Journal of Agricultural Education, 58(4), 240-253
https://doi.org/10.5032/jae.2017.04240

Describing Parents' Perceptions, Valuation, and Support of Study Abroad Programs at Three Southern Land-Grant Universities

Tobin Redwine[1], Joey Blackburn[2], J.C. Bunch[3], Laura Greenhaw[4], Tracy Rutherford[5], Gary Wingenbach[6] & David Walther[7]

Abstract

Parents are an integral part of the decision to study abroad, but little research investigates parents' perceptions about study abroad. This study uses the Theory of Planned Behavior as a conceptual framework to explain perceptions and value of study abroad by parents of agriculture students Land-Grant universities based on previous international experiences and other beliefs. Researchers delivered a questionnaire to 1511 parents at three universities to measure perceptions and value of study abroad, and intent to support their students' participation in study abroad. We found that parents had little international experience, which may limit their behavioral beliefs and impact their decision to support study abroad. We also found that parents believed short-term, summer programs, that cost between $2000 and $4000 were ideal. Finally, we found that parents believed that study abroad programs were somewhat important and that they were somewhat likely to support their students' participation. Administrators and faculty should consider parent expectations and value when planning study abroad, and work to provide education and outreach to enhance value beliefs and normative beliefs of parents. Further research should explore the predictive value of previous experiences in parents' likelihood to support a students' decision to study abroad.

Keywords: International Experiences, Study Abroad, College of Agriculture; Parent Perceptions

[1] Tobin Redwine is an assistant professor in the department of Agricultural Leadership, Education and Communications at Texas A&M University, 600 John Kimbrough Blvd, 2116 TAMU, College Station, TX 77843, tredwine@tamu.edu.

[2] Joey Blackburn is an assistant professor in the department of Agricultural and Extension Education and Evaluation at Louisiana State University, 129 JC Miller, Baton Rouge, LA, 70803, jjblackburn@lsu.edu.

[3] J.C. Bunch is an assistant professor in the department of Agricultural Education and Communication at the University of Florida, PO Box 110540, Gainesville, Florida, 32611-0540, bunchj@ufl.edu

[4] Laura Greenhaw is an assistant professor in the School of Human Sciences at Mississippi State University, PO Box 9745, Mississippi State, MS 39762, laura.l.greenhad@msstate.edu.

[5] Tracy Rutherford is a professor and associate head in the department of Agricultural Leadership, Education and Communications at Texas A&M University, 600 John Kimbrough Blvd, 2116 TAMU, College Station, TX 77843, trutherford@tamu.edu.

[6] Gary Wingenbach is a professor in the department of Agricultural Leadership, Education and Communications and senior scientist for the Norman Borlaug Center for International Agriculture at Texas A&M University, 600 John Kimbrough Blvd, 2116 TAMU, College Station, TX 77843, wingenbach@tamu.edu.

[7] David Walther is an assistant lecturer and doctoral student in the department of Agricultural Leadership, Education and Communications at Texas A&M University, 600 John Kimbrough Blvd, 2116 TAMU, College Station, TX 77843, david.walther@tamu.edu.

Introduction and Literature Review

"Travel is educational" (Stone & Petrick, 2013, p. 741). This statement has been verified for a variety of situations, ranging from independent travel (Inkson & Myers, 2003; Kuh, 1995) to formal international experiences such as study abroad programs (Parsons, 2010). Specifically, study abroad programs have been referred to as "one of the most important experiences students can have during their undergraduate years" (Paige, Fry, Stallman, Josić, & Jon, 2009, p. S41). Further, global learning and international experiences have been identified as important components of higher education by the by the American Association of Colleges and Universities (Hovland, 2009), the American Association for Agricultural Education (Roberts, Harder, & Brashears, 2016), and the Association of Public and Land-grant Universities (2010).

Researchers in higher education have sought to determine the benefits of study abroad. The benefits identified include: (a) greater global awareness and mindset (Ingraham & Peterson, 2004; Paige et al., 2009; Parsons, 2010; Rexeisen, Anderson, Lawton, & Hubbard, 2008; Ricketts & Morgan, 2009; Zhai & Sheer, 2002), (b) increased cultural awareness and higher acceptance of cultural diversity (Childress, 2009; Dwyer, 2004; Freestone & Geldens, 2008; Parsons, 2010; Zhai & Scheer, 2002), (c) increased levels of confidence and self-efficacy (Bachner & Zeutschel, 2009; Chieffo, 2007; Zhai & Scheer, 2002), (d) increased preparation for domestic and international careers (Childress, 2009; Ludwig, 2007), and (e) increased communication skills (Ludwig, 2007; Parsons, 2010).

