

STUDY ABROAD PARTICIPATION BARRIERS:  
THE EFFECT OF SOCIAL INFLUENCES ON DECISION MAKING

by

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THE EFFECT OF SOCIAL INFLUENCES ON DECISION MAKING

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## ABSTRACT

The importance of studying abroad in an increasingly globalized world has been well established. Despite the established benefits that study abroad programs provide, the United States produces a low percentage of students that actually travel abroad. As many as 55% of students indicate that they want to or plan to study abroad when entering college, but less than 3% of undergraduate students actually follow through on that commitment. Previous research has extensively focused on the financial reasons students decide not to study abroad and has touched on the effect of social pressures on this decision but does not exclusively study the combined effect that parents, friends, professors, and significant others have on students' decisions to study abroad. Because undergraduate students are at a stage in their lives where their brains are still developing, they are much more susceptible to social pressures. The increased effect of social pressures on undergraduate students could partially explain why so many students say they will study abroad, and then change their minds.

This study attempts to determine the effects that parents, friends, professors, and significant others have on an undergraduate students' decision to study abroad and where universities' marketing programs are underperforming. Using the findings, this study will make recommendations to universities on how they can better reach their students and better tailor their study abroad marketing programs towards students, and in turn, increase the number of participants in study abroad programs.

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## INTRODUCTION

As our world becomes ever more globalized, the importance of undergraduate students studying abroad simultaneously increases. The benefits of study abroad programs, such as acquisition of a second or third language and deeper understanding of another culture, have been well established through years of research (Dwyer and Peters 2004; Gorke and Niesenbaum 2001; NAFSA 2003a). These skills are becoming increasingly valued by employers as well (Trooboff, Vande Berg, and Rayman 2008). According to Cook-Anderson (2013), students who had completed a study abroad program during college were able to find entry-level positions more easily and more quickly than their peers who had not completed a study abroad program. On average, these students also had higher starting salaries than their peers who did not complete a study abroad program.

Even though the importance of studying abroad seems apparent, the number of US students who participate in these programs is severely lacking. According to the American Council on Education in 2008, 55% of incoming college students stated that they were “certain” or “fairly certain” they would study abroad during their years as an undergraduate student. Despite this high percentage of students who intend to study abroad, less than 3% actually follow through on their intention to study abroad (Institute of International Education 2011; Marcum 2001). At the rate the world is globalizing, this statistic should be disconcerting to universities, and universities all over the United States should be upping their efforts to increase the number of students making the trip abroad, even if it is just a short-term program.

The lack of US students participating in study abroad programs indicates that there are significant reasons that students are not studying abroad. It has been established that financial support, career advancement opportunities (Goel, de Jong, and Schunsenberg 2010; Preseley,

Damron-Martinez, and Zhang 2010; Schnusenberg and de Jong 2012), and time constraints (Albers-Miller, Penelope, and Straughan, 1999) are some of the factors preventing students from studying abroad. There has been little research conducted on how social influences, specifically key referent groups, affect a student's decision to study abroad. Previous studies have examined some of these referent groups in isolation, but none have examined their effect together, which would present the opportunity to assess their relative influence. Because college students are so young, they are significantly more susceptible to social influences because their self-image and identity may not be fully developed yet, and therefore, their attitudes on important subjects are more susceptible to change (Sears 1986).

This research attempts to further investigate the influence of key referent groups, defined as parents, friends, professors, and significant others, on an undergraduate student's decision to study abroad. Additionally, this study researches a continuum of students in the study abroad decision-making process: those who have already studied abroad, those who are registered to participate in a study abroad program, those who say they plan to participate in study abroad programs, and those who do not want to study abroad. Previous research has only focused on students who say they intend to study abroad. The Theory of Planned Behavior and the Theory of Reasoned Action are used as a foundation of understanding for the effects social influences have on a student's decision to study abroad. This study takes the results from the study of referent groups and makes recommendations to universities on how they can best take advantage of these social influences and better market to students who indicate an interest in study abroad. This study also investigates which communication channels students obtain their information from including on-campus activities, events, and programs. The study then combines these results with the results of which social influences have the greatest effect on students' decisions

to study abroad in order to streamline recommendations to universities on how best to influence students wishing to study abroad.

