

2004

# Motivation for Studying Abroad

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*Eastern Illinois University*

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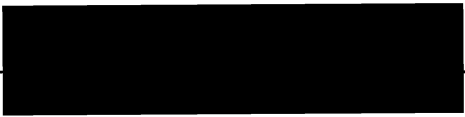
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# Motivation for Studying Abroad

By

**Wendy M. Buesing**

## THESIS

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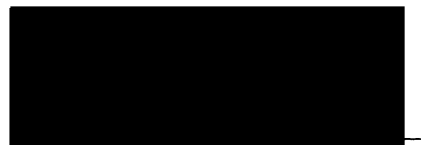
**Master of Arts in Clinical Psychology**

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
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## Abstract

The motivational factors among students who have completed a study abroad program or who are currently studying abroad were investigated. Several variables were explored including gender, age, major and whether the student was an international student who has studied or is currently studying in the United States from another country or an American student who has studied or is currently studying in another country. Two hypotheses were tested: 1) American students are more likely motivated to study abroad by cultural motives such as sightseeing and gaining awareness about a different culture, and 2) International students are more likely motivated to study abroad by academic motives such as taking classes that are not offered in his or her country. Seventy students completed a questionnaire to determine what factors motivated them to participate in a study abroad program. Of the participants, 37 participants were American students who participated in a study abroad program, and 33 participants were currently studying in the United States from another country. Participants were recruited via networking through students who have completed study abroad programs, professors who coordinated study abroad programs, and an organization for international students at Eastern Illinois University. Significant findings support both hypotheses. American students rated adventure seeking and a desire to gain an awareness of another culture as the most motivating factors for studying abroad. Escape and learning about one's family of origin were rated least motivating by the American participants. Likewise, international students ranked a desire to develop a sense of identity and to gain or achieve a greater sense of independence as the most motivating factor to study

abroad. The least motivating factor for international students to study in the United States was to learn about the country from where their family originated. It was also found that when rating the participants' overall study abroad experience, American students were more satisfied with the overall experience of studying abroad than the international students. Implications of these findings as well as the limitations of the study and suggestions for further research are discussed.

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## Motivation for Studying Abroad

While there is a considerable amount of research regarding motivation for pleasure travel, there seems to be little literature about the motivation to travel to foreign countries with the intention of studying, what has been referred to as studying abroad. Motivation can be defined as something that moves or prompts a person to action or as opportunities offered by another person or by situational factors, such as incentives (Webster's New World Compact School and Office Dictionary, 1995). Research related to motivation for both international and intranational pleasure travel are well documented and may fall into a number of categories, varying by study and author. Lang and O'Leary (1997) studied the Australian travel market and categorized the participants as family vacationers, culture and entertainment seekers, physical challenge seekers, nature tourists, escape and relax vacationers, and indifferent travelers. A generally accepted approach to studying travel motivation makes use of a theory which explores the push and pull factors of travel. The idea behind the theory is that people travel because they are pushed by their own internal forces and pulled by the external forces or attributes of the destinations (Cha, Burn, Useem, & Yachimowicz, 1990). Groups of travelers (families, couples, friends, and organized tour groups) have been examined in a number of studies including studies of push and pull factors of the groups themselves. Other researchers have studied types of travel including pleasure, business, and personal enrichment. Travelers' values, attitudes, and beliefs are explored as possible explanations for motivation to travel as well as the impact of these on the decision of where to travel. While there is a considerable amount of research done regarding

motivation for pleasure travel, there seems to be little literature about the motivation to travel to foreign countries with the intention of studying.

### History of Study Abroad Programs

The concept of high school and college study abroad programs in the United States dates back to the original nine colonial colleges in 1636 to 1769. At that time, studying abroad was reserved for the most wealthy and influential families. Additionally, many of the early scholars, administrators and founders of the nine colonial colleges participated in international education programs in European colleges as well. During the nineteenth century, more elite scholars received graduate degrees in Germany, while other privileged students attended schools in Paris and Vienna for training in medicine (Brubacher & Rudy, 1976).

The term “junior year abroad” began in the 1920s at east coast universities including Delaware College, Marymount College and Smith College as American colleges began to urge these privileged students to study in Europe for their junior year of college (Bowman, 1987). This trend temporarily ended with the beginning of World War II, as issues were raised about the safety of studying overseas since food shortages were reported, housing options became scarce, and recreational travel had also been disrupted. Following the war’s end, some “junior year abroad” programs resumed, but they did not resume to the level they had been prior to the war. By 1950, the U.S. government had passed two relevant acts, the Servicemen’s Readjustment Act of 1944 and the Fulbright Program 1946, to financially support study abroad programs. Private agencies such as CIEE (the Council for International Educational Exchange, founded in 1947) and NAFSA (the National Association of Foreign Affairs, founded in 1948) also began

funding study abroad programs to rebuild the interest and participation in these programs (Brubacher & Rudy, 1976).

Meanwhile, universities recognized a need for a new approach for promoting the study abroad experience to attract a more diverse population in terms of socioeconomic status, not limiting the experience to the students from wealthy families. Programs were implemented for undergraduate students and graduate students, as well as work abroad programs to increase the participation in the international experience. Increasing students' interest in these programs were programs such as the Antioch College program, the first program established to offer off-campus work experience as part of the curriculum for students, and the Stanford University program, the first to send numerous students in overseas placement, allowing the students to receive transferable academic credit for their experience (Bowman, 1987). In this same article, Bowman writes that as a more diverse population began to study overseas, there also came a push for students to study in non-European countries, because, traditionally, studying abroad mainly included European, English-speaking countries. While more students now study in nontraditional (non-European) settings than at the time of the previous study, European countries still receive 62 percent of study abroad students, while Asia represents only 6 percent of students, and 3 percent of students study in the Middle East (Jenkins, 2002).

In the 1990s, research in higher education reported that these students who participated in a study abroad program showed improved language skills, enhanced cross-cultural understanding and a more enhanced portfolio, qualities that were reportedly increasingly in demand in a technological and global economy (Pickert, 1992). In the same year, Kauffman, Martin, and Weaver noted that a study abroad experience is meant

to endow students with an international perspective--knowledge, attitudes and skills which presumably lead to a better educated citizenry and ultimately to improve international relations and global understanding.

Scholarship opportunities for studying abroad have piqued the interest of a larger population of students who may not have been able to afford the experience otherwise (Zikopoulos, 1993). Administrators predicted the trend of students studying abroad would increase steadily, and the National Task Force Report on Undergraduate Education Abroad (1990) suggested that by the year 2000, one-tenth of all American undergraduate students would have participated in an international experience prior to graduation. However, according to Davis (1998), in the 1996/97 academic year, only about 1% of the total student population participated in studying abroad for academic credit.