Agricultural educators have pursued multiple lines of inquiry regarding international education. Previous studies have focused on determining agricultural students' perceptions, motivations, and barriers to study abroad participation (Briers, Shinn, & Nguyen, 2010; Bunch, Blackburn, Danjean, Stair, & Blanchard, 2015; Bunch, Lamm, Israel, & Edwards, 2013; Danjean, Bunch, & Blackburn, 2015; Irani, Place, & Friedel, 2006), agricultural faculty beliefs about international education experience (Harder, Lamm, Roberts, Navarro, & Ricketts, 2012), and experiential learning styles of agricultural students in an international experience (Lamm et al., 2011). Additionally, Zhai and Scheer (2002) documented the influence of study abroad programs on agriculture students' global perspectives and cultural diversity attitudes, among other outcomes. Agriculture students in a study abroad program were also shown to have enhanced perspectives on culture, communication, adaptation, and knowledge value (Black, Moore, Wingenbach, & Rutherford, 2013). Sharp and Roberts (2013) noted that agricultural faculty participation in study abroad programs stimulated development of curriculum. Even high school agricultural educators have benefitted from study abroad programs (Foster, Rice, Foster, & Barrick, 2014). However, questions remain about specific factors that influence undergraduate agriculture students' decision of whether or not to participate in international education opportunities.

The increased emphasis on international experiences has produced growth of international opportunities within the higher education system in the United States (U.S.) (Paige et al., 2009). The number of U.S. students who studied abroad has more than tripled in the past 20 years, reaching a high of 304,467 students in the 2013–2014 academic year (Institute of International Education (IIE), 2014; 2015). Similarly, the number of U.S. agriculture students who studied abroad has increased, with more than 5,700 students studying abroad during the 2013–2014 academic year. However, this represents less than two percent of the total number of students who studied abroad (IIE, 2015).

Parents have been identified as influential in the decision making process of college students (Moogan, Baron, & Harris, 1999; Welki & Navratil, 1987). Further, parents and family have been found to be the primary source of funding for U.S. students' participation in study abroad

programs (Institute of International Education, 2014). However, few studies (none in the US) have explored parents' perceptions of study abroad, specifically. Of the identified research, very specific populations have been examined (none in the US). Bodycott (2009) surveyed 451 Chinese parents and 100 Chinese students and found differences between parents' and students' beliefs when considering studying abroad. Bodycott (2009) also noted the significance of cultural influence in the study. Al-Makhmari and Amzat (2012) interviewed parents of female students in Oman and found disconnect between what parents valued in study abroad programs and what students valued. These studies provide further evidence of the need for greater understanding of U.S. parents' perceptions of study abroad programs.

Conceptual Framework

This study employed Ajzen's (1991) theory of planned behavior (TPB) as a conceptual framework. The crux of the theory revolves around the concept of *belief salience,* which is the "relation between a person's salient beliefs about the behavior and his or her attitude toward that behavior" (Ajzen, 1991, p. 192). The theory posits that behavioral beliefs, normative beliefs, and control beliefs guide human behavior by influencing intention to perform the given behavior (see Figure 1). Behavioral beliefs influence whether individuals have either a favorable or unfavorable attitude toward a given behavior (Ajzen, 1991). Further, normative beliefs impact subjective norm, which is "perceived social pressure to perform or not perform the behavior" (Ajzen, 1991, p. 188). Finally, control beliefs affect the individual's perceived behavioral control, which are often operationalized in research as benefits and barriers to behavior performance (Ajzen, 1991). Per the theory, manipulation of one or more beliefs can elicit increased chances of behavior modification (Ajzen, 2006).

