size could be wasteful in terms of money and time and too small a sample size could affect validity and generalizability (Canga, Fahrettin, Seyma, & Yeninpinar, 2019). Table 1 displays the demographics for undergraduate students at the southeastern regional state university.

Table 1

Demographics for Undergraduate Students at the Southeastern Regional State University

Demographic	%
Attendance Status	
Full-Time	71%
Part-Time	29%
Gender	
Male	40%
Female	60%
Racial Classification	
White	49%
Black	38%

Note. As of Fall 2018, total undergraduate enrollment included 6,640 students (National Center for Education Statistics, 2020).

Instrumentation

Quantitative

In 2009, Jinous Kasravi conducted a mixed methods research study in partial fulfillment of the requirements for the degree of Doctor of Philosophy at the University of Minnesota. The study sought to determine the factors influencing the decision to study abroad for students of color (Kasravi, 2009). The quantitative component of the study utilized a quantitative data collection tool to gather data relative to demographics and three cultural spheres of influence, i.e., Obstacles to Study Abroad, Institutional Factors, and Personal Characteristics (Kasravi, 2009). The data collection instrument is included as Appendix A. Consent to use and amend Kasravi's (2009) data collection instrument was obtained. See Appendix B.

Kasravi (2009) developed the data collection instrument and modeled it after Booker's (2001) data collection instrument that was utilized in a study seeking to determine the factors influencing the decision to study abroad between applicants and non-applicants. The initial tool developed by Booker featured six parts in contrast to Kasravi's (2009) five-part instrument. Booker (2001) completed 21 pilot tests in developing his study, utilizing a convenience sample.

With regard to Social Factors, the instrument had 18 items with response scales that were Likert-type, short answer, mark all that apply, and multiple-choice (Kasravi, 2009). The Social Factors assessed the participant's perspective relative to participation in education abroad given social influences and contextual relevance to the Cultural Approach. The three Likert-type items has a four-point response scale with 1 representing *Strongly Agree* and 4 representing *Strongly Disagree*. For Social Factors,

the survey had six multiple-choice items as well as six short answer items and three mark all that apply items. With regard to Institutional Factors, the instrument had 13 items with response scales that were Likert-type, short answer, and multiple-choice (Kasravi, 2009). The Institutional Factors assessed the participant's perspective relative to participation in education abroad given the policy, procedure, and cultural environment created by the higher education institution. The three Likert-type items had a four-point response scale with 1 representing *Strongly Agree* and 4 representing *Strongly Disagree*. For Institutional Factors, the survey had four multiple-choice items as well as six short answer items. With regard to Anticipated Outcomes, the instrument had 13 items with response scales that were Likert-type, short answer, and multiple-choice (Kasravi, 2009). Anticipated Outcomes assessed the participant's perspective relative to participation in education abroad given the participant's expected benefit and cost of participating in the education abroad program. The three Likert-type items were four-point response scale with 1 representing *Strongly Agree* and 4 representing *Strongly Disagree*. For Anticipated Outcomes, the survey had four multiple choice items as well as six short answer items. With regard to Main Barriers, the research tool had 14 items with response scales that were Likert-scale, short answer, and multiple choice (Kasravi, 2009). Specifically, Main Barriers assessed the participant's perception of elements that prevent participation in the education abroad program. The three Likert-scale items had a four-point response scale with 1 representing *Strongly Agree* and 4 representing *Strongly Disagree*. For Main Barriers, the survey had four multiple choice items as well as six short answer items and one mark all that apply item. Table 2 displays the quantitative research instrument items with the related research and research questions.

Table 2

Quantitative Item Analysis Table

Item	Research	Research Question
Demographics	Ball et al., 2014; Cort et al., 2016; Guo et al., 2017	1, 2
2. Marketing	Ball et al., 2014; Blake et al., 2019; Lehnert et al., 2014; Moog & Petzold, 2017; Nascimento & Yuksel, 2018; Pipitone, 2018	1, 2, 3, 4
3. Family	Anderson et al., 2015; Ball et al., 2014; Blake et al., 2019; Moog & Petzold, 2017	1, 2,
4. Friends	Anderson et al., 2015; Ball et al., 2014; Blake et al., 2019; Hendrickson, 2016; Lee & Negrelli, 2018; Moog & Petzold, 2017	1, 2, 3, 4
5a. Information	Alqarni, 2017; Andenoro et al., 2015; Asbury & Malone, 2018; Ball et al., 2014; Bikos et al., 2014; Blake et al., 2019; Cai & Sankaran, 2015; Cort et al., 2016; Depoo et al., 2014; Di Pietro, 2015; Engelhard & Holtbrügge, 2016; Galego-Balsa, 2018; Gulawani & Howard, 2014; Guo et al., 2017; Hendrickson, 2016; Hermond et al., 2018; Kronholz & Osborn, 2016; Lee & Negrelli, 2018; Lehmann & Trower, 2017; Lehnert et al., 2014; Liu, 2019; Macari & Pettitt, 2017; Misco & Shively, 2015; Moog & Petzold, 2017; Pipitone, 2018; Prestholdt, 2018; Rubin et al., 2014	1, 2, 3, 4
Program Offerings	Alqarni, 2017; Anderson et al., 2015; Ball et al., 2014; Beaty & Jones, 2019; Blake-Campbell, 2014; Blake et al., 2019; Chancellor, 2018; Coker et al., 2018; Depoo et al., 2014; Guo et al., 2017; Harper, 2018; Lee &	1, 2

Item	Research	Research Question
	Negrelli, 2018; Lehnert et al., 2014; Mason & Thier, 2018; Misco & Shively, 2015; Moog & Petzold, 2017; Nascimento & Yuksel, 2018; Pipitone, 2018; Prestholdt, 2018; Rubin et al., 2014	
5c. Eligibility	Ball et al., 2014	1, 2, 3, 4
Institutional Support	Ball et al., 2014; Bikos et al., 2014; Blake et al., 2019; Chancellor, 2018; Cort et al., 2016; Depoo et al., 2014; Marx & Moss, 2015; Moog & Petzold, 2017; Nascimento & Yuksel, 2018	1, 2, 3, 4
Obstacles to Participation	Ball et al., 2014; Cort et al., 2016; Depoo et al., 2014; Moog & Petzold, 2017; Nascimento & Yuksel, 2018	1, 2, 3, 4
Personal Perceptions	Anderson et al., 2015; Ball et al., 2014; Blake-Campbell, 2014; Blake et al., 2019; Bikos et al., 2014; Cort et al., 2016; Depoo et al., 2014; Engelhard & Holtbrügge, 2016; Guo et al., 2017; Harper, 2018; Hendrickson, 2016; LeCrom et al., 2018; Lee & Negrelli, 2018; Lehnert et al., 2014; Macari & Pettitt, 2017; Moog & Petzold, 2017; Pipitone, 2018	1, 2, 3, 4

Reliability refers to the consistency of the research instrument, how likely the outcomes will remain the same if the instrument were to be repeated (Heale & Twycross, 2015). Kasravi (2009) conducted her pilot study with a convenience sample of 30 participants at the University of Minnesota to assess validity and reliability. A continuous scale was utilized, and survey items were grouped by factors. SPSS version 11.5 was utilized to determine internal consistency of the scale by conducting reliability analyses (Kasravi, 2009). The Cronbach's alpha coefficients were .68 for Social Factors,

.61 for Institutional Factors, .59 for Anticipated Outcomes, and .71 for Main Barriers (Kasravi, 2009).

For the purposes of this study, the researcher used Social Factors, Instructional Factors, and Main Barriers to create an amended questionnaire. Two of the factors were renamed to align the Cultural Approach. Social Factors was renamed as Personal Characteristics, and Main Barriers was renamed as Obstacles.

Cronbach's alpha coefficient is a test that is utilized to calculate internal consistency and was utilized to support reliability of this research study (Heale & Twycross, 2015). Reliability analyses were conducted using the current study's data. The Cronbach's alpha coefficients ranged from .813 to.932. A Cronbach's alpha coefficient of .70 or higher is considered to be an indicator of acceptable reliability (Heale & Twycross, 2015). The three scales within the measure were deemed internally consistent. Table 3 presents the reliability analyses by racial classification.

Table 3

Alpha Coefficients by Racial Classification

	White	Black
Scale	α	α
Obstacles	.813	.837
Institutional Factors	.932	.919
Personal Characteristics	.811	.804

The Kasravi (2009) data collection tool did not have as many demographic items that the researcher of the proposed study deemed most appropriate. Therefore, the researcher added and/or amended 10 demographic items. The Kasravi study had an item asking the participant about ethnic affiliation. This item was amended to ask the

participant to indicate his or her racial classification. An item was added to ask the participant's cumulative college GPA. The Kasravi study had an item asking if the participant had previously traveled to another country, and the item was removed from the current study's instrument given the researcher believed the items relative to previous education abroad participation as well as the item asking whether or not the participant was born in the United States satisfied the area of inquiry regarding foreign living experience. Lastly, an item was added to ask the participant if the participant had previously participated in a postsecondary education abroad program. Table 4 depicts the original demographic items and the revised demographic items.

Table 4

Comparison Chart of the Original Demographic Items and Revised Demographic Items Original Demographic Items	Revised Demographic Items
1. What year were you at your current institution when you visited the UCSD Programs Abroad Office?	Omitted
Added	3. Do you plan to participate in an education abroad program during the next 12 months?
Added	12. Have you previously participated in a postsecondary education abroad program?
12. What is your ethnic background? (i.e., African American, Native American, Caucasian, Chinese American, Vietnamese American, Korean, Filipino, Mexican, Puerto Rican, etc. If multiracial or biracial, please describe/list which ethnic backgrounds. If Asian or Latino(a) please be as specific as possible as to which country):	14. What is your racial classification? (Reworded)
14. Which of the six UCSD colleges are you enrolled in?	Omitted
21. Have you previously traveled to another country? (for either personal, business, or academic purposes)	Omitted

*Comparison Chart of the Original Demographic Items and Revised Demographic Items*Original Demographic Items	Revised Demographic Items
22. Have you previously lived in another country?	Omitted
Added	23. Have you completed at least one semester of college coursework?

Qualitative

Several qualitative items were added to the data collection instrument. These items were developed by the researcher based on the Cultural Approach conceptual framework (Barnett et al., 2013). Specifically, the qualitative items sought to gather data relative to why or why not the participant chose to engage or not engage in an education abroad program. Additionally, the qualitative items sought to determine preference regarding length of program, location, and topic of study relative to the education abroad program. Barriers and motivations relative to participating in education abroad programs were explored in the literature review, and length of program, education abroad location, and topic of study were identified as specific motivations and/or barriers to participating in education abroad programs (Anderson et al., 2006). An item was added to ask the participant to explain why he or she did not plan to participate in education abroad. An item was added to ask the participant to explain why he or she planned to participate in education abroad. An item was added to ask the participant which length of program he or she preferred relative to education abroad. An item was added to ask the participant which education abroad location(s) he or she preferred to visit. An item was added to ask the participant which topic(s) he or she would prefer to study while participating in education abroad. See Appendix C for the qualitative items.

Data Collection

This study used Qualtrics to administer an online questionnaire and to collect quantitative and qualitative data. The researcher completed elements of the Institutional Review Board (IRB) application and received approval through the southeastern regional state university, ensuring that the study was in accordance with IRB policies and procedures. See Appendix D for approval email. The first item on the questionnaire was the informed consent. See Appendix E. Participants were not able to progress with the questionnaire if they did not agree to the informed consent or if they were not at least 18 years old.

The researcher contacted the Advisement Office via email requesting permission to recruit participants given the Advisement Office could contact students via email without disclosing confidential email addresses to the researcher. See Appendix F for email requesting permission. After gaining consent for the Advisement Office to distribute the recruitment email via EAB, the email was distributed to participants with an anonymous link to the online questionnaire. See Appendix G for first recruitment email. An anonymous link to the online measure was included in the initial recruitment email, along with the purpose of the study, details of the data collection process, and contact information for the researcher and dissertation committee chair. The recruitment period had a duration of three weeks, and participants who completed the questionnaire had the opportunity to be entered into a random drawing for a $100 Amazon gift card. An item was added to invite the participant to enter his or her name and institutional email address if the participant desired to enter the random drawing for the $100 Amazon gift card.