Between 1995 and the Spring 2000 academic semester, the number of American students studying abroad increased by 61%, according to the Institute of International Education (2001), and this trend continues. The number of students participating in foreign study increased another 11% from 1998/1999 to 1999/2000. Also in the 1999/2000 academic year, there were approximately 144,000 students studying in foreign countries. While statistics about minority students studying abroad is lacking, minority students have always been underrepresented in the general statistics (Yates, 2002). According to Dr. Robert Miles, director of the Study Abroad program at the University of North Carolina at Chapel Hill, universities should do a better job in relaying information about study abroad programs to minorities and their families. Many minority students at universities are the first in their families to attend college, and work to make money to pay for school. Dr. Miles sites statistics showing that many parents of minority

university students are in debt. Charles Baquet served for 35 years in the Foreign Service and is a former U.S. Ambassador to Djibouti in northeastern Africa. According to Baquet, minority students who are the first generation to attend college tend to focus on getting their education and getting that degree. He notes an increase in the number of minority students who study abroad, but that the numbers are still low (as cited in Yates, 2002). While the opportunity to study abroad is an important opportunity and one which can give minority students an increased opportunity in the job market, according to the literature, it may take a number of generations to close the gap between the current statistics and those of minority students studying abroad.

Current statistics show that approximately 50 percent of incoming freshmen to four-year universities express interest in studying abroad, however, only 1-3 percent actually participate. Some state universities allow students to study at another state school for one semester at the same tuition rate they would pay at their own school. For example, a student in an Illinois state university may be able to study at a university in Arizona for the same tuition as the Illinois university. The University of Denver has a proposed program for the 2004-2005 academic year called the Cherrington Global Scholars Program, which will allow its students to study for one academic quarter in another country for the same rate they would pay for tuition, room, and board at their home school. With this new program, Provost Robert Coombe hopes to triple the number of students at University of Denver that participate in studying abroad so that 60 percent of each graduating class will have studied abroad. Other schools including Hope College in Michigan and Susquehanna University in Pennsylvania are considering this type of program and similar shorter-term programs.

With regard to international students in America, Foreign Influx Slows estimated that over 450,000 international students were enrolled in American colleges and universities, making the United States the largest provider of educational services for international students (The Chronicle of Higher Education, 1995). It is widely believed that international students can be an asset in any American classroom. By internationalizing their study programs and including international students in the classroom, American universities are able to offer multicultural perspectives and unique experiences to each student that would not otherwise be available through general course work.

#### Preparation for Studying Abroad

Perhaps the most important decision for students who consider studying abroad is choosing the location where they will study. Academic programs, social atmosphere, culture, affordability, art and history, climate, safety, as well as other aspects of a location influence students' decisions. A number of researchers have found safety to be the number one factor when concern is raised about traveling abroad as well as studying abroad (Pearce, 1983).

Florida A & M administrators have begun encouraging students interested in studying abroad to choose a nontraditional study abroad location such as smaller cities and developing countries rather than the traditional Western European countries (Jenkins, 2002). During the 1999-2000 academic year approximately 143,590 students studied outside of the United States for credit. Of these students, 62% went to Europe, 15% traveled to Latin America, 6% to Asia, 5% to Australia and Oceania, while only 3% traveled to the Middle East. The number of students traveling to the Caribbean was

barely registered. No mention was made of the political hostility between the United States and these countries; however, the administration at Florida A&M University attributes the statistics to students studying places where they might “find life easier and more predictable.” Students tend to shy away from nontraditional countries due to few academic programs being offered in these locations and the difficulty persuading university administration as well as parents to allow for the possible liabilities, such as personal safety, of these experiences.

Administrators, program coordinators, professors and fellow classmates often prepare students for possible culture-shock, or a state of bewilderment and distress experienced by an individual who is exposed to a new, strange, or foreign culture (Webster’s New World Compact School and Office Dictionary, 1995). Students from another country studying in the United States, often referred to as international students, face cultural differences similar to those faced by American students who study abroad. These include differences in expectations for class attendance, timeliness in terms of promptness of arriving to class and turning in assignments, and talking versus not talking in class (Robinson, 1992; Selvadurai, 1992). The majority of the international students in the present study cited that lack of public transportation, financial difficulties, and visa laws made their adjustment more difficult by providing restrictions and barriers. Some also found themselves the object of prejudice from their professors or other classmates. This can be true of American students who study abroad, as well as international students in America. Preparing students for culture shock likely decreases the effects of culture shock on the student. Saltzman and Mulrine (1996) suggest that a gradual immersion into a new culture such as a weekend “test-stay” with a family in the country is a

desirable means for introducing the student to the new culture. St. Olaf University offers a weekend cultural retreat for students who plan to study abroad. Students become aware of potentially offensive behavior. One student reports learning she should never eat while walking to remain alert, and that she should avoid using her left hand whenever possible in her stay in the Middle East, because the Koran states that the use of the right hand is more honorable. Knowing about such behavior in advance can greatly decrease the chance of an offensive misunderstanding. The authors also suggest that while studying abroad, students have a full-time coordinator living nearby who is kept aware of the students' travel plans. The students should work with the coordinator before leaving their home country to establish rapport with the coordinator and feel comfortable with him or her, thus helping to ease the student into the cultural experience.

Tseng and Newton (2002) studied the adjustment issues that international students in the United States face and found four major categories: 1) general living adjustments such as adjusting to American food, living and housing environments, and transportation; 2) academic adjustment, including lack of proficiency in the English language and lack of understanding of the educational system; 3) socio-cultural adjustment, for example, culture shock, fatigue, discrimination, conflicts with the host family, and differences in social activities, and 4) personal psychological adjustment, including homesickness, loneliness, depression, frustration, or feeling a loss of status or identity. The goal of their qualitative research was to discern international students' strategies for attaining well-being while away from their home country. Tseng and Newton found eight strategies for adjusting to life while studying abroad: 1) knowing self and others, 2) making friends and building relationships, 3) expanding individual worldview, 4) asking help and



handling problems, 5) establishing cultural and social contacts, 6) building relationships with advisors and instructors, 7) becoming proficient in the English language, and 8) using the tactic of letting go or knowing when to let go of a problem or concern as a stress reducer. While this study was done on individuals studying in the United States, it would be interesting to examine the same or modified strategies with American students while studying abroad.