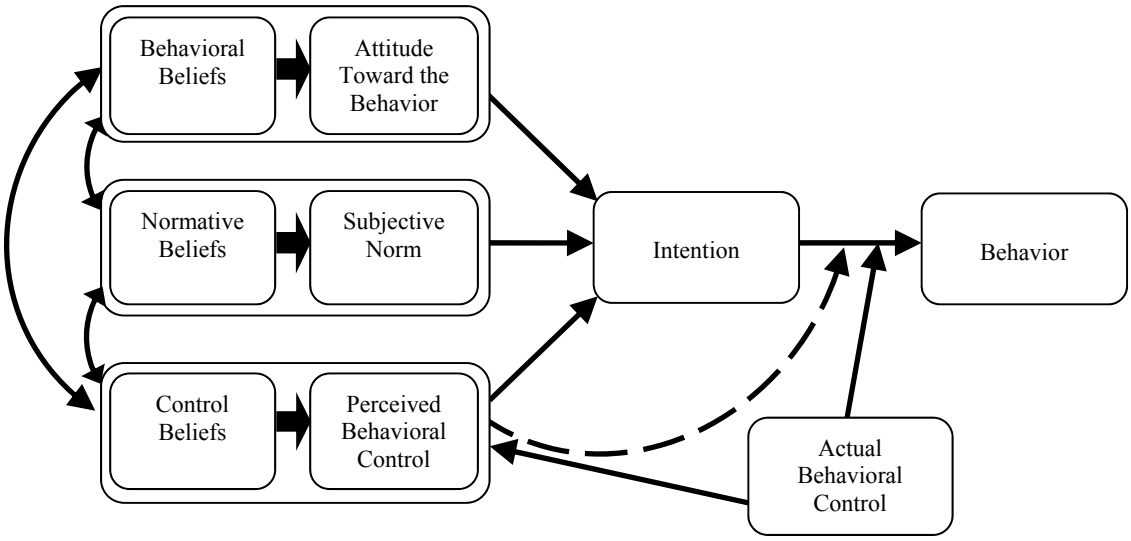

Figure 1. The Theory of Planned Behavior. Adapted from "The Theory of Planned Behavior," by I. Ajzen, 1991, *Organizational Behavior and Human Decision Processes, 50*(2), p. 182. Copyright 2006 by Icek Ajzen.

Specifically related to this study, the behavior in question was parents' decision to support their students' participation in study abroad programs (see Figure 2). Parents' intention to perform the behavior is influenced by their behavioral beliefs, as well as their control beliefs. The present study is concerned with the area of normative beliefs. An individual's perception of social norms and societal reactions to a planned behavior constitute their normative beliefs (Ajzen, 2006). In

other words, parents' intention to study abroad is influenced by a variety of factors (Ajzen, 1991, p. 195). Therefore, it is important to investigate parents' beliefs and perceptions of normal programmatic functions and features of study abroad. Parents and family structure are considered part of the students' normative belief structure, highlighting the connection between parents and students in the study abroad program decision-making process.

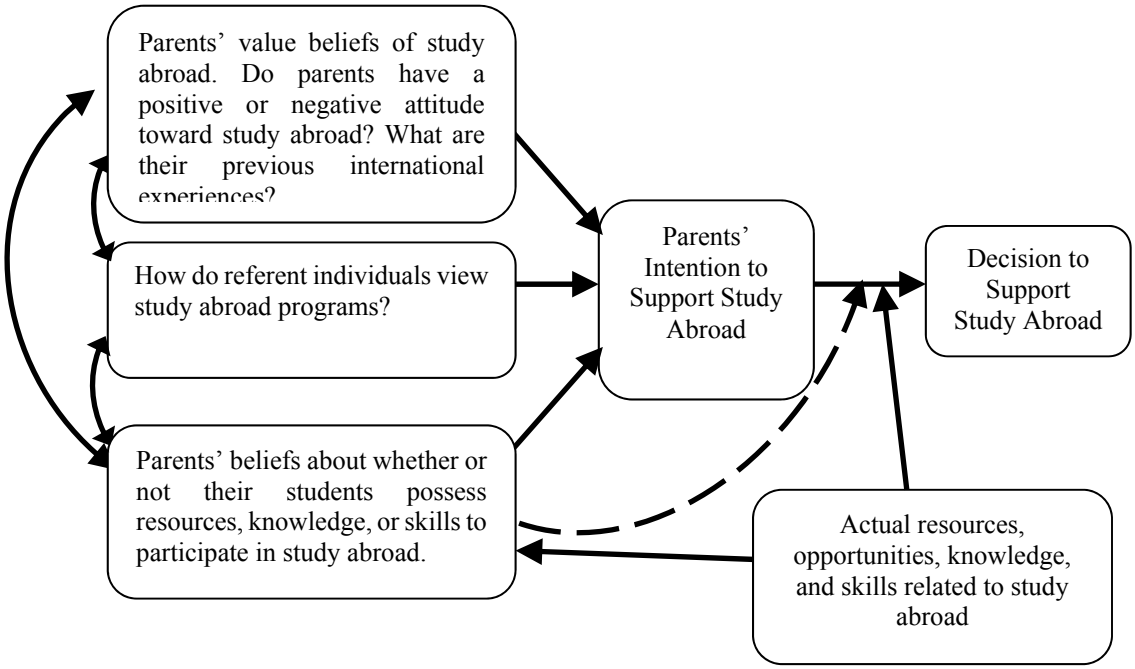

Figure 2. Conceptualized factors that could affect agriculture students' decision to study abroad.

As such, behavioral beliefs, normative beliefs, and control beliefs are all integral parts to understanding planned behavior (Ajzen, 2006). Investigation into parents' perceptions and values related to international experiences, such as study abroad, should provide decision makers in colleges of agriculture with additional information and insight as to how to increase agriculture student participation. As such, the principle question that arose from the review of the literature was: How do parents of incoming undergraduate agriculture students perceive study abroad programs?