One week later, a second recruitment email was sent to remind participants to complete the questionnaire. See Appendix H. A third and final recruitment email was sent two weeks after the initial email to remind participants of the deadline to complete the questionnaire. See Appendix I. The online measure could be completed on the participant's computer or mobile device at his or her convenience. The administration duration did not exceed 20 minutes. After the questionnaire administration period ended, the researcher downloaded the raw data into an Excel spreadsheet. IP addresses were deleted from the dataset. The winner of the random drawing was selected, then the names and email addresses were deleted from the raw dataset. The raw data will be kept from the time of submission for 5 years for future presentations and/or publications, at which time they will be deleted permanently from the hard drive as well as back-up materials within an online storage, which is password-protected.

<div align="center">**Data Analysis**</div>

Quantitative

Logistic regression is a nonparametric quantitative analysis method, utilizing a dichotomous dependent variable (Brown, 2014). While linear regression models that utilize least squares, maximum likelihood estimates are used to generate a linear equation for predicting group membership (Brown, 2014). Logistic regression helps determine the likelihood of a phenomenon occurring in a given environment (Brown, 2014). Probability of the phenomenon occurring is converted into odds utilizing a logarithm (Brown, 2014). Probability by nature creates a nonlinear shape when plotted, but the logarithm changes the shape into a linear form (Brown, 2014). Logistical analysis

models are characterized by the absence of normally distributed errors as well as inapplicability of homogenous variance (Brown, 2014).

Once the response window closed for questionnaire participation, data were uploaded into the SPSS program for data analysis. In the event of missing data, the researcher utilized listwise deletion to remove a participant's responses, given the sample was large enough to avoid an adverse effect on statistical power (Grund, Lüdtke, & Robitzsch, 2017). The researcher utilized descriptive statistics, including means and standard deviations to display the quantitative data (Christensen & Johnson, 2017). A logistic regression analysis was conducted for each racial classification group (i.e., White and Black) to examined the relationship between the independent and dependent variables (Christensen & Johnson, 2017). Dummy codes were utilized to analyze quantitative data, utilizing predictor variables and values of "one" and "zero" relative to participants' responses and group identities (Christensen & Johnson, 2017). Table 5 presents the dummy codes that were utilized for each item.

Table 5

Dummy Coding for Questionnaire

Item	Answer Choices	Coding
1. Informed consent	I agree I do not agree	I agree = 1 I do not agree = 2
2. How did you first hear about education abroad?	Academic advisor Education abroad advisor Professor Education abroad fair Classroom presentation Flyer Family member Email Education abroad website Education abroad catalog Former participant Friend/Significant other Other (please state)	Academic advisor = 1 Education abroad advisor = 2 Professor = 3 Education abroad fair = 4 Classroom presentation = 5 Flyer = 6 Family member = 7 Email = 8 Education abroad website = 9 Education abroad catalog = 10 Former participants = 11 Friend/significant other = 12 Open-ended option
3. Do you plan to participate in an education abroad	Yes No	Yes = 2 No = 1

Item	Answer Choices	Coding
program during the next 12 months?		
4. Has anyone in your family previously participated in an education abroad program?	Yes No Don't know	Yes = 2 No = 1 Don't know = 0
5. Have any of your friends previously participated in an education abroad program?	Yes No Don't know	Yes = 2 No = 1 Don't know = 0
6. To what extent do you agree or disagree with the following statements? Information on education abroad programs and opportunities is readily available to students. The types and number of education abroad programs offered are good. Eligibility requirements for the education abroad programs are NOT strict. The institution offers good sources of funding for students wanting to education abroad. The institution encourages international experiences, such as education abroad, for students like myself. The education abroad advisors were helpful in advising me about education abroad opportunities. My academic advisors were helpful in advising me about education abroad opportunities. My professors encouraged me to participate in education abroad. I felt comfortable talking to the education abroad advisors about my education abroad options, concerns, and needs.	Strongly Agree Agree Disagree Strongly Disagree	Strongly Agree = 1 Agree = 2 Disagree = 3 Strongly Disagree = 4

Item	Answer Choices	Coding
I felt comfortable talking to my academic advisors about my education abroad options, concerns, and needs.		
Overall, I felt that my needs and concerns were met in discussing education abroad.		
I felt comfortable talking to my academic advisors about my education abroad options, concerns, and needs.		
7. How do you currently pay for school?	Scholarships Federal loans Private loans Federal and state grants Private grants Personal funds Family support	Scholarships = 1 Federal loans = 2 Private loans = 3 Federal and state grants = 4 Private grants = 5 Personal funds = 6 Family support = 7
8. What type of extracurricular activities are you involved with inside and outside of your institution?	Student government Academic clubs Service/volunteer clubs Church ROTC Social clubs Athletics Fraternity/Sorority Work Other	Student government = 1 Academic clubs = 2 Service/volunteer clubs = 3 Church = 4 ROTC = 5 Social clubs = 6 Athletics = 7 Fraternity/Sorority = 8 Work = 9 Open-ended option
9. To what extent do you agree or disagree with the following statements? The following things prevented me from participating in education abroad: Program cost Lack of family support Education abroad courses not fitting into academic program Lack of foreign language knowledge Not meeting GPA requirements for program Family obligations	Strongly Agree Agree Disagree Strongly Disagree	Strongly Agree = 1 Agree = 2 Disagree = 3 Strongly Disagree = 4

Item	Answer Choices	Coding
Work/internship obligations		
Extracurricular obligations		
Education abroad delaying graduation		
Not wanting to be away from home		
Fear of traveling to a new country		
Fear of racism in other countries		
Fear of safety in other countries		
Fear of getting low grades while abroad		
Citizenship/Passport requirements		
Restrictions on financial aid for education abroad		
Complications with test preparation, such as GRE, MCAT, LSAT, GMAT, etc.		
10. Please list the top three factors that affected your decision to not participate in education abroad.	Rank in order.	Open-ended
11. To what extent do you agree or disagree with the following statement?		
I did NOT have a difficult time meeting the eligibility requirements for admission to this institution.	Strongly Agree Agree Disagree Strongly Disagree	Strongly Agree = 1 Agree = 2 Disagree = 3 Strongly Disagree = 4
I did NOT have a difficult time adjusting to the academic rigor of courses at this institution.		

Item	Answer Choices	Coding
Overall, I did NOT have a difficult time adjusting academically to being at a four-year institution.		
Overall, I did NOT have a difficult time adjusting socially to being at a four-year institution.		

Table 6

Dummy Coding for the Demographic Items

Item	Answer Choices	Coding
12. Have you previously participated in a postsecondary education abroad program?	Yes No	Yes = 1 No = 0
13. Do you plan to go study, work, or volunteer abroad after graduation?	Yes No	Yes = 1 No = 0
14. What is your racial classification?	White Black Multi-Racial Other	White = 1 Black = 2 Multi-Racial = 3 Other = 4
15. What is your gender?	Male Female	Male = 1 Female = 2
16. What is your current year in college?	Freshman Sophomore Junior Senior	Freshman = 1 Sophomore = 2 Junior = 3 Senior = 4
17. What is your current major?	Input answer	Open-ended
18. What is your current overall GPA?	3.80 -4. 00 3.60 - 3.79 3.40 - 3.59 3.00 - 3.39 2.00 - 2.99 Below 1.99	3.80 - 4.00 = 1 3.60 - 3.79 = 2 3.40 - 3.59 = 3 3.00 - 3.39 = 4 2.00 - 2.99 = 5 Below 1.99 = 6
19. What is your parent's highest level of education? Did not complete high school High school diploma Some college/2-year college degree Bachelor's degree	Mother Father Mother and Father	Mother = 1 Father = 2 Mother and Father = 3

Item	Answer Choices	Coding
Master's/Doctorate/Prof. degree		
Unknown		
20. What is your annual family income?	$25,000 or less $25,001 to $50,000 $50,001 to $75,000 $75,001 to $100,000 $100,001 or more	$25,000 or less = 1 $25,001 to $50,000 = 2 $50,001 to $75,000 = 3 $75,001 to $100,000 = 4 $100,001 or more = 5
21. Were you born in the U.S.?	Yes No	Yes = 1 No = 0
22. Is English your first language?	Yes No	Yes = 1 No = 0
23. Have you completed at least one semester of college coursework	Yes No	Yes = 1 No = 0
24. If you do not plan to participate in education abroad, explain why.	Input answer	Open-ended
25. If you plan to participate in education abroad, explain why.	Input answer	Open-ended
26. Which of the following lengths of study would you prefer relative to an education abroad experience?	Two and a half weeks Semester-long Year-long	Two and a half weeks = 1 Semester-long = 2 Year-long = 3
27. Which education abroad location(s) would you prefer to visit?	Input answer	Open-ended
28. Which education abroad topic(s) would you prefer to study?	Input answer	Open-ended
29. If you would like to be entered into a random drawing for a $100 Amazon gift card, please enter your full name and school email address below.	Input answer	Open-ended

Qualitative

Given the data collection instrument utilized several open response items, analysis

consisted of several steps inherent to qualitative data analysis (Christensen & Johnson,

2017). The researcher downloaded the data from the Qualtrics software and read

responses. The researcher utilized memoing techniques to record observations and

thoughts as they related to themes, concepts, and patterns that arose in the data

(Christensen & Johnson, 2017). Memos helped the researcher organize insights, thoughts, and ideas throughout the qualitative data analysis process (Christensen & Johnson, 2017).

A technique known as segmenting was utilized wherein the researcher segments, or chunks, text piece by piece, searching for common themes (Christensen & Johnson, 2017). The researcher highlighted, using a word processing program, possible codes. Segmenting enabled coding to occur, where the qualitative data were categorized based on common themes (Christensen & Johnson, 2017). A master list was utilized to organize themes and codes (Christensen & Johnson, 2017). The researcher used inductive codes, i.e., codes that are determined through directly exploring the responses of participants (Christensen & Johnson, 2017).

After assigning codes to the data, the researcher engaged in enumeration, i.e., quantifying qualitative data (Christensen & Johnson, 2017). Enumeration enabled the researcher to determine how frequently a given theme occurred in the data (Christensen & Johnson, 2017). How frequently a theme occurs is an important characteristic in determining significance of qualitative data (Christensen & Johnson, 2017). Hierarchical analysis organizes themes in a manner that enables the researcher, and later the reader, to communicate significance of qualitative input data clearly, with the most significant themes at the top (Christensen & Johnson, 2017).

Lastly, the researcher engaged in qualitative subgroup analysis by seeking to further understand themes and how themes affected each other, later seeking to explain the existence of themes and overall effects on the participation of Black students in education abroad programs (Christensen & Johnson, 2017). The researcher created tables

to illustrate theme identification, subgroup analysis, and frequency of themes (Christensen & Johnson, 2017).

Trustworthiness of a case study is reinforced through rigor and a foundation of credibility, transferability, dependability, and confirmability (Baxter & Jack, 2008). According to Baxter and Jack (2008), the research question is important as a "clearly written" question provides clarity for the reader and drives the focus of the study for the researcher. Selecting the appropriate sampling technique is important relative to transferability as study results should be transferable to the population (Baxter & Jack, 2008). The process of gathering and analyzing data yielded data that were relative to the research question, and analysis provided verifiable results (Baxter & Jack, 2008).

Triangulation is a strategy for examining the phenomenon (i.e., research question) from multiple perspectives (Baxter & Jack, 2008). Idea convergence and common findings between different data sources increase credibility and replicability (Baxter & Jack, 2008). A direct correlation exists between length of data collection and reliability of findings as more time to observe and collect data that were immersed in the phenomenon lead to more appropriate data (Baxter & Jack, 2008).

Shenton (2004) explores the element of trustworthiness in qualitative research, and explores four constructs, which include credibility, transferability, dependability, and confirmability. Credibility as it is relates to improving internal validity refers to assessing the degree to which the measure examines the intended research purpose (Shenton, 2004). Transferability as it is relates to external validity measures the extent to which the results of the study can be related to other studies/phenomena (Shenton, 2004). Dependability refers to the ability of replicating the study under similar conditions and

obtaining similar results (Shenton, 2004). Confirmability refers to the extent to which the researcher maintains objectivity throughout the study, which ensures that the findings and results of the study are becoming of the study design and execution, rather than the researcher's personal bias and subjectivity (Shenton, 2004).