Some travelers find upon their arrival, much to their dismay, that the information they have about a destination either no longer applies or is obsolete. A person who is able to adapt in these situations will find the adjustment a more comfortable one (Schild, 1962). Adjusting to one's new environment involves utilizing the support of the program coordinator to assimilate to the new environment, allowing the environment to impact the student, as well as allowing the student to impact his or her environment. By establishing social contacts in the environment, the student can learn what social norms are expected of him or her and use classmates as models for how best to fit these social norms. Naturally, the students will bring their own identity with them into the new environment, and just as we are impacted in some way by everybody with whom we have contact, the international students will impact their classmates in some way as well. This might include educating the class about a little-known custom in their country in an Anthropology course, or sharing his or her own opinion of American politics from an outside perspective. Using the second example, it has been my experience that students who study abroad should use judgment prior to sharing opinions which might be offensive to the host country.

As mentioned in the anthropological and political examples, studying abroad has benefits for a variety of academic pursuits. When planning a study abroad program, it would be wise of the student to consider his or her major and the effects of the location on that major. For example, a student studying technology may consider a school in Tokyo, Japan, where companies are on the leading edge of technology. Students who wish to learn a language proficiently would most likely chose to study in a country where the language is spoken. By participating in a study abroad experience, students are able to educate themselves about politics and political alliances, language, interpersonal dynamics, and the perspectives of foreign countries on the United States by immersing themselves in these countries and interacting face to face with the people. Regardless of the subject being studied, it is “only through direct human-to-human contact [that] we stop thinking of people as representatives of groups and begin to respect them as unique individuals” (Osnes-Talyor, 1994, p. 8).

The benefits for teachers to study abroad are increasing as they are teaching more minority students than in the past. In the 1990 population census, the population contained over 22 million Hispanic residents, with their population doubling every 10 years (Manning & Baruth, 1996). In an effort to meet the challenge of preparing student teachers for an increasingly diverse classroom environment, it is necessary to offer more study abroad programs for student teachers, and many schools are already implementing such programs, including Ball State University (Myers, 1997). The author states the best mode for achieving the highest level of cross-cultural awareness is to be completely immersed in a culture other than ones own. Students who participate in study abroad programs and have the opportunity to immerse themselves in another culture develop an

appreciation of diversity and learn how to deal with differences that teachers, no doubt, will face.

The School for International Training, a small institution based in Brattleboro, Vermont offers thematic semester-long study abroad programs for undergraduates including Modernization and Social Change in Jordan, Women and Democratization in the Balkans, and the most popular program--Sexuality, Gender, and Identity. In the Sexuality, Gender, and Identity course, students travel to Amsterdam to live with homosexual host families, and they are introduced to the city's vibrant gay and lesbian communities first hand. Through this program the students learn about a society with varying sexualities, the acceptance of the many lifestyle options as well as the racism and homophobia prevalent in the country. An Asian-American girl participating in this program found it difficult to ride her bike around the city without hearing racist remarks directed at her. Students who have participated in this program have also found that while Americans refer to other Americans with labels such as African-American, Asian-American, gay, bisexual, lesbian, etc., many countries do not use such labels. Desroches (2002) found this particularly true in the Netherlands, where Dutch youth prefer to go without labels.

Due to the success of the programs offered from The School for International Training in Vermont, other schools are considering implementing thematic study abroad programs. Institutions such as Duke University, University of Michigan, and the University of California, Berkeley all have similar Sexuality courses offered in their curriculums. "Most colleges categorize gay-related study programs under student affairs...[these] subjects are taken much more seriously when they're categorized under

academic affairs,” according to Glenn Grossman of the University of North Carolina.

With Sexuality courses being included in university curriculum, students may soon have the option to major in Sexuality, Gender and Identity, just as students can currently major in Women’s Studies and African American Studies. Whether students are introduced to other regions through internationalized curriculum, virtual fieldtrips to foreign places (via internet or video/DVD), or by taking part in a study abroad and international field placement program, students and faculty can increase their understanding of the meanings of social justice and cultural diversity.

Geographers have long known that field experiences for students are often some of the most rewarding components of the students’ education. Through these experience students can observe and study the interrelationships between human and physical landscapes in regions that are quite different from their home regions (Drews, Meyer, & Peregrine, 1996). Students and faculty can gain knowledge about global environments and economics, among other things (Stanitski & Fuellhart, 2003). Particularly, for geography students, traveling to experience diverse cultures, interpreting the physical landscapes first hand and learning about sustainability through meetings with representatives abroad enlightens the students in ways not otherwise possible in a traditional classroom setting.

### Reflecting Upon the Study Abroad Experience

Students who study abroad are able to learn much more than the material presented to them during their experience by simply taking the time to reflect on the opportunity they have and how it impacts them through journaling. The benefits of writing in a journal about the student’s experience abroad has been sighted by multiple

authors including Myers, 1997; Saltzman & Mulrine, 1996; and Stanitski & Fuellhart, 2003. Stanitski and Fuellhart state by reflecting in a journal weather observations, sketches, detailed accounts of the day's activities, scientific reflections, and impressions of students' encounters with locals and the environment, students are trained to observe their surroundings and reflect more accurately, which helps them to more easily remember details of the localities, physical features, statistics, and people encountered as well as historical landmarks and places. As a student who has personally experienced a study abroad program, I was able to gain insight into my interpersonal style by immersing myself into the Dutch culture of Maastricht, Netherlands and reflecting on it in a journal. I observed general qualities about the German people I encountered while visiting Munich, Germany and identified with these qualities because of my family's German heritage. Whether the journal is required for the experience or is an independent record, it can be a significant tool for enhancing the experience of studying abroad.

In the present study, it was found that the majority of the participants, American and international students, cited immersion into the new culture and the opportunity to learn the language first hand as major advantages to studying abroad. The literature has confirmed that while studying abroad presents an opportunity to explore more about oneself by immersion in a new environment, the individual is also presented with a bounty of opportunity to learn about the culture they are exposed to and the people in it. Drews et al (1996) examined the effects of a study abroad experience on how students conceptualize members of other cultures. In this study were three groups of students: students who had studied abroad for at least one semester, students who were planning to study abroad, and students who did not plan to study abroad. Each group was given a

packet with the name of one national group listed at the top of each page, followed by a number of blank lines (packets varied the order the groups were listed). Students were asked to free associate, or write what words came to mind, for one minute about the group listed before turning the page and beginning the next. Students who did not plan to study abroad were more likely to refer to the groups in terms of food, historical events, geographical characteristics, and other non-personal attributes. Students who did study abroad demonstrated more of a “personalized” view of other national groups and presented a “Worldmindedness,” or a personalized view of people of other cultural groups, not only from the country to which the student studied, which seems to be attributable to the international experience. Students who studied abroad were more likely to use personal references than the students who were only planning to study abroad or the students who did not study abroad, using descriptions such as reserved, conservative, quiet, polite and sincere as well as some negative descriptions including rude, money-hungry and aggressive. Additionally, more common among the students who did not study abroad and students who planned to study abroad was reference to famous people and places, language and ethnic labels. While the idea of “Worldmindedness” seems to be a new finding from this study, multiple studies have found that groups with international experience refer to people of other cultures more personally rather than in terms of physical characteristics, economics, politics, famous people, food, etc. (Carlson, et al. 1990, Kauffman, et al. (1992), McCabe 1994).