Purpose and objectives

The purpose of this descriptive study was to determine incoming (operationally defined as first-time enrollees) undergraduate agriculture students' parents' perception, valuation, and intention to support study abroad programs at three southern U.S. land-grant institutions. The following research objectives guided this study:

1. Determine prior international experiences of undergraduate agriculture students' parents and their households
2. Determine parents' perceptions of study abroad at each institution
3. Determine parents' valuation (i.e., perceived importance and intention to support) of study abroad at each institution

Methodology

Population and Sample

The target population of this study was parents of undergraduate agriculture students who were enrolling for the first time in a college of agriculture at three selected southern land-grant institutions (N = 1511). Questionnaires were collected from 868 participants (University A, *n* = 508; University B, *n* = 258; and University C, *n* = 102) yielding a response rate of 57.5%. Instruments were distributed to consenting participants at their student's orientation conference, one of the few times when many parents accompany their student to university functions. Only one parent per household was asked to complete the instrument.

University A. Of the 508 parents who completed the instrument at University A, the majority (*n* = 363; 71.5%) were female and most (*n* = 414; 81.5%) were married. Regarding level of education, over 44% (*n* = 225) of the parents held a bachelor's degree, followed by some college (*n* = 86; 16.9%), master's degree (*n* = 69; 13.6%), high school diploma/GED (*n* = 44; 8.7%), associate's degree (*n* = 28; 5.5%), professional school degree (*n* = 17; 3.3%), no high school diploma (*n* = 16; 3.3%), and doctoral degree (*n* = 11; 2.2%). Nearly three-fourths (*n* = 376; 74%) of the parents indicated they were not multilingual, while 117 (23%) indicated they were multilingual. Nearly 70% of the parents indicated their total household income was greater than $74,000 per year. The next most frequent choice (*n* = 40; 7.9%) of annual household income was $59,000 – 73,999.

University B. In all, 258 parents completed the instrument at University B. The majority (*n* = 204; 79.1%) were female and most (*n* = 201; 77.9%) were married. Regarding level of education, 40.3% (*n* = 104) of the parents held a bachelor's degree, followed by master's degree (*n* = 57; 22.1%), some college (*n* = 30; 11.6%), associate's degree (*n* = 30; 11.6%), high school diploma/GED (*n* = 15; 5.8%), and professional school degree (*n* = 10; 3.9%). Two (0.8%) did not have a high school diploma and five (1.9%) did not respond. The majority (*n* = 231; 89.5%) of the parents indicated they were not multilingual, while 19 (7.4%) indicated they were multilingual. The majority of the parents (*n* = 170; 65.9%) indicated their total household income was greater than $74,000 per year. The next most frequent choice (*n* = 26; 10.1%) of annual household income was $59,000–73,999.

University C. A total of 102 parents completed the instrument at University C. The majority (*n* = 77; 75.5%) were female and most (*n* = 82; 80.4%) were married. Regarding level of education, 37.3% (*n* = 38) of the parents held a bachelor's degree, followed by master's degree (*n* = 20; 19.6%), some college (*n* = 16; 15.7%), associate's degree (*n* = 12; 11.8%), high school diploma/GED (*n* = 9; 8.8%), and professional school degree (*n* = 5; 4.9%). Two (2.0%) did not respond to the level of education item. The majority (*n* = 89; 87.3%) of the parents indicated they were not multilingual, while 12 (11.8%) indicated they were multilingual. The majority of the parents (*n* = 72; 70.0%) indicated their total household income was greater than $74,000 per year. The next most frequent choice (*n* = 10; 9.8%) of annual household income was $59,000–73,999.

Research Design

This study followed Fraenkel and Wallen's (2009) steps to survey research, including identifying the problem, identifying the target population, and preparing the instrument. This study utilized face-to-face completion of questionnaires to enhance data collection and maximize response rate. Four main threats to internal validity are common in survey research (Fraenkel and Wallen, 2009): mortality, location, instrumentation, and instrument decay. Mortality was controlled

in this study by limiting data collection to one questionnaire, completed in one setting. Location as a threat to internal validity was controlled by utilizing anonymous responses, so participants would feel minimal pressure to answer questions about a study abroad program, despite being on university campuses. Instrument decay was minimized by designing a questionnaire that took less than 30 minutes for participants to complete. However, one limitation to attempt to control location as a threat to internal validity may exist, as questionnaires were collected on three different university campuses, making it difficult to replicate the environment in all responses.

Instrumentation

A researcher-designed instrument was used to collect data. Researchers followed Ajzen's (2013) guide to constructing a questionnaire based on the theory of planned behavior. Ajzen (2013) recommends that items be specifically written to align with attitude, perceived norms, perceived behavioral control, and intention. As such, items that measured attitude included questions like "How important is participating in a study abroad program to your student's academic experience?" Items that measured perceived norms included questions like, "What is the appropriate length of time for a study abroad program," and "At which academic level is it most suitable for your student to participate in a study abroad?" Items employed to measure perceived behavioral control include questions like, "What is the most appropriate amount to spend on a study abroad program?" Items utilized to measure intention include questions like, "How likely are you to support your student's participation in a study abroad program?" Cronbach's alpha was not calculated, as there were no summed scales and there were only two likert-type questions.