Shenton (2004) identifies a number of strategies for ensuring credibility. The first strategy offered by Shenton is to utilize research methods throughout the study that have been proven by other research endeavors to yield successful results. Triangulation, whether utilizing different measures or a diverse field of informants, improves credibility through compensating for the individual weaknesses of each measure and providing several different viewpoints (Shenton, 2004). This research study sought to build on the Kasravi (2009) study as well as collect qualitative and quantitative data relative to the different cultural spheres of influence of the Cultural Approach in order to implement triangulation, looking for relationships, similarities, and differences in the dataset. Credibility was further increased in the study when the researcher reflected on the study as an element of consistent protocol, paying close attention to objectivity, enrichment, and alignment (Shenton, 2004).

Transferability, i.e., how applicable the results of the study are to other phenomena/populations, is difficult to achieve in theory given the unique elements of a qualitative study (Shenton, 2004). Yet, transferability could be increased when the researcher deliberately and extensively describes the conditions and context within which the study was conducted (Shenton, 2004). Thoroughly explaining the background and condition of the study enables the researcher to avoid providing only details that he

thought were important, given the reader could view a perceived unimportant detail as significant to his unique study, situation (Shenton, 2004).

Dependability, i.e., the likelihood of replicating the study exactly as initially carried out and getting the same results, is difficult to achieve given the phenomenon could change over time (Shenton, 2004). Shenton (2004) indicated that even the best written methodology section is a snapshot of a study performed at a given point in time, and the phenomenon is changing constantly. Though difficult to achieve, credibility and dependability have a direct relationship; as credibility increases, dependability increases (Shenton, 2004). Shenton (2004) offered three tips for increasing dependability through describing the research study. The researcher should describe the planning stages of the research design as well as how the study was conducted (Shenton, 2004). The researcher should thoroughly detail the data collection phase (Shenton, 2004).

Confirmability, i.e., the extent to which the research study was objective, is another difficult element to achieve, given human nature is intertwined closely with bias (Shenton, 2004). Thus, Shenton (2004) described confirmability as findings that are in alignment with the participants' views and feedback as opposed to the researcher's bias. Again, triangulation through the convergence of multiple perspectives helps minimize researcher bias (Shenton, 2004). Further, confirmability is increased when the researcher identifies his own bias (Shenton, 2004). The description of the research study, including how conclusions were reached, helps peers and colleagues to identify opportunity for bias (Shenton, 2004). Credibility is increased when the reader is able to understand how the researcher arrived at concepts and conclusions (Shenton, 2004). Shenton (2004) referred to the supportive evidence provided by the researcher as the audit trail.

Data analysis in qualitative research is a significant stage in the research study given the need to address the research questions appropriately and to portray the results of data collection accurately (Jones, Snelgrove, Turunen, & Vaismoradi, 2016). Theme provides an understanding of a collection of common ideas that were found in the dataset (Jones et al., 2016). Theme analysis explores implicit, repeating concepts and ideas found in the data input (Jones et al., 2016). Coding of the data input is initiated by the researcher with attention given to repeating codes and coding clusters in order to identify themes (Jones et al., 2016). Theme analysis assigns meaning to the data provided by participants (Jones et al., 2016).

The process of identifying theme(s) starts with assigning category (Jones et al., 2016). Creating categories is a three-element process comprised of origination, verification, and nomination (Jones et al., 2016). Origination is the process through which the researcher utilizes prior research to determine categories of themes relative to the phenomenon of study. (Jones et al., 2016). Existing literature, personal experience, and methodology are sources that could contribute to the origination component of categorization (Jones et al., 2016).

Verification supports the origination process and is utilized for creation and application of the concepts that were identified in the categorization stage (Jones et al., 2016). Often, outside experts review the categories, providing rational, referential empirical, technical, and participative perspectives (Jones et al., 2016). The rational perspective utilizes logical and reasoning for the justification of categories (Jones et al., 2016). Referential perspective utilizes research findings and/or existing theory to review categories (Jones et al., 2016). Empirical perspective examines the collected data

through the study to validate categories (Jones et al., 2016). Technical perspective utilizes elements of the quantitative methodology, such as language and/or procedure (Jones et al., 2016). Participative perspective utilizes the feedback of participants relative to the chosen categories for validation (Jones et al., 2016). Categorization is a representation of the explicit substance of the text (Jones et al., 2016).

The last element of categorization is nomination, which is relative to the naming of categories (Jones et al., 2016). Feedback from participants could be utilized for naming categories (Jones et al., 2016). Furthermore, the researcher could utilize literature in the field and existing theory for the purpose of naming categories (Jones et al., 2016). Lastly, the researcher's perspective, experiences, and creativity could be used to create names for categories (Jones et al., 2016).

While categorization deals with the explicit content of data collection, level of content is characterized by the researcher's interpretation of the underlying meaning of the explicit content that was provided by the participants (Jones et al., 2016). Level of content theme development requires the researcher to work in the abstract and to decipher actual content for deeper meaning (Jones et al., 2016). Therefore, both the explicit and the inferred should be considered in terms of theme analysis and development, which is a merging of categorization and level of content (Jones et al., 2016).

Theme development consists of four stages, which include initialization, construction, rectification, and finalization (Jones et al., 2016). The initialization stage requires the researcher to review collected data in its various forms, i.e., reading transcriptions and recording significant elements (Jones et al., 2016). Coding consists of three types of coding, which include conceptual coding, relationship coding, and

participant perspective coding (Jones et al., 2016). Conceptual coding isolates the study phenomenon and involves searching data to identify specific elements that are consistent with the topic of study (Jones et al., 2016). Relationship coding identifies and explores common elements of the research phenomenon and the dataset (Jones et al., 2016). Participant perspective coding explores the positive, negative, or indifferent views of the participants relative to the research experience (Jones et al., 2016). Participant perspective coding is similar to setting coding in which the participants' views relative to the physical environment of the research study are considered (Jones et al., 2016).

Reflective notes that are constructed by the researcher increase trustworthiness, but also assist in data analysis, because they provide opportunities for reflection (Jones et al., 2016). Field notes enrich data analysis, providing opportunity for the researcher to align interpretation with participant perspective (Jones et al., 2016). Reflective notes demonstrate the researcher's understanding of data collection and the assigned codes (Jones et al., 2016). Reflective notes also serve as the roadmap from data collection to data analysis and the rationale for study findings (Jones et al., 2016).

The construction stage of thematic analysis is comprised of five elements, which include classifying, comparing, labelling and transliterating, defining and describing (Jones et al., 2016). The classifying stage consists of identifying codes, arranging them by similarity, and assigning a group that adequately reflects the commonality of specific codes, typification (Jones et al., 2016). Any code that has common elements related to more than one group of codes is assigned to the group that best reflects its nature (Jones et al., 2016). Comparing is the process of analyzing codes for the purpose of creating themes that could reflect the abstract ideal of the code group (Jones et al., 2016).

Repeated code groups are most likely ideal for being assigned to a unique theme (Jones et al., 2016). The comparing stage as it relates to possible themes is a subjective process in which the researcher's judgement is correlated directly to selected themes (Jones et al., 2016). Labelling engages the researcher to select a sentence that best represents similar codes (Jones et al., 2016). The label serves as explanation for the code group and should be understandable to the reader (Jones et al., 2016). Translating refers to process of communicating theme through written language (Jones et al., 2016). Transliterating occurs when language barriers prevent direct translation and paraphrasing occurs (Jones et al., 2016). Defining and describing refers to the process through which the researcher explains data analysis as it pertains to selecting themes, specifically to provide an understanding of the chosen themes and how they are in alignment with the data (Jones et al., 2016).

Rectification is the process through which data analysis is verified, given theme development is reviewed for appropriateness through three stages, which include immersion and distancing, relating themes to establish knowledge, and stabilizing (Jones et al., 2016). In order to confirm chosen themes and verify the theme analysis process, a period of full immersion, thorough and extensive examination, checking for alignment of data analysis with participants, field notes, and triangulation increases validity in theme development (Jones et al., 2016). Conversely, a period of distancing from the data through study of methodology, execution, and findings assist in ensuring alignment (Jones et al., 2016). The researcher could choose to read other perspectives of the data, which could provide a new interpretation (Jones et al., 2016). Relating themes to established knowledge refers to the practice of conducting an extensive literature review

after data collection in order to avoid injecting bias and preconceived notions into the research study (Jones et al., 2016). After data collection and analysis have occurred, the researcher could verify findings through establishing links between the thematic findings of the research study and existing literature in the field (Jones et al., 2016). Stabilizing enriches research findings through describing the interconnectivity of themes and subthemes and alignment with the research problem (Jones et al., 2016). Specific value of subthemes is highlighted in the stabilizing stage as subthemes are summarized and explain findings within the context of the research study, the research problem, and the data that were provided by participants (Jones et al., 2016). Lastly, finalization refers to the narrative and commentary provided by the researcher in the process of data theme analysis is explained, highlighting the decisions made throughout data analysis (Jones et al., 2016). Given this element is most often a narrative, finalization is similar to drafting the story, utilizing the researcher's creativity to explain the relationship between themes and prior knowledge relative to the phenomenon, explaining the unique qualities of the study, and filling in gaps that could have existed previously relative to the process of data analysis (Jones et al., 2016).

Integration

Mixed methods studies involving quantitative and qualitative data collection require integration strategies to be utilized to present data (Creswell et al., 2013). Integrating quantitative and qualitative data can enrich the study given validity of quantitative data could be increased by the qualitative data (Creswell et al., 2013). Likewise, quantitative data could help the reader understand the results of qualitative research (Creswell et al., 2013). Data integration could occur throughout several stages

of the study, including the study design, methods, and interpretation and reporting (Creswell et al., 2013).

Integration at the methods stage is characterized as explaining the methodological relationship between data collection and data analysis (Creswell et al., 2013). The methods for integration at the methods stage are connecting, building, merging, and embedding. For the purposes of this study, connecting and merging were utilized to integrate the data. Integration through *connecting* occurs when the sampling frame is used to link with the data type (Creswell et al., 2013). Connecting through the sampling frame can occur regardless of design type. *Merging* is defined by combining data from both methods for the purpose of analysis (Creswell et al., 2013). Merging occurred when data were represented utilizing illustrations, such as figures, tables, matrices, and graphs. Visual representations offer different perspectives for considering data (Creswell et al., 2013).

Summary

This concurrent mixed methods research study utilized a logistic regression in the quantitative phase to analyze the variables relative to the research study, which sought to examine the relationship between the cultural spheres of influence of the Cultural Approach (i.e., economic, social, intellectual) and the participation of Black higher education students in education abroad programs. The participants from the undergraduate student body at the southeastern regional state university responded to an online questionnaire that utilized demographics questions as well as closed-ended open-ended response items to gather quantitative and qualitative data relative to their perceptions of education abroad at their institution. The qualitative phase of the study

utilized a descriptive case study to enrich the quantitative findings through gathering and analyzing data that were provided by participants through open-ended items in the questionnaire. The quantitative and qualitative data were integrated using connecting and merging.

CHAPTER IV

RESULTS

The research problem of this study is relative to the participation rate of Black higher education students in education abroad programs compared to White higher education students. The percentage of participants in higher education abroad programs is lower amongst Black students than White students. The purpose of this concurrent mixed methods research study was to examine the participation rate of Black higher education students in education abroad programs by exploring student perceptions relative to barriers and motivations, utilizing the Cultural Approach as the conceptual framework, specifically the economic, social, and intellectual cultural spheres of influence. A mixed methods approach was utilized in which quantitative data were collected utilizing a questionnaire, and qualitative data were gathered utilizing open-ended questions to enrich quantitative findings.

This chapter will present the reader with specific information relative to participation in the study including demographics, characteristics, and number of participants as well as response rate, attrition, and duration of recruitment and data collection. Findings will explore each research question with specific information about data analysis techniques, specifically integrating quantitative and qualitative data strands, including tables to illustrate results. Lastly, a summary will explore the answers for each research question.