This “Worldmindedness” seems to extend past the host country to which the student traveled. For example, the same results were evident when the students described the Chinese, although none of the students who studied abroad studied in China, as when

they described Europeans, and the majority of the students studied in European countries. This data suggest that the tendency to personalize members of other cultures may extend well beyond the country visited, a seemingly new finding (Drews et al, 1996).

### Reverse Culture Shock

Post-travel attitudes show that travelers usually accept their journey and speak highly of it upon their return, or they experience one of three obstacles. The first obstacle is an inability to deal with the differences in values, attitudes and beliefs between their home and host cultures. The value clashes put pressure on the identity of the individual. The second is that the traveler experiences a loss of the familiar and loved objects of their home culture, which define their self at home. The traveler may experience a feeling of loss of self-identity tied to these familiar objects. The third obstacle occurs when the traveler has neither perceptual sensitivity nor the behavioral flexibility to respond appropriately in the new setting, leading to a sense of inadequacy and feelings of loss (Anderson, 1994; Cohen-Emerique, 1988; Mischel, 1973). It is important to note this study was done on travelers without the study abroad component, and it is uncertain if these results are generalizable to a study abroad population. This study could possibly produce interesting results if done on a study abroad population. It would also be interesting to perform the same study on international students studying in the United States to discover if they experience similar cultural obstacles.

Upon return, a student who has completed a study abroad program and has persisted through these obstacles has the potential to display an adventurous, intelligent and creative personality, more so than a student who has not had the experience, and thus may be more marketable in the workplace, according to a quote by Charles Baquet in

Yates (2002). This former U.S. Ambassador also states, “If you have on your resume that you know a language and haven’t been off campus, that’s not that impressive. But when you see someone who has studied or worked in Martinique, you see a person who has learned another language and is comfortable with another culture... Employers think, here’s a person who is adventurous, intelligent and probably creative. If they’ve been in a developing country, they’re not afraid of difficult situations.” (Yates, 2002). In a global economy, international experience, if not required, is highly desired among job applicants, and international experience on a resume will open doors for students to careers, which their peers may not be offered. One American student studied in France and discovered that since she had the opportunity to study abroad, she has been a better listener and very eager to learn about different cultures and the history of those cultures, gaining a greater appreciation for other people. Another benefit for students who have studied abroad is the opportunity for networking. Many faculty who teach overseas and students who have studied overseas are able to build extensive international networks.

A Serbian international student indicated in the present study that he was encouraged to study in the United States because of a lack of educational opportunity in his home country. He also desired to attend school in a country where he would have a better life following his education, free of financial and political stresses. While students returning to their home countries may find less opportunities than were available during study abroad, some also return home to find less respect for the degree they earned abroad, often leading these students to return to the United States following their study abroad experience. “China’s humanities and social sciences have extensively imported terminology and methods from Western academic circles, but because of ideological



considerations, in a certain sense, units in China are distrustful of social service workers who have been exposed to systematic training in Western academic methods” (Nianqing, 1998, p. 4). Zhang Lihui received a PhD in the United States in cinematography, becoming the first Chinese citizen with a doctorate in cinema. When searching for a job, she found she was “overqualified” for all local television positions. She was able, however, to return to the United States to join the United States Warner Brothers Company to help the company break into the Chinese movie market.

The phenomenon of international students in the United States returning to the United States for their career seems more common than American graduates returning to the country to which they studied abroad. It can likely be assumed this is due to the mistrust of certain fields of study or due to individuals being overqualified when they arrive in a different country from the United States. On the other hand, as the economy becomes more global, American graduates as well as international students, may find a wealth of opportunity abroad in large corporations as an international liaison between the United States and another country. Since many schools offer a plethora of study abroad options, students, in any field of study may benefit from exploring what study abroad options are available to them, and how the experience can enhance their education, before taking part in a program to ensure that they chose the best opportunity for their interest.

#### Motivation for Studying Abroad

Schroth and McCormack conducted a study in 2000 on 378 students who completed study abroad programs (127 men, 251 women, with a mean age = 24.79 years) to determine what motivates students to study abroad when considering sensation seeking personality characteristics and need for achievement. The study used three questionnaire

forms. The first, The Sensation Seeking Scale developed by Zuckerman et al in 1978, measures risk taking and the desire for a variety of sensations using a number of subscales including Thrill and Adventure Seeking, Experience Seeking, Disinhibition, and Boredom Susceptibility. The second scale, The Need for Achievement questionnaire, was developed by McClelland et al in 1953 and examined the students' intrinsic achievement motivation. Finally, Helmreich and Spence's Work and Family Orientation Questionnaire (1978) uses the Work, Mastery, and Competitiveness subscales to measure dimensions of achievement. Results of the study showed that students who studied abroad scored higher on all of the Work, Mastery, and Competitiveness subscales than their counterparts who did not study abroad. Surprisingly, the study abroad women scored significantly lower on the Thrill and Adventure Seeking and Disinhibition subscales than their non-study abroad, counterparts, however, the study abroad women did score higher than their counterparts on the Experience Seeking subscale. There were no significant differences among the men in the study and the women in the study. The men who studied abroad scored significantly higher on the Experience Seeking subscale than their counterparts, but lower on the Thrill and Adventure Seeking, Disinhibition, and Boredom Susceptibility subscales.

#### Studies Done on Pleasure Travel

Many studies have been done on tourists' motivation for traveling and satisfaction with their travel experience without the study abroad/educational component. Among the motivations studied, Dunn-Ross and Iso-Ahola (1991) theorized there are two motivational forces, seeking and escape, which lead individuals to travel. Those interested in relaxing and doing very little work are considered to travel in order to

escape, while individuals interested in sightseeing and learning about the culture in which they are traveling are theorized to travel in order to seek adventure, and they found the two often overlap.