A panel of subject matter experts reviewed the instrument; including four faculty members and two graduate students, for content and face validity. The panel recommended minimal changes to increase clarity and readability, as such, all recommended changes were incorporated prior to administration. Due to nature of the data collected, Cronbach's alpha was not calculated. Data associated with research objectives one, two, and three were analyzed via descriptive statistics, specifically frequencies and percentages. Means and standard deviations were employed to analyze data associated with research objective four.

Findings

Research Objective 1: Determine Prior International Experiences of Undergraduate Agriculture Students' Parents and their Households

Objective one sought to determine prior international experiences of participants and their households. Participants were asked to mark all experiences from a list they or anyone in their household had experienced (see Table 1). The four most commonly reported responses were the same at each institution: (a) eating at an international restaurant, (b) listening to an international speaker in a school or workplace setting (c) listening to an international speaker in a religious setting, and (d) an international festival or arts. The two least commonly reported responses were the same at each institution (a) participating in a semester-long study abroad, and (b) participating in a short-term study abroad.

Table 1

Previous International Experiences had by members of Participants' Households

	University A (n = 508)		University B (n = 258)		University C (n = 102)	
Eat at an International Restaurant	60	0.90	83	0.93	8	6.27
Listen to international speaker in school/ workplace	19	3.11	8	7.98	1	9.80
Listen to international speaker in religious setting	15	2.32	3	6.05	9	8.04
International Festival or Arts (music, dance, play, museum) in the U.S.	07	0.75	7	7.60	2	0.78
Host an international visitor	13	2.24	1	9.77	9	8.63
International Church Mission	10	1.65	9	8.99	2	1.76
Lived abroad	03	0.28	6	0.08	5	4.71
Take a class on international issues	4	8.50	2	6.28	5	4.51
International Trip	3	8.1	1	9.77	3	2.55
Military Service	9	3.58	7	4.34	1	0.78
Host an exchange student	8	.45	3	.91	0	.80
Short-term Study Abroad (1-6 weeks)	6	.06	7	.59	0	.80
Semester-long Study abroad	1	.10		.71		.88

Objective Two: Determine Parents' Perceptions of Study Abroad Based on each Institution

The goal of objective two was to describe parents' perceptions of study abroad at each institution. To understand perceptions of study abroad, participants were asked (a) what academic level is most appropriate to study abroad, (b) what time of year would be most valuable to study abroad, (c) the appropriate amount of time to spend on a study abroad, and (d) the appropriate cost for a study abroad (see Table 2).

At each institution, parents identified junior year as the ideal time to study abroad (see Table 2) and summer as the ideal time of year to study abroad (see Table 2). Regarding length of time, participants at all institutions reported that they preferred shorter-term study abroad programs. Universities A and B, 4-6 weeks was the most common answer, while at University C, 1–3 weeks was the most common answer. Regarding parents' perceptions about appropriate cost of a study abroad program, the most common response at University A was $3001–$4000, while the most frequent response at Universities B and C was $2001–$3000.

Objective Three: Determine Parents' Valuation of Study Abroad

Objective three was to describe parents' valuation (i.e., perceived importance and likelihood of support) of study abroad programs at each institution (see Table 3). Parents were asked to rank how important they believed studying abroad was to their students' academic experience, and how likely they were to support their student's participation in a study abroad program.

Table 3 shows parents' perception of importance of study abroad and likelihood to support study abroad participation. Parents of incoming agriculture students at each institution perceived study abroad to be somewhat important. Parents at University C ($\overline{x}$ = 2.95; σ = 0.99) held the highest perception of the importance of study abroad, while parents at University B had the lowest ($\overline{x}$ = 2.51; σ = 0.88). Further, parents at each institution indicated they were somewhat likely to support their child's decision to study abroad. Parents at University C had the highest mean ($\overline{x}$ =3.29; σ = 0.95), while parents at University B held the lowest mean ($\overline{x}$ = 2.99; σ = 0.95).

Table 2

Parents of Incoming Undergraduate Agriculture Students Perceptions of Study Abroad