Participants

Demographics information was provided through the data collection tool relative to participants taking part in the study. Advisement Office sent three emails on behalf of the researcher seeking recruitment of participants. A series of 1,337 recruitment emails were sent one week apart and are reflected in Appendices E, F, and G. The response rate for the study was 17.7%. The participants included 93 males and 361 females. The racial classifications included 417 White participants and 248 Black participants. Students who identified themselves as Black seniors ($n = 102$) were the largest group while students who identified themselves as White freshmen ($n = 26$) were the smallest cohort group. In order to participate in the study, the inclusion criteria required each student to have completed at least one semester of college coursework and to not have participated in education abroad. For analysis purposes, only Black students and White students were selected because they were the biggest racial groups and the focus of the research questions. Table 7 presents the participants by enrollment classification and racial classification.

Table 7

Frequencies and Percentages for Enrollment Classification by Race Classification

Enrollment Classification	White		Black	
	n	%	*n*	%
Freshman	26	12.6	28	11.3
Sophomore	51	24.8	54	21.8
Junior	55	26.7	64	25.8
Senior	74	35.9	102	41.1
Total	206	100.0	248	100.0

The participants represented various majors at the selected state university. Overall, the largest group of participants were business majors ($n = 66$). Education majors comprised the second most participants ($n = 61$). Table 8 illustrates the number of participant majors by racial classification.

Table 8

Frequencies and Percentages for Declared Majors by Racial Classification

Major	White		Black	
	n	%	*n*	%
All	206	45.7	248	54.3
Accounting	2	0.9	8	3.3
Applied Mathematics	3	1.5	0	0.0
Business	30	14.6	36	14.7
Communications	7	3.4	10	4.1
Computer Science	16	7.8	17	6.9
Creative Writing	1	0.5	0	0.0
Criminal Justice	8	3.9	7	2.9
Dual Enrollment	1	0.5	0	0.0
Education	33	16.0	28	11.4
Engineering	4	1.9	2	0.8
English	3	1.5	3	1.2
Exercise Science	10	4.9	9	3.7
Fine Arts	20	9.7	14	5.7
History	7	3.4	4	1.6
Liberal Arts	1	0.5	2	0.8
Language	4	1.9	0	0.0
Management	2	1.0	0	0.0
Mathematics	0	0.0	2	0.8
Mental Health Counseling	1	0.5	0	0.0

Major	White		Black	
	n	%	*n*	%
Nursing	13	6.3	40	16.3
Political Science	4	1.9	4	1.6
Psychology	12	5.8	23	9.4
Science	16	7.8	20	8.2
Social Work	1	0.5	0	0.0
Sociology	5	2.4	15	6.1
Unknown	2	1.0	1	0.4

The largest group of White participants (*n* = 48) identified with the GPA range 3.80 to 4.00. The largest group of Black participants (*n* = 81) identified with the GPA range 2.00 to 2.99. Table 9 illustrates participant GPA ranges by racial classification.

Table 9

Frequencies and Percentages for Participant GPA Ranges by Race Classification

GPA	White		Black	
	n	%	*n*	%
3.80 - 4.00	48	23.3	22	8.9
3.60 - 3.79	36	17.5	30	12.1
3.40 – 3.59	31	15.0	28	11.3
3.00 – 3.39	50	24.3	78	31.5
2.00 – 2.99	38	18.4	81	32.6
Below 1.99	3	1.5	9	3.6
Total	206	100.0	248	100.0

White participants who were born in the United States made up 95% of participants, while 96% of Black participants were born in the United States. White participants who indicated English as their first language made up 96% of participants, while 99% of Black participants identified English as their first language. White

participants totaling 90% had not participated in a postsecondary education abroad program while 95% of Black participants had not participated in a postsecondary education abroad program.

The majority of Black participants (i.e., 67.8%) indicated a family income between the bottom two categories of income, i.e., $25,000 or less and $25,001 to $50,000, while the majority of White participants (i.e., 61.2%) indicated a family income between the top three categories of income, i.e., $50,001 to $75,000, $75,001 to $100,000, and $100,001 to more. An additional demographics item asked the parents' level of education but had to be deleted during administration of the questionnaire due to a technical issue. Table 10 describes participants' annual family income ranges by racial classification.

Table 10

Frequencies and Percentages for Annual Family Income Ranges by Racial Classification

Family Income	White		Black	
	n	%	*n*	%
$25,000 or less	33	16.0	83	33.5
$25,001 to $50,000	47	22.8	85	34.3
$50,001 to $75,000	47	22.8	38	15.3
$75,001 to $100,000	43	20.9	30	12.1
$100,001 or more	36	17.5	12	4.8
Total	206	100.0	248	100.0

Findings

Quantitative

Independent variables. The researcher utilized descriptive statistics for each independent variable (i.e., Obstacles, Institutional Factors, and Personal Characteristics). The means for each independent variable were similar. For the White participants, the mean scale score for Obstacles was 2.81 with a standard deviation of 0.44. For the Black participants, the mean scale score for Obstacles was 2.66 with a standard deviation of 0.49. For the White participants, the mean scale score for Institutional Factors was 1.93 with a standard deviation of 0.56. For Black participants, the mean scale score for Institutional Factors was 2.07 with a standard deviation of 0.57. For White participants, the mean scale score for Personal Characteristics was 1.69 with a standard deviation of 0.60. For Black participants, the mean scale score for Personal Characteristics was 1.88 with a standard deviation of 0.66. Table 11 displays the descriptive statistics for each scale, including the mean, standard deviation, minimum, and maximum values for each variable given the four-point response scale.

Table 11

Descriptive Statistics for Scales by Racial Classification

	White				Black			
	Min	*Max*	*M*	*SD*	*Min*	*Max*	*M*	*SD*
Obstacles	1.88	4.00	2.81	0.44	1.00	4.00	2.66	0.49
Institutional Factors	1.00	3.50	1.93	0.56	1.00	4.00	2.07	0.57
Personal Characteristics	1.00	3.25	1.69	0.60	1.00	4.00	1.88	0.66

Before examining the relationship between the independent and dependent variables, the researcher conducted bivariate correlations to determine if multicollinearity

existed among the variables. Multicollinearity is established when a very strong relationship exists between two variables. The correlational coefficients ranged from -.395 to .272, which was below the criteria of .80 (Daoud, 2017). For the current study, the variables measured different elements and were not overly related. Table 12 presents the correlational matrix by racial classification.

Table 12

Correlational Matrix by Racial Classification

Racial Classification		1. Obstacles	2. Institutional Factors	3. Personal Characteristics
White	1	--		
	2	-.395**	--	
	3	-.348**	.272**	--
Black	1	--		
	2	-.050	--	
	3	-.133*	.137*	--

Note. ** represents $p < .01$; * represents $p < .05$.

Dependent variable. The dependent variable was whether or not the participants planned to participate in education abroad within the next 12 months. Frequencies and percentages were conducted to analyze the dependent variable by group. White participants totaling 84% indicated that they do not plan to participate in an education abroad program during the next 12 months while 76% of Black participants indicated that they do not plan to participate in an education abroad program during the next 12 months. Table 13 presents the frequencies and percentages for the dependent variable by racial classification indicating participants who do not plan to participate in an education abroad program in the next 12 months.

Table 13

Frequencies and Percentages for Dependent Variable by Racial Classification

	Yes		No	
Racial Classification	*n*	%	*n*	%
White	33	16.02	173	83.98
Black	59	23.79	189	76.21

Logistic regression. A logistic regression analysis was conducted for each racial classification using the three independent, or predicting, variables (i.e., Obstacles, Institutional Factors, Personal Characteristics) and the dependent variable (i.e., whether or not the participants planned to participate in education abroad within the next 12 months). The chi-square test results relative to the Omnibus Test of Model Coefficients indicated that the new model of prediction was more appropriate than the baseline model of prediction. The chi-square was statistically significant, which means the predicting variables influenced the change. The chi-square for participants identifying as White was $\chi^2 = 8.609$; $p < .001$. The chi-square for participants identifying as Black was $\chi^2 = 11.802$; $p < .001$. The chi-square was statistically significant, which means the predicting variables influenced the change (Sharpe, 2015).

Hosmer and Lemeshow Goodness of Fit Test was not significant for the White participant model and Black participant model. For participants identifying as White, the Hosmer and Lemeshow Goodness of Fit Test was $\chi^2 = 8.401$; $p = .395$. For participants identifying as Black, the Hosmer and Lemeshow Goodness of Fit Test was $\chi^2 = 2.736$; $p = .950$. The chi square indicated that the observed data and the predicted data based on the created model were not statistically different. Therefore, the model had a good fit based on the influence of the predicting variables (Fagerland & Hosmer, 2012).

The classification table indicated whether or not the two models correctly predicted the dependent variable based on the three predicting variables. The model for the White participants correctly predicted 84% cases, and the model for the Black participants correctly predicted 76% cases. Based on the two models, no participants were predicted to participate in an education abroad program in the next 12 months. Table 14 presents the classification table for the model for Black participants, and Table 15 presents the classification table for the model for the White participants.

Table 14

Classification Table for the Black Participant Model

	Predicted Outcomes		
	Participation	No participation	%Correct
Participation	0	59	23.79
No participation	0	189	76.21
Overall	0	248	100

Table 15

Classification Table for the White Participant Model

	Predicted Outcomes		
	Participation	No participation	% Correct
Participation	0	33	16.02
No participation	0	173	83.98
Overall	0	206	100

Institutional Factors was the only predicting variable for both groups of participants that was statistically significant. Table 16 presents the results of logistic regression analysis with whether or not participants intended to participate in education abroad in the next 12 months as the dependent variable.

Table 16

Summary of Logistic Regression Analysis for Variables Predicting Participation in Education Abroad by Racial Classification

Racial Classification	Predictor	Coefficient	SE	Wald test statistic	*p* value
White	Obstacles	.072	.476	.023	.880
	Institutional Factors	1.116	.422	7.004	.008
	Personal Characteristics	-.087	.364	.057	.811
	Constant	-.435	1.931	.051	.822
Black	Obstacles	-.217	.310	.491	.483
	Institutional Factors	.911	.287	10.048	.002
	Personal Characteristics	.005	.241	.000	.984
	Constant	-.081	1.124	.005	.943

Qualitative

The qualitative phase of this mixed methods study utilized a descriptive case study, gathering and analyzing data provided by participants through open-ended questions in the questionnaire. This methodology was used to better understand student perceptions of education abroad programs and whether or not higher education students intended to participate in education abroad programs. Given the conceptual framework of the Cultural Approach, the case study sought to describe participation in education abroad given the three cultural spheres of influence (i.e., economic, social, and intellectual) that the researcher chose to explore (Barnett et al., 2013).

Analysis of the qualitative dataset began with the researcher downloading and reading responses from the Qualtrics software. The researcher utilized an Excel spreadsheet to categorize questions and divide responses into separate sheets for responses from White students and responses from Black students. The researcher

utilized the technique of memoing to records thoughts and responses while considering themes, concepts, and patterns indicated by the responses (Christensen & Johnson, 2017). Organized insights, thoughts, and ideas were collected in memoing to help the researcher to later segment and code the data. For example, the researcher documented that the wide range of responses relative to preferred program location would be best coded by continent.

After memoing and capturing initial thoughts relative to the qualitative data, the researcher utilized the technique of segmenting to organize the data into chunks, searching for common themes (Christensen & Johnson, 2017). Segmenting occurred by utilizing an Excel spreadsheet to divide participant responses by open-ended question into separate columns and then separate the responses by racial classification into separate sheets, which enabled the researcher to view, analyze, and document conclusions by chunking all responses to a single question. Segmenting allowed the researcher to utilize Microsoft Word to document potential codes, after which the researcher recorded each response by code. Creating codes by directly exploring participant responses is known as inductive coding (Christensen & Johnson, 2017).

Inductive coding resulted in nine codes for the item, "If you do not plan to participate in education abroad, explain why." For example, the researcher grouped "my family cannot afford to pay for all of us to travel abroad, only if finances allow it", and "I need as much money as possible for my future", under the theme *lack of interest* and category, *finances*. For the item, "If you do plan to participate in education abroad, explain why," five codes were created. For example, the researcher grouped "to see how different things are outside of the USA", "to explore a different country", and "to explore

others' cultures and languages" under *globalization*. For the item, "Which of the following lengths of study would you prefer relative to an education abroad experience," three codes were created. For example, codes for this item were chosen based on the three options given, i.e., *two and a half weeks*, *semester-long*, and *year-long*. For the item "Which education abroad location(s) would you prefer to visit," ten codes were created. For example, the researcher grouped Spain, Germany, and France under *Western Europe*, and Japan, China, and South Korea under the category, *East Asia*. For the item "Which education abroad topic(s) would you prefer to study," 16 codes were created. For example, the researcher grouped theater, literature, and music under *the arts*. In total, 86 codes were utilized to analyze the qualitative data for the 10 qualitative items, i.e., five items for White students and five items for Black students.