Thomas and Butts (1998) discovered that, among persons over 55 years old, the primary motive for travel was for intellectual stimulation which was also indicated to be the greatest source of leisure satisfaction. Social interaction was not identified as a motivating influence for travel; however, it rated very high as a dimension that provided satisfaction for the travel. Consistent with the hypothesis of the study, escape was not identified in this study as a motivator, because the participants sought stimulation rather than to avoid stimulation. The same authors found that among a younger population, escape was identified as a motivating factor for travel, though no reason was cited for this difference.

#### Purpose of the Present Study

During the 2000-2001 academic year there were 547,867 international students studying in the United States (American Council on Education, 2000; Institute of International Education, 2001) making the United States the country with the largest number of international students studying from another country. As noted earlier, many schools and universities have plans to increase the percentage of their student population that participates in a study abroad program to as much as sixty percent. As was also noted, there can be perceived drawbacks or risks to studying abroad which may dissuade the students or their parents. Therefore, outreach programs, seminars and recruiting attempts are considered helpful to interest more students in studying abroad, perhaps targeting populations which traditionally have had less participation, such as minorities

and students of lower socioeconomic status. In order to more effectively encourage students, it is important to determine the factors which motivate students to study abroad so that these factors can be highlighted in outreach attempts.

The purpose of this study is to determine what motivates students to study abroad, in order to facilitate the effectiveness of programs implemented to increase the interest in studying abroad. Another purpose for this study is to gather information in order to help programs provide students with consistently positive study abroad experiences. Dunn-Ross and Iso-Ahola found in 1991 that "...motivation and satisfaction are positively related to one another. But the two cannot be equated, because motives, by their definition, occur before an experience and satisfaction after it" (p. 227). Perhaps by discovering what motivates people to study abroad, outreach attempts will be more successful in attracting students. Since motivation and satisfaction are positively related, then the most attractive outreach programs focus on the factors which are highly motivating for students, resulting in more positive experiences abroad.

## Method

### Participants

The sample for this study included 70 participants, including both males ( $n = 30$ ; 13 American males and 17 international males) and females ( $n = 40$ ; 25 American females and 15 international females) who participated in either a study abroad program from an American university to another country or studied at an American University from another country. The participants ranged in age from 18 to 35 years, with the majority of the participants between 20 and 25 years of age ( $n = 46$ ). The participants are or were enrolled in study abroad programs ranging from 1 month to 8 semesters. The

participants for this study were volunteers and recruited via postal mail or electronic mail. They were found through contacting professors, networking with students who have studied abroad and through an international student organization at Eastern Illinois University.

### Instruments

Materials included a demographic questionnaire and a questionnaire involving the students' motivation to study abroad. Participants were asked to provide demographic information (e.g., sex, age at time of study abroad experience or current age if they are currently studying abroad, major, country in which they studied, country of origin if they are an international student in the United States, and the length of the study abroad experience). (See Appendix A for a copy of the demographic information form).

The questionnaire involving the students' motivations to study abroad was used to measure the range of motivations among the participants. (See Appendix B for a copy of the questionnaire). The questionnaire is comprised of three parts. The first part lists eight possible reasons why a student would study abroad. The participants use a Likert scale ranging from 1 ("strongly disagree") to 7 ("strongly agree") to identify the degree to which each reason corresponds to their personal motivation for studying abroad. Part two requires the participants to rank order the same reasons in the order which best reflects their motivation for studying abroad: 1 to describe the statement which most clearly describes their reason, to 8, which fits least with their reason. The third part requires the participants to rank their overall experience and briefly write, in their own words, their reason for studying abroad.

The statements in the first two parts of the questionnaire (Likert scale and rank order) were written by the author after an extensive literature review, and feedback from students and faculty having knowledge of study abroad programs. A professor with a Master's degree in Literature reviewed the questionnaire, as well as three international students who did not take part in the study, in order to provide feedback about the cultural appropriateness of the language used in the questionnaire. The majority of the available literature was based on motivation for leisure travel, because little literature exists involving a study abroad component. The articles explored travel motivation such as excitement or adventure, escape, academic, and exploration of family heritage (Dunn-Ross and Iso-Ahola, 1991; Gitelson and Kerstetter, 1990), and these questions were adapted for the purpose of this study. For example, one question from a study conducted by Thomas and Butts (1998) required participants to identify whether or not seeing famous sites and landmarks would motivate them to travel. The question was adapted for use in the present study and now requires participants to rate the following on the Likert scale: One of my reasons for studying abroad was to see famous sites and landmarks. Another question in the present study asks if participants are motivated to study abroad in order to explore their family's heritage or background, because previous studies have found that travelers enjoy traveling to the country from which their family originated. The eight reasons for studying abroad identified in the questionnaire include academic reasons, escape, to meet new people, to gain awareness of a different culture or country, sightseeing, to explore one's family heritage and background, for a sense of adventure, and to gain a greater sense of identity and independence.

The purpose of the written qualitative statements from the participants is to allow them the opportunity to express, in their own words, reasons for studying abroad or difficulties they may have had. Future expansion of this study may include issues raised from the qualitative statements that were not addressed specifically in the present study.

### Procedure

The students who participated in the study were recruited via postal mail or electronic mail. Participants were found by networking with students who have studied abroad, professors who have organized study abroad programs, and an international students organization at Eastern Illinois University. Participants were required to sign an informed consent form outlining the nature of the study prior to completing a survey. (See Appendix C for a copy of the informed consent document). To maintain anonymity, participants were identified with a number and letter (A = American student, I = International student), and the consent form was separated from the questionnaire packet prior to review of the data. The demographic questionnaire and the Study Abroad questionnaire were administered to participants through mail contact, email contact and through face-to-face contact. The forms took approximately five minutes to complete. Participants were also provided with a debriefing statement (See Appendix D for a copy of the debriefing statement) that includes contact information, should the participant desire additional information as well as a statement thanking the participant for taking part in the project.

### Analysis

Independent samples t-tests were conducted to determine if differences exist between the groups of participants (American vs. international student) regarding their reasons for participating in a study abroad program. A significance level of  $p = .01$  was used as a cut-off point to determine the significance since multiple t-tests were performed. Furthermore, t-tests were also conducted to examine the relationship between the participant's gender and reason for studying abroad. Finally, t-tests were calculated to determine which group, American students or international students, was more satisfied with their overall study abroad experience.