Category	University A (n = 508)		University B (n = 258)		University C (n = 102)	
	f	%	*f*	%	*f*	%
Academic Level						
Freshman	21	4.13	4	1.55	9	8.82
Sophomore	88	17.32	45	17.44	25	24.51
Junior	258	50.79	149	57.75	48	47.06
Senior	56	11.02	26	10.08	5	4.90
Graduate Student	36	7.09	17	6.59	1	0.98
No Response	49	9.65	17	6.59	14	13.73
Time of Year						
Fall semester	20	3.94	19	7.36	5	4.90
Spring Semester	93	18.31	68	26.36	15	14.71
Summer	297	58.46	131	50.78	54	52.94
Intercession periods	59	11.61	28	10.9	24	23.53
No Response	39	7.68	12	4.65	4	3.92
Length of Time						
None	44	2.76	6	2.33	1	0.98
1-3 Weeks	98	19.29	38	14.73	46	45.10
4-6 Weeks	238	46.85	117	45.35	33	32.35
11-15 Weeks	40	7.87	17	6.59	3	2.94
Full Semester	84	16.54	73	28.29	14	13.73
6 Months to 1 year	9	1.77	1	0.39	1	0.98
No Response	25	4.92	6	2.33	4	3.92
Appropriate Cost						
Less than $1000	55	10.83	33	12.79	12	11.76
$1,000 - $2,000	73	14.37	41	15.89	23	22.55
$2,001 - $3,000	110	21.65	68	26.36	26	25.49
$3,001 - $4,000	133	26.18	56	21.71	24	23.53
$4,001 - $5,000	73	14.37	37	14.34	8	7.84
More than $5,000	30	5.91	16	6.20	5	4.90
No Response	29	5.71	7	2.71	4	3.92

Table 3

Parents of Incoming Undergraduate Agriculture Students Perception the Importance of and Likelihood to Support Study Abroad

	University A (n = 508)		University B (n = 258)		University C (n = 102)	
	$\overline{x}$	σ	$\overline{x}$	σ	$\overline{x}$	σ
Importance of Study Abroad	2.75	1.00	2.51	0.88	2.95	0.99
Likelihood to Support Child's Study Abroad	3.21	0.89	2.99	0.95	3.29	0.95

Note. Real Limits –Very Unimportant/Not Likely = 1.00–1.49; Somewhat Unimportant/ Somewhat Unlikely = 1.50–2.49; Somewhat Important/Somewhat Likely = 2.50–3.49; Very Important/Very Likely = 3.50 – 4.00.

Conclusions and Discussion

The most common international experiences were eating at an international restaurant, listening to an international speaker at school/workplace, listening to an international speaker in a religious setting, and attending and international festival in the U.S. Very few parents indicated they or someone in their household had traveled abroad for any reason. This aligns closely with research by Bunch et al. (2013) who reported the most frequent international experience of undergraduate agriculture students was eating at an international restaurant and any form of study abroad was the least common experience.

Regarding perceptions of study abroad programs, parents believed that study abroad should be completed during their student's junior year. Further, they believe that 4–6 weeks is the most appropriate duration and the summer when they would like their student to complete a study abroad experience. These results are similar to research conducted at Louisiana State University that found college of agriculture students believed that 4–6 weeks in the summer of their junior year was the most appropriate time to include a study abroad in their course of study (Bunch et al., 2015; Danjean et al., 2015). Overall, U.S. students do typically study abroad during their junior year, but since 2010, an increasing number of freshman and sophomores have studied abroad (Institute of International Education, 2014). Per TPB, Ajzen (2002) would describe the parents' perceptions as the normative beliefs that could affect students' decision whether or not to engage in the behavior of studying abroad. The perceived norm regarding cost of an experience is particularly noteworthy, given that parents and family are a primary fund source for most U.S. students' participation in study abroad (Institute of International Education, 2014). The perceived norms regarding cost may be dysfunctional, as costs for effective study abroad programs can be significant.

Parents at each institution believe that study abroad is somewhat important to their student's undergraduate experience. Additionally, parents indicated they are somewhat likely to support their child's decision to study abroad. When viewing these results through the TPB lens, the parents' perception that study abroad is important to the undergraduate experience indicates favorable normative beliefs surrounding the behavior of participating in a study abroad program (Ajzen, 2006). Assuming these students possess motivation to perform the behavior, their parent's beliefs, as referent individuals, should not hinder their intention to study abroad (Ajzen, 1991).

Overall, parents have little international experience, believe that study abroad is important, believe that it should be held in a summer term of a student's junior year and be 4-6 weeks long, costing less than $4,000.

Recommendations

Additional research is warranted to understand parental perceptions of international experiences better. Specifically, researchers should seek to identify predictors of parental support of international experiences, barriers to support, and ways to overcome those barriers. Regional and national studies of this nature should be conducted to determine if differences exist based on location and to further strengthen the body of knowledge in this area. Employing qualitative approaches to inquiry could provide additional understanding of parental perceptions to study abroad.

Parental beliefs and values may impact their decision to support study abroad. Further research should explore potential factors, such as previous international experiences or additional psychographics may be predictors of likelihood to study abroad. Administrators and faculty should consider parent expectations and value when planning study abroad, and work to provide education and outreach to enhance value beliefs and normative beliefs of parents.

University faculty and administration should consider these and the findings of other research when designing study abroad opportunities for agriculture students. Specifically, these opportunities should focus on short-term, summer programs, as these would be most consistent with parents' expectations and beliefs. Offering short-term, summer based international experience opportunities has the potential to would match parents' expectations, and increase likelihood that their beliefs would align with a decision to support student participation. Additionally, universities should strive to ensure study abroad programs are affordable for all students. Relationships should be built and maintained with host sites to ensure the most efficient use of funds. Further, scholarship opportunities should be created to supplement student and/or parent funds to reduce the cost apprehension that may be associated with study abroad.