By categorizing each participant response by code, the researcher engaged in enumeration, which quantified qualitative data (Christensen & Johnson, 2017.) Quantifying how frequently each theme and code was indicated through enumeration enabled the researcher to assess how appropriate and significant each code designation appeared. In the tables below, themes and codes for each research question are indicated in a hierarchical manner, with the most significant themes at the top. Enumeration is imperative to presenting qualitative data findings in the most appropriate manner. For example, the researcher documented that 50 responses were recorded under the code, *lack of interest- finances*. Furthermore, the researcher decided to utilize *Eastern Europe and Western Europe* as codes as opposed to a single code, *Europe,* because of the frequency of responses that would have been considered Europe, the vastness of the European Continent, and the characteristics that are unique to Eastern and Western Europe.

During qualitative data analysis, themes were generated utilizing enumeration, repeated codes, and code clusters. The researcher engaged in the origination phase of theme generation by exploring existing scholarship relative to the phenomenon, i.e., why higher education students plan to participate in education abroad programs and other higher education students do not plan to participate in education abroad programs. For example, existing literature, as explored in Chapter II, indicated that *lack of interest* in education abroad locations was a reason why students do not participate in education abroad programs. Therefore, the researcher garnered a different perspective of why students do not plan to participate in education abroad programs, and categories of themes for that respective question were in alignment with indicated categories of themes from existing literature.

The researcher utilized referential verification of theme generation by consulting existing literature to justify the categories that were chosen for themes. The findings of Kasravi (2009) were consulted in theme generation as well as empirical studies that were explored in the literature review in Chapter II. In utilizing prior research studies for verification of categories, the researcher concluded that categories, such as *globalization, academics,* and *professional* motivations, were appropriate categories of the theme, *motivations,* given their reoccurring presence in past research studies. Learning about foreign cultures as well as developing skills to compete in the global market were significant categories of themes in the literature that was explored by the researcher.

Nominal categorization is the element in theme generation that relates to naming categories. The researcher utilized participant feedback in naming categories by utilizing the exact language that was used by participants as they entered data for the open-ended

response portion of the questionnaire. For example, the researcher used the nominal categories, *education, marketing,* and *history,* to name categories for the theme, *education abroad topics,* for the question that asked "Which education abroad topic(s) would you prefer to study".

In the initialization stage of qualitative data analysis, the researcher read and reviewed data that were collected in the form of open-ended questions on the questionnaire. Coding is an element of the initialization stage, and the researcher engaged in conceptual, relationship, and participant perspective coding to create identity and select the most appropriate codes. With regard to conceptual coding, the researcher identified elements relative to participation in education abroad programs, such as *finances, lack of interest,* and *academic reasons,* by reviewing existing data that indicated a relationship between those codes and education abroad participation. The researcher engaged in relationship coding through identifying codes, such as *language, sociology,* and *business,* as those elements were related to academic rationale for participating in an education abroad program. Lastly, the researcher engaged in participant perspective coding by reading through raw data in order to relate to the perspectives and perceptions of the participants. The researcher collected reflective notes throughout the process of initialization to record thoughts throughout the process of coding and theme generation that could enrich the analysis of participant perspectives.

In addition to the demographics questions, the questionnaire had five open-ended questions, developed by the researcher, that were designed to measure participant perceptions of education abroad and to provide insight regarding why or why not participants would engage in an education abroad program during the next 12 months.

The literature review in Chapter II explored scholarly research relative to this research study's phenomenon and indicated the appropriate nature of the research questions as well as the five open-ended questions on the questionnaire, which were directly related to the research topic.

Table 17 and Table 18 present, by racial classification, the responses given when asked why participants did not plan to participate in education abroad. In both participant groups, finances was the most frequently identified barrier to participating in education abroad. Of note, work obligation ($n = 55$), family obligations ($n = 62$), and academic conflicts ($n = 71$) were identified similarly in high frequency as barriers to participation. Conversely, general lack of interest ($n = 37$) in participating in education abroad was more frequent in the Black participant group as were fears of racism ($n = 6$). For example, 37 participants identifying as Black indicated general lack of interest as compared to 25 participants who identified as White. Fear of racism was not indicated by any of the White participants.

Table 17

Perceptions of Black Participants Relative to Participating in Education Abroad

Theme	Category	Descriptor
Lack of Interest	Finances (*n* = 50)	Cannot afford cost of program. Cannot afford cost of living abroad.
	General (*n* = 37)	General lack of participating in education abroad.
	Academics (*n* = 31)	Lack of time prior to graduation to participate. Lack of offerings in students' major relative to education abroad. Lack of flexibility within students' schedule for education abroad.
	Family Obligations (*n* = 21)	Responsible for taking care of ailing family members. Responsible for taking care of young children.
	Work Obligations (*n* = 21)	Students indicated not being able to miss time from work to participate.
	Lack of Information (*n* = 14)	Lack of information about program offerings. Lack of information about financial aid.
	COVID-19 Concerns (*n* = 12)	Concern related to catching the virus. Concern related to spreading the virus.
	Fears of Racism (*n* = 6)	Students indicated a fear of experiencing racism either within their cohort or in the education abroad location.

Table 18

Perceptions of White Participants Relative to Participating in Education Abroad

Theme	Category	Descriptor
Lack of Interest	Finances (*n* = 47)	Cannot afford cost of program. Cannot afford cost of living abroad.
	Family Obligations (*n* = 41)	Responsible for taking care of ailing family members. Responsible for taking care of young children.
	Academics (*n* = 40)	Lack of time prior to graduation to participate. Lack of offerings in students' major relative to education abroad. Lack of flexibility within students' schedule for education abroad

Theme	Category	Descriptor
	Work Obligations ($n = 34$)	Students indicated not being able to miss time from work to participate.
	General ($n = 25$)	General lack of participating in education abroad.
	Lack of Information ($n = 9$)	Lack of information about program offerings. Lack of information about financial aid.
	COVID-19 Concerns ($n = 7$)	Concern related to catching the virus. Concern related to spreading the virus.

Table 19 and Table 20 present the motivations cited by the racial groups for participating in education abroad. Globalization was a frequently cited motivation by both racial groups to participate in education abroad. Of those participants identifying as White, 16 indicated globalization as a motivation to participate in education abroad, and 41 participants identifying as Black indicated globalization as a motivation to participate in education abroad. Academics ranked second among the participant groups as motivation to participate in education abroad. Participants identifying as White totaling 14 indicated academics as a motivation to participate in education abroad while participants identifying as Black totaling 10 indicated academics as a motivation to participate in education abroad.

Table 19

Perceptions of Black Participants Relative to Motivations to Participate in Education Abroad

Theme	Category	Descriptor
Motivation	Globalization ($n = 41$)	Developing skills relative to cultural diversity/awareness Developing skills to compete in markets around the world.
	Academics ($n = 10$)	Enhancing the curriculum Replacing traditional pedagogy Comparing disciplines

Theme	Category	Descriptor
	Love of travel ($n = 2$)	Student enjoys traveling
	Less racism ($n = 1$)	Experiencing less racism in education abroad location than at home
	Career ($n = 3$)	Education abroad might be a desired experience from the perspective of employers

Table 20

Perceptions of White Participants Relative to Motivations to Participate in Education Abroad

Theme	Category	Descriptor
Motivation	Globalization ($n = 16$)	Developing skills relative to cultural diversity/awareness Developing skills to compete in markets around the world.
	Academics ($n = 14$)	Enhancing the curriculum Replacing traditional pedagogy Comparing disciplines
	Love of Travel ($n = 10$)	Student enjoys traveling
	Career ($n = 4$)	Education abroad might be a desired experience from the perspective of employers

Table 21 and Table 22 present locations that were indicated by participants as desired education abroad program locations. Both Black and White participants indicated Western Europe as the most desired location based on frequency of selection. Countries that were categorized under Western Europe included Spain, France, England, Italy, and Germany. East Asia was the second most frequently selected location for both participant groups, and countries categorized under East Asia included South Korea, Japan, and China. However, Black participants indicated Africa as a desired location at a higher frequency, i.e., 38 selections for Black participants as opposed to nine selections

for White participants. Countries categorized under Africa included Egypt, South Africa,

Ghana, and Tanzania.

Table 21

Black Participants' Preferences Relative to Education Abroad Locations

Theme	Category	Descriptor
Locations	Western Europe (n = 124)	Countries located in Western Europe
	East Asia (n = 68)	Countries located in Asia
	Africa (n = 38)	Countries located in Africa
	General (n = 38)	Participants who did not indicate a specific location.
	South America (n = 34)	Countries located in South America.
	Eastern Europe (n = 28)	Countries located in Eastern Europe
	Latin America (n = 22)	Countries located in Latin America
	Caribbean (n = 19)	Countries located in the Caribbean Sea
	North America (n = 15)	Countries located in Canada or Mexico
	Australia (n = 11)	Countries located in or around Australia

Table 22

White Participants' Preferences Relative to Education Abroad Locations

Theme	Category	Descriptor
Locations	Western Europe (*n* = 123)	Countries located in Western Europe
	East Asia (*n* = 54)	Countries located in Asia
	Eastern Europe (*n* = 40)	Countries located in Eastern Europe
	General (*n* = 27)	Participants who did not indicate a specific location.
	Australia (*n* = 18)	Countries located in or around Australia
	South America (*n* = 11)	Countries located in South America.
	Africa (*n* = 9)	Countries located in Africa
	Latin America (*n* = 9)	Countries located in Latin America
	North America (*n* = 6)	Countries located in Canada or Mexico
	Caribbean (*n* = 5)	Countries located in the Caribbean Sea

Table 23 and Table 24 present desired topics of study that were indicated by participants in the study. Results indicated similar preferences for each participant group with psychology/sociology, fine arts, business, education, science, and language being similar in frequency and most likely aligned with the majors of the participants.

Table 23

Black Participants' Preferences Relative to Education Abroad Topics of Study

Theme	Category	Descriptor
Majors	Language/Communication (*n* = 38)	Study of languages and communication
	General (*n* = 36)	Participants indicated no specific topic
	Science (*n* = 35)	Study of science topics
	Psychology/Sociology (*n* = 34)	Study of different societies as well as psychology
	The Arts (*n* = 30)	Study of theater, art, music, and/or other related topics

Theme	Category	Descriptor
	Business/Finance ($n = 28$)	Study of business, finance, and/or accounting related topics
	Health Occupations ($n = 26$)	Study of health occupations related majors and topics, such as nursing, healthcare, and/or pharmacy
	History ($n = 25$)	Study of history related topics
	Education ($n = 18$)	Study of education related topics
	Computer Science ($n = 14$)	Study of computer science topics
	Marketing ($n = 6$)	Study of marketing strategies
	Engineering ($n = 4$)	Study of engineering
	Criminal Justice ($n = 3$)	Study of criminal justice
	Political Science ($n = 2$)	Study of political science
	Technology ($n = 2$)	Study of technology
	Supply Chain Management ($n = 1$)	Study of supply chain management

Table 24

White Participants' Preferences Relative to Education Abroad Topics of Study

Theme	Category	Descriptor
	The Arts ($n = 40$)	Study of theater, art, music, and/or other related topics
	General ($n = 35$)	Participants indicated no specific topic
	Psychology/Sociology ($n = 34$)	Study of different societies as well as psychology
Majors	Language/Communication ($n = 28$)	Study of languages and communication
	History ($n = 24$)	Study of history related topics
	Science ($n = 23$)	Study of science topics
	Business/Finance ($n = 22$)	Study of business, finance, and/or accounting related topics
	Education ($n = 20$)	Study of education related topics

Theme	Category	Descriptor
	Health Occupations ($n = 11$)	Study of health occupations related majors and topics, such as nursing, healthcare, and/or pharmacy
	Computer Science ($n = 8$)	Study of computer science topics
	Political Science ($n = 6$)	Study of political science
	Marketing ($n = 5$)	Study of marketing strategies
	Technology ($n = 3$)	Study of technology
	Engineering ($n = 3$)	Study of engineering
	Criminal Justice ($n = 2$)	Study of criminal justice

Table 25 presents participant preferences relative to length of education abroad program. The results for each participant group were similar. Both groups indicated two and a half weeks as the most preferred length of study, whereas year-long length of study was the least preferred length of study. Nearly half (i.e., 49%) of participants identifying as White preferred two and a half week education abroad programs. Likewise, 47.6% of participants identifying as Black preferred two and a half week education abroad programs. Only 11.2% of White participants preferred year-long education abroad programs compared to 8.5% of Black participants who preferred year-long education abroad programs.