### Results

Of the 70 surveys distributed, 40 (57.15%) were from female and 30 (42.86%) were from male participants. Furthermore, 38 (54.29%) participants were American students and 32 (45.71%) were international students. There were 25 American female participants and 15 international females. Thirteen American males and 17 international males participated in the study.

To test the hypothesis that there would be differences between American students' and international students' motivation to study abroad and between men and women's motivation to study abroad, independent samples t-tests were conducted on each question. Results of the t-tests determined that the American students rated Question 2 (One of my reasons for studying abroad was to "get away" from the responsibilities and worries of work, family or friends) significantly higher than international students ( $t = 5.08, p < .001$ ). Secondly, results show that American students rated Question 3 (One of my reasons for studying abroad was to gain



awareness about a different country and culture) significantly higher than the international students ( $t = 4.20, p < .001$ ). Thirdly, results determine that American students rated Question 4 (One of my reasons for studying abroad was to see famous sites and landmarks) significantly higher than the international students ( $t = 4.09, p < .001$ ). Additionally, results show that American students rated Question 5 (One of my reasons for studying abroad was to learn about the country which my family is from and to explore my family heritage or background) significantly higher than the international students ( $t = 4.25, p < .001$ ). Finally, results also determined that American students rated Question 6 (One of my reasons for studying abroad was for a sense of adventure and excitement) significantly higher than the international students ( $t = 3.54, p < .001$ ). (See Table 3).

While international students scored higher on the Likert scale portion of the questionnaire on Question 1 [One of my reasons for studying abroad was to take classes (like those I would take in my country) in a new setting, unlike my home country], than the American students, results were not significant. Results determined there was also no significant difference in how American students and international students rated the following questions on a Likert Scale: Question 7 (One of my reasons for studying abroad was to meet new people), and Question 8 (One of my reasons for studying abroad was to develop my sense of identity and to achieve a greater sense of independence.)

Independent samples t-tests were conducted to determine whether or not differences existed between males' and females' reported motivation for studying abroad. With regard to the differences between gender, there were no significant differences between the men's and women's reasons for studying abroad. Results determined that

females rated Question 4 (One of my reasons for studying abroad was to see famous sites and landmarks) higher than the males, but significance did not reach the  $p = .01$  cut-off. (See Table 1).

The means for the rank order portion of the questionnaire were calculated for the American students and the international students. The means for each were then ranked and an overall rank order was determined for each group. The following list is the result of the American students' rank order of reasons for studying abroad from the most motivating factor to the least motivating factor:

My reason for studying abroad was to gain awareness about a different country and culture ( $M = 2.43$ ,  $SD = 1.82$ ).

My reason for studying abroad was for a sense of adventure and excitement ( $M = 2.78$ ,  $SD = 1.46$ ).

My reason for studying abroad was to develop my sense of identity and to gain or achieve a greater sense of independence ( $M = 3.89$ ,  $SD = 2.21$ ).

My reason for studying abroad was to see famous sites and landmarks ( $M = 4.32$ ,  $SD = 2.04$ ).

My reason for studying abroad was to meet new people ( $M = 4.62$ ,  $SD = 1.44$ ).

My reason for studying abroad was to take classes (like those I would take in my country) in a new setting, unlike my home country ( $M = 5.62$ ,  $SD = 2.00$ ).

My reason for studying abroad was to learn about the country which my family is from and to explore my family heritage or background ( $M = 5.92$ ,  $SD = 2.49$ ).

My reason for studying abroad was to "get away" from the responsibilities and worries of work, family or friends ( $M = 6.14$ ,  $SD = 1.95$ ).

Likewise, the means were calculated for the international students. The following list is the result of the international students' rank order of reasons for studying abroad from the most motivating factor to the least motivating factor:

My reason for studying abroad was to develop my sense of identity and to gain or achieve a greater sense of independence ( $M = 2.69, SD = 1.91$ ).

My reason for studying abroad was to gain awareness about a different country and culture ( $M = 3.28, SD = 2.02$ ).

My reason for studying abroad was for a sense of adventure and excitement ( $M = 3.52, SD = 1.70$ ).

My reason for studying abroad was to meet new people ( $M = 3.90, SD = 1.54$ ).

My reason for studying abroad was to take classes (like those I would take in my country) in a new setting, unlike my home country ( $M = 4.00, SD = 2.51$ ).

My reason for studying abroad was to see famous sites and landmarks ( $M = 5.21, SD = 1.66$ ).

My reason for studying abroad was to "get away" from the responsibilities and worries of work, family or friends ( $M = 6.79, SD = 1.40$ ).

My reason for studying abroad was to learn about the country which my family is from and to explore my family heritage or background ( $M = 6.79, SD = 1.88$ ).

An independent sample t-test was conducted on the overall satisfaction scale to determine whether differences existed between the American students and the international students, and also between the males and females. American students rated the experience of studying abroad significantly higher than the international students ( $t = 4.55, p < .001$ ). (See Table 4). There was no difference reported between the males and females for the overall satisfaction. (See Table 2). The timing of the participation in this present study relative to the participation in the study abroad experience is a possible

cause for the difference in the American and international students satisfaction rating and is explored further as a limitation of the study.

### Discussion

The purpose of this study was to examine why individuals participate in study abroad programs. It was hoped that this information could be used in future recruiting attempts to attract more participants. By determining what motivates students to study abroad, recruiting attempts can appeal to students. For example, American students rated a desire to gain an awareness of another country or culture and seeking adventure as the two strongest motivating factors for participating in a study abroad program. The two least motivating factors Americans identified were to escape and to learn about the origin of one's family. Recruiters can use these results to attract American students to study abroad by advertising the experience of emersion in another culture and by appealing to the students' sense of adventure. These results also indicate that recruiting attempts that advertise escape and learning about the origin of one's family will not be as successful. Likewise, international students ranked a desire to develop a sense of identity and to gain or achieve a greater sense of independence as the most motivating factor to study abroad. The least motivating factors for international students to study in the United States were to learn about the country from where their family originated and to "get away" from the responsibilities and worries of work, family or friends. These results can also be used in recruiting attempts for international students to study abroad by tailoring outreach programs to appeal to the students' desire to develop a sense of identity by participating in such a program. Like the results from the American students, it can also be assumed

that recruiting attempts which focus on escaping responsibilities and learning about one's family heritage would be unsuccessful.