Finally, universities and practitioners should seek to engage parents with current and accurate information about the nature, benefit, and cost of study abroad. Armed with evidence that parents value study abroad, but expect costs to be less than they actually are, highlights a possible knowledge gap, communication disconnect, or barrier. Enhanced marketing efforts, outreach, and education may impact those possible barriers. These linkages should be explored in future research.

References

Al-Makhmari, S. R. S., & Amzat, I. H. (2012). Parents and Female Students' Acceptance of the Phenomenology of Females Studying Abroad: A Case Study of the Sultanate of Oman. *OIDA International Journal of Sustainable Development*, *3*(3), 83–96. Retrieved from http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1995078##

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes, 50*, 179–211. doi: 10.1016/0749-5978(91)90020-T

Ajzen, I. (2006). *Constructing a TpB questionnaire: Conceptual and methodological considerations*. Retrieved from http://www.people.umass.edu/aizen/pdf/tpb.measurement.pdf

Ajzen, I. (2013). *Constructing a theory of planned behavior questionnaire*. Retrieved from http://www.midss.org/sites/default/files/tpb.construction.pdf

Association of Public and Land-grant Universities (APLU), Experiment Station Committee on Organization and Policy—Science and Technology Committee. (2010). *A science roadmap for food and agriculture*. Retrieved from escop.ncsu.edu/docs/scienceroadmap.pdf

Bachner, D., & Zeutschel, U. (2009). Long-term effects of international educational youth exchange. *Intercultural Education*, *20*(sup1), S45–S58. Retrieved from http://www.idrinstitute.org/allegati/IDRI_t_Pubblicazioni/22/FILE_Documento.pdf

Black, C., Moore, L., Wingenbach, G., & Rutherford, T. (2013). Selected students' perspectives on international service-learning: A case study in Chajul, Guatemala. *Journal of International Agricultural and Extension Education*, *20*(2), 7–19. doi: 10.5191/jiaee.2013.20201

Bodycott, P. (2009). Choosing a higher education study abroad destination: What mainland Chinese parents and students rate as important. *Journal of Research in International Education*, *8*(3), 349–373. doi: 10.1177/1475240909345818

Briers, G.E., Shinn, G.C., & Nguyen, A.N. (2010). Through students' eyes: Perceptions and aspirations of college of agriculture and life science students regarding international education experiences. *Journal of International Agricultural and Extension Education,* 17(2), 5–20. doi: 10.5191.jiaee.2010.17201

Bunch, J. C., Blackburn, J. J., Danjean, S. E., Stair, K. S., & Blanchard, L. D. (2015). Examining Louisiana State University College of Agriculture students' perceived motivators and barriers to participation in international experiences. *Journal of International Agricultural and Extension Education*, *22*(3), 69–82. doi:10.5191/jiaee.2015.22305

Bunch, J. C., Lamm, A. J., Israel, G. D., & Edwards, M. C. (2013). Assessing the motivators and barriers influencing undergraduate students' choices to participate in international experiences. *Journal of Agricultural Education*, *54*(2), 217–231. doi: 10.5032/jae.2013.02217

Chieffo, L. (2007, May). The freshman factor: outcomes of short-term education abroad programs on first-year students. In *Conference Poster and Presentation at NAFSA Conference. Minneapolis, MN*.

Childress, L. K. (2009). Internationalization plans for higher education institutions. *Journal of studies in international education*, *13*(3), 289-309. doi: 10.1177/1028315308329804

Danjean, S., Bunch, J. C., Blackburn, J. J. (2015). Examining the motivations and barriers influencing the decisions of Louisiana State University College of Agriculture freshmen to participate in international experiences. *Journal of International Agricultural and Extension Education, 22*(1), 49–62. doi: 10.5191/jiaee.2015.22104

Dwyer, M. M. (2004). More Is Better: The Impact of Study Abroad Program Duration. *Frontiers: The Interdisciplinary Journal of Study Abroad*, *10*, 151–163. Retrieved from https://www.iesabroad.org/system/files/More%20is%20better%20(Dwyer,%202004).pdf

Fraenkel J. R., & Wallen, N. E. (2009). *How to design and evaluate research in education*. McGraw-Hill.