Table 25

Preferences Relative to Length of Education Abroad Program by Racial Classification

	White		Black	
Length	*n*	%	*n*	%
Two and a half weeks	101	49.0	118	47.6
Semester-long	76	36.9	98	39.5
Year-long	23	11.2	21	8.5
Missing	6	2.9	11	4.4
Total	206	100.0	248	100.0

Integration

Integration through merging is a unique characteristic to mixed methods research and serves as reason for researchers to engage in mixed methods research as quantitative data and qualitative data provide enriched results when relationships are explored between the two datasets (Creswell et al., 2013). The data collection for the quantitative and qualitative phases occurred concurrently, delivering a questionnaire with both quantitative and qualitative items to the same participants, which was connecting. The researcher merged the key findings from quantitative and qualitative data. For example, an indicated pattern in the quantitative data suggested that Institutional Factors was a statistically significant independent variable. This information was merged with the qualitative themes derived from participants input, which suggested that institutional factors, such as marketing and communication, were reasons why participants did not plan to participate in education abroad programs. Participants perceived that they would not participate in study abroad because they did not believe the program was marketed to them or because they lacked information about programs. The qualitative data provided depth and enrichment with regard to the quantitative data with regard to each of the

independent variables, participant perceptions, and ultimately the likelihood of participants intending to participate in an education abroad program in the next 12 months (Creswell et al., 2013).

Racial classification was a significant topic of analysis given the research problem identified race as a lens of analysis given significantly fewer participants in education abroad programs are Black higher education students as compared to other races, specifically White higher education students. Considering racial classification, the data from the qualitative phase provided insight and helped to explain the quantitative numbers. For example, Institutional Factors was the statistically significant variable with the logistic regression analyses in the quantitative phase, and qualitative data indicated that Black students were influenced by amount of financial assistance provided by the institution as well as being more interested in education abroad locations in Africa. Thus, the quantitative data indicated a more significant independent variable, and the qualitative data explained specifically the perceptions held by Black participants. Table 26 presents the integration process in which the researcher utilized merging to identify themes between the quantitative and qualitative data that were gathered concurrently utilizing the questionnaire.

Table 26

Integration of the Quantitative and Qualitative Data

Theme	Quantitative	Qualitative
Institutional Factors	Institutional factors for White participants (p = .008) Institutional factors for Black participants (p = .002)	Location of programs discourages participation (16%) Participants report not having information relative to programs (5%) Participants indicated not having time prior to graduation (16%)
Economic	Nearly 39% of White participants reported household family income less than $50,000 a year. Nearly 68% of Black participants report household family income less than $50,000 a year. Nearly 50% of all participants preferred short-term programs.	Cost of program was a barrier (21%) Length of program determines cost (47%) Shorter programs enable participants to keep their jobs (47%) Shorter programs enable participants to care for family (47%)
Intellectual	Nearly 40% of Black participants had a GPA below 3.0. Nearly 20% of White participants had a GPA below 3.0.	Programs not offered in major (16%) Learning a different way is incentive to participate (5%) Developing globalization skills (13%)

Summary

In addressing each research question for this mixed methods research study, the

quantitative and qualitative data that were provided by the participants and analyzed by

the researcher indicated several conclusions. The overarching question for this study

sought to answer what factors influence the decision to participate in education abroad.

With regard to which intellectual, social, and economic factors predicted whether or not

students planned to participate in education abroad, the quantitative data indicated that

Institutional Factors was the only predicting variable that was statistically significant in both logistic regression models. The qualitative data suggested that higher education students considered factors, including education abroad location, length of education abroad program, financial assistance, the amount of time left prior to graduation, personal environmental factors, such as family and work obligations, and, in some cases, racism abroad. Given the study was initiated in the midst of a pandemic, participants also noted health risks as a barrier. With regard to motivations, participants identified love of travel, desire to study other cultures, desire to develop globalization skills, desire to enhance their resume, and accessing the curriculum in a different way as motivations to participate in education abroad. In considering student perceptions about participating in education abroad, many participants indicated that participation in education abroad was not worth the financial investment while other participants indicated that participation in education abroad offered benefits that they wanted to obtain. Analyzing how perceptions of White and Black students compared, the study indicated that the perceptions of White and Black students were very comparable. Results of the study will be further explored in Chapter V.

CHAPTER V

DISCUSSION

Summary of the Study

The research problem of the study is the lack of participation by Black higher education students in education abroad programs (Institute of International Education, 2016). The study utilized the Cultural Approach as the conceptual framework through which to create an empathetic perspective to explore the economic, intellectual, and social cultural spheres of influence as each relates to participation in education abroad programs, specifically individuals identifying as Black, a disadvantaged group in the United States (Barnett et al., 2013). The concurrent mixed methods research design utilized a questionnaire delivered through Qualtrics as the data collection tool that contained quantitative and qualitative items (Clark & Creswell, 2017). The study sought to explore the gap in literature regarding how to meet the needs of Black higher education students and to provide true equity and equal access to participation in education abroad programs, which is a phenomenon that existing literature has indicated as producing substantial benefits for students who participate.

A convenience sample of undergraduate students resulted in a participant pool of 206 White participants and 248 Black participants who were classified as freshman, sophomore, junior, or senior at a southeastern regional state university. Participants were of any sexual orientation and gender, and there was no exclusion based on program of study. The questionnaire link was delivered to participants via email and was completed

online through Qualtrics. Participants answered response items that were designed to collect quantitative and qualitative data. The researcher utilized the SPSS software to analyze quantitative data using logistic regression analyses (Brown, 2014). The researcher utilized a number of qualitative data analysis techniques, including memoing, segmenting, coding, theme identification, enumeration, and subgroup analysis (Christensen & Johnson, 2017). Trustworthiness was addressed through a purposeful effort to establish and reinforce credibility, transferability, dependability, and confirmability (Baxter & Jack, 2008). Triangulation enriched the study as qualitative data were utilized by the researcher to provide depth of knowledge and to explain patterns and trends indicated by the quantitative data (Baxter & Jack, 2008).

The research study found that a significant majority of Black and White participants indicated that they were unlikely to participate in an education abroad program in the next 12 months. Furthermore, institutional factors, such as marketing and communication, were most likely to influence whether or not students participated in education abroad. Though the study sought to explore the phenomenon as it related to Black higher education students, data suggested similar conclusions relative to participation in education abroad programs when analyzed by racial classification.

Analysis of Findings

The overarching question for this study was:

- What factors influence the decision to participate in education abroad for Black undergraduate students compared to White undergraduate students?

Quantitative data analysis indicated that the Institutional Factors was the only statistically significant independent, or predicting, variable. Qualitative data indicated that a number

of obstacles prevented students from studying abroad, such as family obligations, work obligations, and finances. Qualitative data also suggested that globalization was the most frequently selected motivation to participate in education abroad.

Marginson's (2010) study explored the concepts of equality and equity. In Chapter II, the researcher utilized Marginson's study to explain equality as a state of providing opportunity and equity as an agent of creating a fair environment in which all people could access and seize the aforementioned opportunity. Participants in this research study identified institutional factors as significant in determining whether or not they planned to participate in an education abroad program in the next 12 months. The findings suggested that higher education institutions could provide equity and accompanying equality with regard to enabling higher education students to participate in education abroad programs.

Quantitative

The quantitative research question that this study sought to answer was:

- Quantitative: What intellectual, social, and economic factors predict whether or not students will participate in education abroad?
    - *Alternative Hypothesis*: Intellectual, social, and economic cultural spheres of influence will predict participation in education abroad for White and Black undergraduate students.
    - *Null Hypothesis*: Intellectual, social, and economic cultural spheres of influence will not predict participation in education abroad for White and Black undergraduate students.

Quantitative data indicated that Institutional Factors as the only independent variable that was statistically significant in both logistic regression models. Thus, the higher education institution's policies could either serve as motivation or barrier to participation in education abroad. The degree to which the higher education institution could meet the needs of students could determine whether or not students will participate in education abroad. The two logistic regression models for this study predicted that Black and White participants likely would not participate in education abroad in the next 12 months.

Similarly, Anderson and colleagues' (2015) study found that motivation to participate in education abroad programs was linked to length of program and living conditions. Both length of program and living conditions are elements that higher education institutions could influence positively or adversely. This research study indicated that higher education students' participation in education abroad was relative to institutional factors, such as the length of study and living conditions, as explored by Anderson and colleagues.

Moog and Petzold's (2017) study found that institutional factors, such as host university's reputation, financial support, and group interaction, were identified as factors influencing participation in education abroad. Higher education institutions could determine which institutional partnerships are developed as well as the amount of financial support that is available to participants. Furthermore, higher education institutions could shape cohort groups and determine the methods through which the course is delivered. Moog and Petzold's results indicated that institutional factors influence whether or not students participate in education abroad. Those findings were in alignment with the findings of this research study.

Qualitative

The qualitative questions that this study sought to answer were:

- Qualitative: What are students' perceptions about participating in education abroad?

- Qualitative: How do the perceptions of White students and Black students relative to participating in education abroad compare?

Participants indicated that studying abroad could enhance their programs of study and that globalization skills were a motivation to participate in education abroad. Overall, the qualitative data indicated that Black and White students were unlikely to participate in education abroad in the next 12 months. Perceptions of both participant groups were similar. Participants from both racial groups indicated that academic motivations, such as enhanced curriculum, opportunities to learn in a different way, and opportunities to connect the element of place with the content, which aligned with the intellectual culture sphere of influence. Social factors, such as family and work obligations coupled with racism factors for the Black participants, were factors that influenced education abroad participation. Finances were the most frequently indicated factor in deciding whether or not to participate in education abroad, which aligns with the economic cultural sphere of influence.

Di Pietro's (2015) study indicated a positive correlation between participation in education abroad programs and employability. Likewise, a benefit of participating in education abroad programs could be increased opportunity for employment after graduation given the exposure to cultural differences, globalization opportunities, and soft skills development that an education abroad program could provide (Di Pietro,

2015). The study conducted by Andenoro and colleagues (2015) supported the notion that employers consider education abroad experience as desirable and likely to increase employability. Given the economic challenges faced by Black higher education students, the findings suggested that participation in education abroad programs by Black higher education students was a significant topic of study. This notion was supported by the results of the study in which higher education students, Black and White, cited future career opportunities as a motivation to participate in an education abroad program. Likewise, this current study's results were in alignment with Lehmann and Trower's (2017) study, which linked personal growth as a motivation for participating in education abroad. While the Lehmann and Trower study did not link career motivations with participation in education abroad, personal growth was linked directly to increased employability as employers had indicated that many of an individual's personal traits, skills, and abilities were in alignment with the traits, skills, and abilities that employers desired in employees (Lehmann & Trower, 2017).

Blake and colleagues (2019) explored the cultural implications of participating in an education abroad program. The results indicated that participants valued sharing an educational abroad experience with others, that curriculum and place mattered, and that cultural conflicts in other countries helped individuals better approach racial conflicts in the United States (Blake et al., 2019). Other studies, such as the project led by Depoo and colleagues (2014), highlighted the significance of cultural immersion, cultural appreciation, and overall global understanding as valued elements of participation in education abroad. Lee and Negrelli's (2018) study specifically explored cultural identification before and after education abroad participation, and results indicated

participants identifying differently upon their return. The theme of culture, which is related to globalization, was reflected in this research study. In the previously mentioned studies, the most frequently identified motivation for education abroad participation was globalization, which was defined as developing skills relative to cultural diversity and awareness and developing skills to compete in markets around the world.