The purpose of this study was to determine what reasons students participate in study abroad programs, and focused on motivating factors which will be helpful in recruiting attempts. Also helpful in recruiting attempts is knowing what hinders students from studying abroad. While this present study did not include students who did not study abroad and their reasons, the participants did report some disadvantages to the experience of studying abroad, as noted in the open ended questions of the questionnaire. While the majority of the American students expressed interest in experiencing a great deal of culture, one American student expressed his disinterest with the amount of history he was exposed to in England. Other aspects of the experience that Americans found difficult were being away from family and friends for an extended length of time, financial issues, the process of transferring credits, and the application process (ie separate forms for financial aid office, international programs, continuing education, and the English department). Among the American participants, some indicated they were warmly welcome into the country where they studied, and others expressed feeling out of place or not welcome in their host country.

Similar to the American students, some international students felt welcome in the United States while others did not. Some indicated they felt welcome and made friends easily, while others expressed feeling taken advantage of, ostracized, and discriminated against. Also like some American students, most international students expressed financial difficulties, as well as difficulties planning their length of stay due to legal concerns and visa issues. Some students experienced difficulties planning their

experience following September 11, 2001, and were either not accepted for a visa or their parents disapproved of their participation. The majority of the international students, however, learned about the opportunity from their parents and were encouraged by their parents. One student from India stated, "It was my dream to study in the United States, and I heard a lot about the United States from my father." This implies that she participated due to a positive experience her father had in the United States. If the United States continues to provide positive study experiences for international students, such as this lady's father, then countries will continue to send their students. It seems that the reverse would be true as well. If American students continue to have positive study abroad experiences, then they will speak highly of the opportunity, thus increasing interest among other American students.

The present study confirmed what Schroth and McCormack discovered in 2000, there are no significant differences in the reasons men and women chose to study abroad. The majority of American men and women in the present study cited reasons such as a desire to learn and explore a new culture, to see incredible landmarks, and interact with people of another culture as reasons they chose to study abroad. International men and women also had common reasons for studying in the United States which include the quality of the program in the United States, the qualifications of the professors, the opportunity to live in the United States and the potential to return following their experience.

Clearly the reasons that American students study abroad differ markedly from those of the international students. American students tend to study abroad for the opportunity to immerse themselves in a different culture and experience a sense of

adventure abroad. International students identified more academic reasons for their participation in study abroad programs, such as the ability to take courses or majors that are not offered in their country of origin and study with well-trained professors. These findings must be considered when attempting to recruit students for study abroad programs to ensure the program is marketed using reasons actually found to be motivating to the target audience.

### Limitations of the Study

Some limitations of the current study should be addressed. One factor is the timing of the questionnaires relative to the experience. While all of the international students in the sample were currently participating as students in the United States, the American sample included a variety of students who were currently studying abroad or had already completed their experience, some as long as 20 years prior to completing the questionnaire. Some common difficulties students experience while studying abroad such as financial hardship, homesickness and prejudice may have influenced the answers of the international students who may be currently withstanding those hardships. The American students, on the other hand, may have been more likely to reflect on the experience as a whole and in retrospect, leading to higher overall satisfaction with their study abroad experience.

Another limitation of the current study was that the questionnaires may have been difficult for some participants to understand, although efforts were made to ensure that the terminology was clear as possible. The questionnaire was reviewed by one professor with a Masters degree in Literature, as well as 3 international students who were not participants in the study. The second part, which asked participants to Rank Order the

reasons for studying abroad, seemed to be particularly difficult to understand since 4 participants used numbers more than once rather than ranking the reasons 1 through 8.

A third limitation is that the international students all studied in the United States, however, the American students studied abroad in a variety of countries, making each of the American students' experience very different. This allowed for more diversity in scoring the reasons and may be helpful when considering the qualitative statements to determine what countries students had the best experiences in and the worst experiences. While the international students in this study were also from a variety of countries, each participant's experience was as a student in the United States. A majority of the international students in the present study reported financial difficulties, visa problems and experiences with discrimination. Experiences may have been different if the international students studied in a country other than the United States or at another American university since each of the participants were students at Eastern Illinois University.

In summary, the current findings demonstrate that American students have different motivations for studying abroad than international students, thus recruiting attempts for each of these groups would target different motivating factors. Results show that American students are motivated more by exploring a new culture and country as well as seeking adventure, while international students seem more motivated to take classes offered in the United States and by the desire to experience a new environment. Results also show that American students are less motivated to study abroad in order to learn about the family origins as well as to leave their own surroundings. International



students are less likely to study abroad in the United States in order to see famous sites, and they are also less likely to study abroad to explore their identity or purpose.

Further, results indicated that the American students in the present study were overall more satisfied with their study abroad experience than the international students. The majority of the American students participated in the study following their study abroad experience and rated the experience higher than the international student participants. They also indicated fewer difficulties with the experience. Overall, American students indicated immersion in a different culture, meeting people of that culture, and a sense of adventure as reasons they chose to study abroad. International students indicated they appreciated the opportunity to study in the United States with knowledgeable and well-trained professors.

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**Appendix A**

**Demographic Information**

Sex (circle one): **Male**      **Female**

Age at the time of the study abroad experience or current age if you are currently studying abroad: \_\_\_\_\_

Academic year at the time of the experience (circle one):

Freshman      Sophomore      Junior      Senior      Graduate Student

Major: \_\_\_\_\_

Circle the number of the statement that applies to you:

1) I am a student from the United States who has participated in a study abroad program.

\*Please specify the country or countries in which you studied or are currently studying:

\_\_\_\_\_

Length of time of your participation: \_\_\_\_\_ months

\_\_\_\_\_ semesters

2) I am a student from a country other than the United States who is currently studying in the United States or who studied in the United States previously.

\* Please specify the country you are from:

\_\_\_\_\_

Total length of time you plan to study in the United States: \_\_\_\_\_ months

\_\_\_\_\_ semesters

## Appendix B

### Questionnaire

**For each of the following statements, please identify how much each statement explains your reasons for studying abroad. Circle the number which shows how much you agree or disagree with the statement.**

One of my reasons for studying abroad was to take classes (like those I would take in my country) in a new setting, unlike my home country.

1	2	3	4	5	6	7
Strongly Disagree		Disagree			Agree	Strongly Agree

One of my reasons for studying abroad was to “get away” from the responsibilities and worries of work, family or friends.

1	2	3	4	5	6	7
Strongly Disagree		Disagree			Agree	Strongly Agree

One of my reasons for studying abroad was to gain awareness about a different country and culture.

1	2	3	4	5	6	7
Strongly Disagree		Disagree			Agree	Strongly Agree

One of my reasons for studying abroad was to see famous sites and landmarks.