Freestone, P., & Geldens, P. (2008). 'For More than Just the Postcard': Student exchange as a tourist experience?. *Annals of Leisure Research*, *11*(1–2), 41–56. doi: 10.1080/11745398.2008.9686785

Foster, D. D., Rice, L. L. S., Foster, M. J., & Barrick, R. K. (2014). Preparing agricultural educators for the world: Describing global competency in agricultural teacher candidates. *Journal of Agricultural Education*, *55*(1), 51–65. doi: 10.5032/jae.2014.01051

Harder, A., Lamm, A., Roberts, T. G., Navarro, M., & Ricketts, J. (2012). Using a Preflective Activity to Identify Faculty Beliefs Prior to an International Professional Development Experience. *Journal of Agricultural Education*, *53*(4), 17–28. doi: 10.5032/jae.2012.04017

Hovland, K. (2009). Global learning: What is it? Who is responsible for it. *Peer Review*, *11*(4), 4–7. Retrieved from https://www.aacu.org/peerreview/2009/fall/hovland

Ingraham, E. C., & Peterson, D. L. (2004). Assessing the impact of study abroad on student learning at Michigan State University. *Frontiers: The interdisciplinary journal of study abroad*, *10*, 83–100. Retrieved from http://files.eric.ed.gov/fulltext/EJ891450.pdf

Institute of International Education, (2013). *Open doors*. Retrieved from: http://www.iie.org/Research-and-Publications/Open-Doors/Data/US-Study-Abroad

Institute of International Education, (2014). *Open doors*. Retrieved from: http://www.iie.org/Research-and-Publications/Open-Doors/Data/US-Study-Abroad

Institute of International Education. (2015). Fields of study of U.S. study abroad students, 2003/04-2013/14. *Open Doors Report on International Educational Exchange*. Retrieved from http://www.iie.org/opendoors

Inkson, K., & Myers, B. A. (2003). "The big OE": Self-directed travel and career development. *Career Development International*, *8*(4), 170-181. doi: 10.1108/13620430310482553

Irani, T., Place, N. T., & Friedel, C. (2006). Beliefs, attitudes, perceptions, and barriers toward international involvement among college of agriculture and life science students. *Journal of International Agricultural and Extension Education*, *13*(2), 27–37. doi: 10.5191/jiaee.2006.13103

Kuh, G. D. (1995). Cultivating "high-stakes" student culture research. *Research in Higher Education*, *36*(5), 563-576. doi: 10.1007/bf02208831

Lamm, A. J., Cannon, K. J., Roberts, T. G., Irani, T. A., Snyder, L. J. U., Brendemuhl, J., & Rodriguez, M. T. (2011). An Exploration of Reflection: Expression of Learning Style in an International Experiential Learning Context. *Journal of Agricultural Education*, *52*(3), 122–135. doi: 10.5032/jae.2011.03122

Ludwig, B. G. (2007). Today is yesterday's future: globalizing in the 21st century. *Journal of International Agricultural and Extension Education*, *14*(3), 5-15. doi: 10.5191/jiaee.2007.14301

Moogan, Y. J., Baron, S., & Harris, K. (1999). Decision-making behaviour of potential higher education students. *Higher Education Quarterly*, *53*(3), 211–228. doi: 10.1111/1468-2273.00127

Paige, R. M., Fry, G. W., Stallman, E. M., Josić, J., & Jon, J. E. (2009). Study abroad for global engagement: the long-term impact of mobility experiences. *Intercultural Education*, *20*(sup1), S29–S44. doi:10.1080/14675980903370847

Lindsey Parsons, R. (2010). The effects of an internationalized university experience on domestic students in the United States and Australia. *Journal of Studies in International Education*, *14*(4), 313-334. doi: 10.1177/1028315309331390

Ricketts, K. G., & Morgan, C. (2009). Internationalizing leadership development: Important components within educational international leadership experiences. *Journal of International Agricultural and Extension Education*, *16*(2), 21-33. doi: 10.5191/jiaee.2009.16202

Roberts, T. G., Harder, A., & Brashears, M. T. (Eds). (2016). *American Association for Agricultural Education national research agenda: 2016-2020*. Gainesville, FL: Department of Agricultural Education and Communication.

Rexeisen, R. J., Anderson, P. H., Lawton, L., & Hubbard, A. C. (2008). Study abroad and intercultural development: A longitudinal study. *Frontiers: The Interdisciplinary Journal of Study Abroad*, *17*, 1–20. Retrieved from http://files.eric.ed.gov/fulltext/EJ899293.pdf

Sharp, K. R., & Roberts, T. G. (2013). Using a study abroad experience as the stimulus to globalize the secondary agricultural education curriculum. *Journal of International Agricultural and Extension Education 20*(1), 47–58. doi: 10:5191/jiaee.2013.20104

Stone, M. J., & Petrick, J. F. (2013). The educational benefits of travel experiences a literature review. *Journal of Travel Research*, *52*(6), 731–744. doi: 10.1177/0047287513500588

Welki, A. M., & Navratil, F. J. (1987). The Role of Applicants' Perceptions in the Choice of College. *College and University*, *62*(2), 147–60.

Zhai, L., & Scheer, S. D. (2002). Influence of international study abroad programs on agricultural college students. *Journal of International Agricultural and Extension Education*, *9*(3), 23–29. doi: 10.5191/jiaee.2002.09303