Gulawani and Howard (2014) conducted a study that found participants indicated that they were better able to master learning objectives having participated in an education abroad experience. The notion that education abroad enhances the curriculum, deepens learning, and provides an enriched educational experience was supported by Coaker and colleagues (2018). Additionally, the intellectual implications of participation in education abroad are in alignment with data that suggested participants exited their higher education institutions having been more engaged in the curriculum, with higher grade point averages, and at a higher rate that students who did not participate in education abroad programs (Hamir, 2011; Metzger, 2006; Redden, 2010; Rubin & Sutton, 2001). The results of this study with regard to motivations found that, in each racial group, participants indicated academics as the second, most frequent motivation for participating in an education abroad program. Academics was described as enhancing the curriculum, replacing traditional pedagogy, and comparing disciplines. Conversely, participants of both racial groups perceived lack of time prior to graduation to participate, lack of offerings in major, and lack of flexibility within personal schedule to participate as barriers for participating in education abroad.

Harper's (2018) study explored the relationship between location and education abroad experience and noted that location significantly affected the learning experience.

Similarly, Pipitone's (2018) study found that participants' level of engagement was significantly affected by the location of the education abroad program while citing social interactions and engagement with local cultures as significant elements of the experience. The effect of location on students' motivation to participate in education abroad was significant amongst Black higher education students. Jackson's (2005) study indicated that Black students and their families identified a lack of program offerings in locations that allowed Black students to trace their heritage as evidence that education abroad programs were not appropriate for them. Qualitative data from this current study indicated that 23% of Black participants preferred to visit Africa and the Caribbean as compared to 7% of White students who preferred to visit Africa and the Caribbean.

Limitations of the Study

Limitations of the study included the participant group as well as environmental conditions during the time in which the study was conducted. Only one institution was another limitation. The results could have been more transferable if participants could have been included from more than one institution and more than one geographic region. Thus, generalizability of the findings outside of the southeast was affected adversely. During the time in which the study was being designed and initiated, the coronavirus spread across the globe and significantly altered conditions on the campuses of higher education institutions, which likely influenced participation and the perceptions of higher education students. Colleges and universities suspended their education abroad programs, and many foreign governments suspended travel into their countries.

Recommendations for Future Research

With regard to future research, the phenomenon of participation in education abroad programs and improving equity across racial groups throughout the higher education environment is a field of study that contains more opportunities for data gathering and analysis abounds. Future qualitative research, possibly utilizing focus groups, to further enrich quantitative findings could be one line of research. While the qualitative portion of this study offered insight, focus group sessions potentially could add depth to the perspectives and perceptions of participants. Furthermore, the timing of future research ventures could add significant validity or refute the findings of this study given the study was conducted during a time in which participation in education abroad programs was impacted adversely by the outbreak of the COVID-19 pandemic, given many higher education institutions suspended education abroad programs.

This research study focused in its entirety on the perceptions of students relative to education abroad. Yet, students are only one group within the higher education institutions. Future research studies could focus on the perceptions of education abroad utilizing professors. Higher education administrators are another group whose perceptions relative to education abroad, specifically improving participation amongst racial groups, could add to the field and build upon this study and other studies.

This research study utilized participants from a southeastern regional state university. Future research studies could seek a higher education institution from another geographic area of the United States. Cultural norms vary by section of the country, by ethnic and racial makeup of the population, and by state funding that is provided to higher education institutions. These elements indirectly or directly create unique school

climates wherein results of studies could be influenced. Other elements of the higher education institution could influence results of studies, such as the size of the university, size of education abroad facilities, and size of education abroad personnel department.

Future research could seek to utilize participants who have already participated in an education abroad program. Comparing pre- and post-participation perceptions could be an intriguing venture. This research study utilized students who had not participated in education abroad programs previously. Many elements exist relative to improving participation rates amongst Black higher education students, and, while this study explored perceptions and influences on plans to participate in the next 12 months, other research studies could isolate a different approach relative to the research problem.

Lastly, future research could build upon using the Cultural Approach as a contextual framework. Initially, the Cultural Approach was designed as a method of pedagogy to teach history, with specific attention given to the cultural spheres of influence. Its utility as a conceptual framework presents untapped avenues for conducting research studies. For this study, all of the cultural spheres of influence were not utilized, and thus future opportunities exist to explore this research problem and other research problems utilizing this conceptual framework and the other cultural spheres of influence.

Implications of the Study

Implications of this study are tied directly to the mission of education at every level, better meeting the needs of the student body. This study sought to provide data as the basis for forming substantive solutions for improving equity, equality, and access to the curriculum across environmental settings, specifically for disadvantaged groups.

When the educational environment is improved, everyone benefits. Most specifically, the findings from in this research study indicated that educational institutions could enact policies and procedures that could enable participation in education abroad programs. Institutional Factors was the significant predictor of whether or not participants planned to participate in education abroad programs. The results of this study supported the notion that higher education administrators are empowered to influence the educational environment positively. In creating a plan to best meet the needs of aspiring education abroad participants, the higher education institution could initiate a strategic plan to address the findings in this study. Specifically, a needs-based approach to identify student needs through engagement and identify substantive solutions through analysis could lead to policies and procedures that are in alignment with student needs. Participants in this study indicated not having been presented with information relative to education abroad. This finding could be a prompt to engage students, where they are, through newsletters, social media platforms, and person-to-person interactions, specifically relative to education abroad programs. Recruitment practices could include education abroad as a method of enhancing pedagogy, developing members of a modern workforce, and exposing students to a new reality in which education abroad is for every student across disciplines and racial demographics.

Qualitative data in this research study suggested several patterns that the higher education institution could analyze before creating an emergency action plan. This plan could empower, enable, and provide the necessary equity to improve participation rates amongst higher education students, particularly Black higher education students. Increasing participation rate amongst Black higher education students could be

accomplished first and foremost by providing the need-based financial assistance for Black students to participate. The percentage of Black participants (i.e., 33.5%) who indicated an annual family income of $25,000 or less was more than double the percentage of White participants (i.e., 16.0%) who indicated an annual family income of $25,000 or less. Conversely, the percentage of White participants (i.e., 17.5%) who indicated an annual family income of over $100,000 was nearly four times the percentage of Black participants (i.e., 4.8%) who indicated an annual family income of over $100,000. The responses relative to finances as a barrier to participation in education abroad programs were similar between White and Black participants, but demographics data suggested that White participants were better able to address financial barriers than Black participants given family income status. The higher education institution could remove financial barriers, which prevent Black higher education students from participating in education abroad programs. Two and a half week short-term education abroad programs were indicated as the most preferred length of study by participants in this study. This length could be more cost effective for both groups. Participants indicated having obligations to take care of children or ailing family members, and short-term programs could enable those students to participate without being away from family obligations for an extended period of time. Other participants indicated having job obligations, and accommodating a two and a half week absence could be manageable than a semester-long or year-long absence for an education abroad program. The higher education institution could embed this length of study within courses that are traditional, featuring a two and a half week education abroad experience within a semester-long course.

The empirical literature and results from this study indicated that academics could serve as a barrier and a motivation for participating in education abroad. As a barrier, academics was defined as lack of time to complete a program, lack of offerings in the major, and lack of offerings in desired locations. As a motivation, academics was defined as seeking enhanced curriculum, utilizing new pedagogy, and exploring disciplines. The higher education institution could be responsive to these data by expanding education abroad course offerings both in major and in location to encourage higher education students to access the curriculum in novel ways and trace their heritage. Africa and the Caribbean were identified by nearly 20% of participants identifying as Black as desired locations for an education abroad program as compared to nearly 7% of participants who identified as White. The higher education institution could offer more education abroad studies in Africa to allow Black higher education students opportunities to trace their culture.

Empirical data suggested that education abroad programs offer opportunities to align academic pursuits with professional pursuits. Employers associate education abroad program experience with developing global, communication, and marketplace skills. The higher education institution could seek to partner with large businesses to create a recruitment pool of candidates who are higher education students participating in education abroad programs. Large businesses who have campuses overseas could host visiting education abroad students, bridging the gap between academia and marketplace. Higher education students are seeking opportunities for alignment as suggested in this study. Black higher education students perceived that education abroad was not for them and was not marketed towards them, but many Black higher education students seek

employment with companies who could join in this initiative, creating a relationship between institution, student, and business.

Dissemination of the Findings

The researcher will coordinate with higher education institutions, including the institution wherein the study was conducted, to share the results of the study and seek methods through which to improve participation in education abroad programs and better meet student needs. The researcher will meet with the director of international education either via Zoom or in person to discuss study findings and to explore avenues through which to gather more data, with the goal of identifying policies that could meet specific student needs. The research study will be published so that future researchers can reference this study, adding to the field of literature. The researcher of this study plans to make oral and visual presentations at research seminars to present the findings of this study as well as its implications. The importance of this study is related directly to the ability to share the findings, specifically with higher education institutions, professors, and students. The methods by which these findings are disseminated are equally as important to ensure the information is received in an appropriate manner. Given this notion, the researcher would like to compile findings of this study in pamphlets and brochures to disseminate to families. Education abroad could support the initiatives of higher education institutions to meet the needs of students and families. Utilizing information from this study and other studies could be presented to students and parents at the secondary level and utilized for recruitment purposes for all students. Lastly, flyers and posters presenting the results of this study are appropriate mediums for sharing data with the public in a brief, illustrated manner.

Conclusion

Educational institutions have the ability to shape policies and procedures to improve equity and equality throughout the environment. Enriching the educational process is a goal from which all students could benefit, including those students who are having their needs met adequately as well as those students who are not having their needs. Students who do not participate in education abroad opportunities and other educational endeavors also lack opportunity to access the benefits that participation offers. This research study utilized the Cultural Approach as a conceptual framework to explore perspectives and perceptions (Barnett et al., 2013). The Cultural Approach was an appropriate context through which to conduct the study because the cultural spheres of influence that comprise the Cultural Approach give life to perspectives, exploring the depths of life and society. The results of this study supported the notion that student needs are abundant and are vital to enabling and empowering. The results of this study indicated that both White and Black participants shared common needs and perceptions. The results of this study also indicated that White and Black participants had uniquely different environmental backgrounds that could affect the depth of the common needs. This reality supports the notion that equity is as important as ever in meeting student needs and ensuring that all students are able to participate in education abroad programs.

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APPENDICES

Appendix A

Factors Influencing the Decision to Participate in Education Abroad

How did you first hear about education abroad? (please check all that apply.)

☐ Academic advisor

☐ Education abroad advisor

☐ Professor

☐ Study abroad fair

☐ Classroom presentation

☐ Flyer

☐ Family member

☐ Email

☐ Education abroad website

☐ Education abroad catalog

☐ Former participant

☐ Friend/Significant other

☐ Other (please state):

[_____]

Do you plan to participate in an education abroad program during the next 12 months?

○ Yes

○ No

Has anyone in your family previously participated in an education abroad program?

○ Yes

○ No

○ Don't know

Have any of your friends previously participated in an education abroad program?

○ Yes

○ No

○ Don't know

To what extent do you agree or disagree with the following statements?

(Please make a selection in the circle corresponding to the row.)

	Strongly Agree	Agree	Disagree	Strongly Disagree
Information on education abroad programs and opportunities is readily available to students.	○	○	○	○
The types and number of education abroad programs offered are good.	○	○	○	○
Eligibility requirements for the education abroad programs are NOT strict.	○	○	○	○
The institution offers good sources of funding for students wanting to education abroad.	○	○	○	○
The institution encourages international experiences such as education abroad for students like myself.	○	○	○	○
The education abroad advisors were helpful in advising me about education abroad opportunities.	○	○	○	○
My academic advisors were helpful in advising me about education abroad opportunities.	○	○	○	○
My professors encouraged me to participate in education abroad.	○	○	○	○
I felt comfortable talking to the education abroad advisors about my education abroad options, concerns, and needs.	○	○	○	○
I felt comfortable talking to my academic advisors about my education abroad options, concerns, and needs.	○	○	○	○
Overall, I felt that my needs and concerns were met in discussing education abroad.	○	○	○	○
I felt comfortable talking to my academic advisors about my education abroad options, concerns, and needs.	○	○	○	○

How do you currently pay for school? (Please check all that apply.)