1	2	3	4	5	6	7
Strongly Disagree		Disagree			Agree	Strongly Agree

One of my reasons for studying abroad was to learn about the country which my family is from and to explore my family heritage or background.

1	2	3	4	5	6	7
Strongly Disagree		Disagree			Agree	Strongly Agree

(continued on back)



One of my reasons for studying abroad was for a sense of adventure and excitement.

1	2	3	4	5	6	7
Strongly Disagree	Disagree				Agree	Strongly Agree

One of my reasons for studying abroad was to meet new people.

1	2	3	4	5	6	7
Strongly Disagree	Disagree				Agree	Strongly Agree

One of my reasons for studying abroad was to develop my sense of identity and to achieve a greater sense of independence.

1	2	3	4	5	6	7
Strongly Disagree	Disagree				Agree	Strongly Agree

**Please rank the following eight statements in the order which best describes your reasons for participating in a study abroad program. Please use 1 to describe the statement which most clearly describes your reason for studying abroad, to 8, which least describes your reason for studying abroad.**

\_\_\_\_\_ My reason for studying abroad was to take classes (like those I would take in my country) in a new setting, unlike my home country.

\_\_\_\_\_ My reason for studying abroad was to “get away” from the responsibilities and worries of work, family or friends.

\_\_\_\_\_ My reason for studying abroad was to gain awareness about a different country and culture.

\_\_\_\_\_ My reason for studying abroad was to see famous sites and landmarks.

\_\_\_\_\_ My reason for studying abroad was to learn about the country which my family is from and to explore my family heritage or background.

\_\_\_\_\_ My reason for studying abroad was for a sense of adventure and excitement.

\_\_\_\_\_ My reason for studying abroad was to meet new people.

\_\_\_\_\_ My reason for studying abroad was to develop my sense of identity and to gain or achieve a greater sense of independence.

Please indicate your **overall satisfaction with your study abroad experience.**

1                      2                      3                      4                      5                      6                      7  
 Very                      Unsatisfied                      Satisfied                      Very  
 Unsatisfied                                                                                                                               Satisfied

Please circle the number next to how you first heard about studying abroad.

- |                        |   |
|------------------------|---|
| 1. Previous travel     | 5. Advertisement: poster/presentation/etc |
| 2. Faculty             | 6. Family                                 |
| 3. Friends             | 7. Alumni of a study abroad program       |
| 4. Study abroad office | 8. Other: _____                           |

**Please finish the following statements:**

What encouraged me most to participate in a study abroad program was...

What made it difficult for me to study abroad was...

What I found most satisfying about my study abroad experience was...

What I found most disappointing about my study abroad experience was...

**Appendix C**  
**Informed Consent Document**

April 4, 2004

Dear Research Participant,

Only a small percentage of students take the opportunity to study abroad. For my thesis, I am exploring what motivates students to study abroad, and as one of these students, your help is very important to this research. Little research has been done on this topic so your participation may help to influence study abroad programs.

The following questions should take no longer than five (5) minutes of your time to complete, and I have also included a self-addressed-stamped envelope to make your participation easy and convenient. I would very much appreciate this small, yet significant, portion of your time. Thank you for your participation!

Sincerely,

Wendy M. Buesing

I understand that my participation is voluntary and completely confidential.  
Please sign and date.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Appendix D**

**Debriefing Statement**

Dear Research Participant,

Thank you for your **participation** in this research. If you have any questions or would like more **information please do not** hesitate to contact myself at (217) 581-2127 or **Dr. Russell Gruber** at (217) 581-6614. Thank you for your time.

Sincerely,  
Wendy Buesing

Table # 1

**T-tests Comparing Males and Females on the Questionnaire of Motivations of Students to Study Abroad**

<b>Question 1</b>	M	SD	t	Sig
Females	4.63	1.89	-.46	.65
Males	4.83	1.88		
<b>Question 2</b>				
Females	2.50	1.74	-.77	.44
Males	2.87	2.24		
<b>Question 3</b>				
Females	6.33	1.19	1.49	.14
Males	5.87	1.38		
<b>Question 4</b>				
Females	5.43	1.75	2.32	.02
Males	4.37	2.06		
<b>Question 5</b>				
Females	2.85	2.25	1.06	.29
Males	2.30	2.02		
<b>Question 6</b>				
Females	6.10	1.19	1.99	.05
Males	5.31	2.09		

<b>Question 7</b>	M	SD	t	Sig.
Females	5.55	1.52	.36	.72
Males	5.41	1.6		

<b>Question 8</b>	M	SD	t	Sig.
Females	5.66	1.53	1.41	.16
Males	5.07	2.05		

*Note.* Females  $n = 40$ , Males  $n = 30$ . \*  $p < .001$ .

**Table # 2**

**T-tests Comparing Males and Females on the Overall Satisfaction of the Study Abroad Experience**

<b>Satisfaction</b>	M	SD	t	Sig.
Females	6.38	.90	1.66	.10
Males	5.97	1.17		

*Note.* Females  $n = 40$ , Males  $n = 30$ . \*  $p < .001$ .

Table # 3

**T-tests Comparing Americans and International Students on the Questionnaire of Motivations of Students to Study Abroad**

<b>Question 1</b>	<b>M</b>	<b>SD</b>	<b>t</b>	<b>Sig.</b>
Americans	4.51	1.87	-.95	.35
International Students	4.94	1.89		
<b>Question 2</b>				
Americans	3.62	2.11	5.08	.00*
International Students	1.58	1.00		
<b>Question 3</b>				
Americans	6.68	.58	4.20	.00*
International Students	5.52	1.56		
<b>Question 4</b>				
Americans	5.78	1.38	4.09	.00*
International Students	4.06	2.11		
<b>Question 5</b>				
Americans	3.54	2.34	4.25	.00*
International Students	1.58	1.32		



<b>Question 6</b>	M	SD	t	Sig
Americans	6.38	.92	3.54	.00*
International Students	5.06	2.03		
<b>Question 7</b>				
Americans	5.65	1.23	.90	.37
International Students	5.31	1.86		
<b>Question 8</b>				
Americans	5.65	1.48	1.15	.25
International Students	5.16	2.07		

Note. Americans  $n = 37$ , International Students  $n = 33$ . \*  $p < .001$ .

**Table # 4**

**T-tests Comparing Americans and International Students on the Overall Satisfaction of the Study Abroad Experience**

<b>Satisfaction</b>	M	SD	t	Sig.
Americans	6.66	.67	4.55	.00*
International Students	5.67	1.14		

Note. Americans  $n = 37$ , International Students  $n = 33$ . \*  $p < .001$ .