☐ Scholarships

☐ Federal loans

☐ Private loans

☐ Federal and state grants (i.e. Pell grants)

☐ Private grants

☐ Personal funds

☐ Family support

What type of extracurricular activities are you involved with inside and outside of the institution? (Please check all that apply.)

☐ Student government

☐ Academic clubs

☐ Service/Volunteer clubs

☐ Church

☐ ROTC

☐ Social clubs

☐ Athletics

☐ Fraternity/Sorority

☐ Work

☐ Other (Please state.)

[_____]

To what extent do you agree or disagree with the following statements?
The following things prevented me from participating in education abroad:

	Strongly Agree	Agree	Disagree	Strongly Disagree
Program cost	○	○	○	○
Lack of family support	○	○	○	○
Education abroad courses not fitting into academic program	○	○	○	○
Lack of foreign language knowledge	○	○	○	○
Not meeting GPA requirements for program	○	○	○	○
Family obligations	○	○	○	○
Work/Internship obligations	○	○	○	○
Extracurricular obligations	○	○	○	○
Education abroad delaying graduation	○	○	○	○
Not wanting to be away from home	○	○	○	○
Fear of traveling to a new country	○	○	○	○
Fear of racism in other countries	○	○	○	○
Fear of safety in other countries	○	○	○	○
Fear of getting low grades while abroad	○	○	○	○
Citizenship/Passport requirements	○	○	○	○
Restrictions on financial aid for education abroad	○	○	○	○
Complications with test preparation such as GRE, MCAT, LSAT, GMAT, etc.	○	○	○	○

Please list the top three factors that affected your decision to not participate in education abroad. (Rank in order.)

To what extent do you agree or disagree with the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
I did NOT have a difficult time meeting the eligibility requirements for admission to this institution.	○	○	○	○
I did NOT have a difficult time adjusting to the academic rigor of courses at this institution	○	○	○	○
Overall, I did NOT have a difficult time adjusting academically to being at a four-year institution.	○	○	○	○
Overall, I did NOT have a difficult time adjusting socially to being at a four-year institution.	○	○	○	○

Have you previously participated in a postsecondary education abroad program?

○ Yes

○ No

Do you plan to go study, work, or volunteer abroad after graduation?

○ Yes

○ No

What is your racial classification?

○ White

○ Black

○ Multi-Racial

○ Other

What is your gender?

○ Male

○ Female

What is your current year in college?

○ Freshman

○ Sophomore

○ Junior

○ Senior

What is your current major?

[   ]

What is your current overall GPA?

○ 3.80 - 4.00

○ 3.60 - 3.79

○ 3.4 - 3.59

○ 3.0 - 3.39

○ 2.0 - 2.99

○ below 1.99

What is your parent's highest level of education? (Please check one box for each parent.)

	Mother	Father
Did not complete high school	☐	☐
High school diploma	☐	☐
Some college/2-year college degree	☐	☐
Bachelor's degree	☐	☐
Master's/Doctorate/Prof. degree	☐	☐
Unknown	☐	☐

What is your annual family income?

○ $25,000 or less

○ $25,001 to $50,000

○ $50,001 to $75,000

○ $75,001 to $100,00

○ $100,001 or more

Were you born in the U.S.?

○ Yes

○ No

Is English your first language?

○ Yes

○ No

Appendix B

Permission to Use Data Collection Instrument

On Wed, Oct 30, 2019 at 11:39 AM Jinous Kasravi <jinous@kuwaitculturela.org> wrote:

Dear Stephen,

Greetings and I hope this message finds you well. I would be happy to grant you permission to use my previous data collection tool. Please send me a copy of your final dissertation when complete, would be very interested to read the final results. You can send it to my personal email at jkasravi@gmail.com. Best of luck to you!

Warm regards.

Jinous Kasravi, Ph.D.
Director of Program Evaluation and University Outreach
Consulate General of the State of Kuwait
Kuwait Cultural Office | Los Angeles
801 S. Figueroa St. |Suite 1900
Los Angeles, CA 90017
P: 310-746-4789 ext.4190 | F: 310-789-1159
jinous@kuwaitculturela.org

Appendix C

Qualitative Research Items

If you do not plan to participate in education abroad, explain why.

If you plan to participate in education abroad, explain why.

Which of the following lengths of study would you prefer relative to an education abroad experience?

○ Two and a half weeks

○ Semester long

○ Year long

Which education abroad location(s) would you prefer to visit?

Which education abroad topic(s) would you prefer to study?

If you would like to be entered into a random drawing for a $100 Amazon gift card, please enter your full name and Columbus State University email address below.

First and Last Name

CSU Email Address

Appendix D

CSU IRB Approval Email

Exempt Approval Protocol 21-004

CSU IRB <irb@columbusstate.edu>   Thu, Aug 20, 2020 at 8:56 AM
To: Stephen Hammock <hammock_stephen2@columbusstate.edu>, "Jennifer L. Brown" <brown_jennifer2@columbusstate.edu>
Cc: CSU IRB <irb@columbusstate.edu>, Institutional Review Board <instituional_review@columbusstate.edu>

Institutional Review Board
Columbus State University

Date: 8/20/20
Protocol Number: 21-004
Protocol Title: A Mixed Methods Investigation of Participation of Black Students and Education Abroad
Principal Investigator: Stephen Hammock
Co-Principal Investigator: Jennifer Brown

Dear Stephen Hammock:

The Columbus State University Institutional Review Board or representative(s) has reviewed your research proposal identified above. It has been determined that the project is classified as exempt under 45 CFR 46.101(b) of the federal regulations and has been approved. You may begin your research project immediately.

Please note any changes to the protocol must be submitted in writing to the IRB before implementing the change(s). Any adverse events, unexpected problems, and/or incidents that involve risks to participants and/or others must be reported to the Institutional Review Board at irb@columbusstate.edu or (706) 507-8634.

If you have further questions, please feel free to contact the IRB.

Sincerely,

Amber Dees, IRB Coordinator

Institutional Review Board
Columbus State University

*** Please note that the IRB is closed during holidays, breaks, or other times when the IRB faculty or staff are not available. Visit the **IRB Scheduled Meetings** page on the IRB website for a list of upcoming closures. ***

Appendix E

Informed Consent Form

You are being asked to participate in a research project conducted by Stephen R. Hammock, a student in the Education Department at Columbus State University. The project is supervised by Dr. Jennifer Brown.

I. Purpose:
The purpose of this project is to examine the theory of the Cultural Approach as it relates to the participation of Black students in education abroad programs. The Cultural Approach will be used to examine economic, social, and intellectual elements as they relate to whether or not Black students participate in education abroad programs at Columbus State University.

II. Procedures:
The researcher will contact the Advisement Office requesting permission to recruit participants through the Advisement Office Listserv. The initial recruitment email will be sent through the Advisement Office with an anonymous link to the survey. Participants will have three weeks to respond to the survey. One week after the initial recruitment email is sent, a second recruitment email will be sent to remind participants to complete the survey. A week after the second recruitment email is sent, a third and final recruitment email will be sent to remind participants to complete the survey. The online survey should take no longer than 20 minutes to complete, and can be completed from the participant's computer or mobile device at his or her convenience. The data may be utilized in future research projects.

III. Possible Risks or Discomforts:
Risk and discomfort relative to participating in the study are very minimal, and participants may exit the survey any time should they become distressed.

IV. Potential Benefits:
Participation in the survey will assist the researcher's purpose, which is to add to the existing field of literature by providing a relevant, practical study that will increase participation rates of Black higher education students in education abroad programs and from which future scholars might further explore the relationship between Black higher education students and education abroad participation as well as utilize the Cultural Approach as a means of research.

V. Costs and Compensation:
There is no cost to participate in the study. Participants may choose to enter a random drawing for a $100 Amazon gift card.

VI. Confidentiality:

All responses will be anonymous, but participants will be asked to enter their name and email address for a random drawing for a gift card. Participants may decline to enter the drawing and remain anonymous. The names and email addresses will be deleted immediately following the conclusion of the random drawing. IP addresses will be deleted from the dataset. Responses will be stored on the PI's password-protected computer from the time of submission until 5 years after dissertation publication, at which time they will be destroyed and permanently deleted from the hard drive.

VII. Withdrawal:

Your participation in this research study is voluntary. You may withdraw from the study at any time, and your withdrawal will not involve penalty or loss of benefits.

For additional information about this research project, you may contact the Principal Investigator, Stephen Hammock at ▮▮▮▮▮▮▮▮ or hammock_stephen2@columbusstate.edu. If you have questions about your rights as a research participant, you may contact Columbus State University Institutional Review Board at irb@columbusstate.edu.

I have read this informed consent form. If I had any questions, they have been answered. By signing this form, I agree to participate in this research project. If participation is dependent upon the participant being 18 years of age or older, you must include a statement here confirming the age.

Appendix F

Permission Request Email for Advisement Office

Dear Advisement Office,

       My name is Stephen Hammock, and I am a doctoral student in the College of Education under the direction of Dr. Jennifer Brown. I am emailing to obtain your consent to distribute a recruitment email and link to my data collection tool, a questionnaire, for the purpose of gathering data for my dissertation research study.

       I will request that you send three recruitment emails, each one week apart. At no time will I see the email address for any students enrolled at Columbus State as you will be sending the emails for me. Participants who so desire will input their name and email address for the purpose of a random drawing for a $100 gift card.

       Thank you for your time and consideration, and please contact me at hammock_stephen2@columbusstate.edu should you need any clarification.

Best,

Stephen R. Hammock
Doctoral Candidate
Columbus State University

Appendix G

Initial Recruitment Email

Dear Participant,

My name is Stephen Hammock, and I am a doctoral student at Columbus State University in the College of Education. The purpose of the study will be to examine the theory of the Cultural Approach as it relates to the participation of Black students in education abroad programs.

I am emailing to ask your permission to complete an electronic web-based questionnaire to provide information about your perception(s) of education abroad programs. If you choose to participate in the study, you will be entered in a random drawing for a $100 Amazon gift card. Should you choose to enter the drawing, your name and email address will be requested. The questionnaire should take less than 20 minutes to complete.

If you have any questions, please contact myself at hammock_stephen2@columbusstate.edu or my dissertation committee chairperson Dr. Jennifer Brown at brown_jennifer2@columbusstate.edu. Thanks for your time and consideration. The survey link is below.

Best,

Stephen R. Hammock
Doctoral Student
Columbus State University

Appendix H

Second Recruitment Email

Dear Participant,

My name is Stephen Hammock, and I am a doctoral student at Columbus State University in the College of Education. The purpose of the study will be to examine the theory of the Cultural Approach as it relates to the participation of Black students in education abroad programs.

If you have already participated in the questionnaire, thank you for your time and please disregard. If not, I sincerely ask that you complete the questionnaire so that your feedback might be used to help create a more appropriate education abroad program for all students. Your feedback is valuable. If you choose to participate in the study, you will be entered in a random drawing for a $100 Amazon gift card. Should you choose to enter the drawing, your name and email address will be requested. The questionnaire should take less than 20 minutes to complete.

If you have any questions, please contact myself at hammock_stephen2@columbusstate.edu or my dissertation committee chairperson Dr. Jennifer Brown at brown_jennifer2@columbusstate.edu. Thanks for your time and consideration. The survey link is below.

Best,

Stephen R. Hammock
Doctoral Student
Columbus State University

Appendix I

Third Recruitment Email

Dear Participant,

My name is Stephen Hammock, and I am a doctoral student at Columbus State University in the College of Education. The purpose of the study will be to examine the theory of the Cultural Approach as it relates to the participation of Black students in education abroad programs.

If you have already participated in the questionnaire, thank you for your time and please disregard. If not, I sincerely ask that you complete the questionnaire so that your feedback might be used to help create a more appropriate education abroad program for all students. The deadline to respond is September 7. If you choose to participate in the study, you will be entered in a random drawing for a $100 Amazon gift card. Should you choose to enter the drawing, your name and email address will be requested. The questionnaire should take less than 20 minutes to complete.

If you have any questions, please contact myself at hammock_stephen2@columbusstate.edu or my dissertation committee chairperson Dr. Jennifer Brown at brown_jennifer2@columbusstate.edu. Thanks for your time and consideration. The survey link is below.

Best,

Stephen R. Hammock
Doctoral Student
Columbus State University