## LITERATURE REVIEW

### Theory of Planned Behavior

Much of the research done on study abroad decision-making is based on the Theory of Planned Behavior, which is a heavily studied and widely accepted model created by Azjen and Fishbein in 1980 as an extension of the Theory of Reasoned Action. This theory explains the factors determining intentional behaviors. It is built around the idea that individuals' behaviors are based on their intentions to perform that behavior, and that intent is based on three subconscious determinants: attitude towards the behavior, subjective norms, and perceived behavioral control. Attitude toward a behavior is defined as "the degree to which the person has a favorable or unfavorable evaluation of the behavior in question" (Presley, Damron-Martinez, and Zhang 2010). Subjective norms, which are the primary determinant this research focuses on, are defined as "the perceived social pressure[s] to perform or not to perform [a] behavior" (p. 233). Lastly, perceived behavioral control is how easy or difficult the subject perceives the behavior to be.

Each of these three primary factors have a pair of secondary factors that determine the weight of their influence (Presley, Damron-Martinez, and Zhang 2010). Attitude is said to be determined by behavioral beliefs and outcome evaluations. These two factors are defined as "the likelihood or extent to which an action will result in a particular outcome" (p. 233) and the "positive or negative evaluation of the desirability of the outcome," respectively (p. 233). Subjective norms are said to be the product of normative beliefs and the subject's motivation to comply with social expectations. Normative beliefs are defined by Presley, Damron-Martinez,

and Zhang (2010) as “a person’s perceived expectation of specific referent individuals or groups (p. 233).” Throughout this research, the importance of these referent individuals and groups are examined and then combined with the student’s motivation to follow the expectations set upon them by said referent groups. The referent groups used in this research are parents, friends, professors, and significant others. Lastly, perceived behavioral control is based on control beliefs and perceived facilitation. Control belief is defined as “perception of the availability of skills, resources, and opportunities” and perceived facilitation is defined as “an assessment of the importance of those resources to the achievement of outcomes” (p. 233).

The Theory of Planned Behavior has been applied to study many decision-making frameworks including weight loss and job searching (Presley, Damron-Martinez, and Zhang 2010). It has also been used to study the manner in which students make decisions. The Theory of Planned Behavior has been frequently used to examine how students make the initial decision to study abroad and subsequently how they decide which country they will visit, which school they will attend, or what type of program they will participate in (short or long-term).

Goel, De Jong, and Schnusenberg (2010) apply the Theory of Planned Behavior to attempt to “unify” previous research conducted on study abroad programs in order to create a framework to map a student’s study abroad decision-making process. They present six different hypotheses broken into two categories. The first category is the relationship between beliefs and intentions to participate in study abroad programs. The authors’ first three hypotheses fall into this category. The next category established is the relationship between personality factors and beliefs. The authors found that behavioral beliefs (what benefits students believe they will receive from the experience) are the primary driver behind a student’s decision to participate in study abroad programs. Normative or social pressures were also found to be significant, but to a

lesser degree. Goel, De Jong, and Schnusenberg suggest that further research is necessary on normative and social pressures, specifically the impact of parents, as drivers of a student's study abroad decision.

Goel, De Jong, and Schnusenberg (2012), apply the Theory of Planned Behavior in a different perspective to examine a student's decision to study abroad. The researchers suggest that normative pressures or behaviors affect the students' willingness to pay for the study abroad experience and in turn, their ultimate decision to study abroad at all (either for a short or long-term program). The authors posit six separate hypotheses primarily in relation to a student's willingness to pay for study abroad. The authors find that most subjects agreed on the importance of study abroad and agreed that it will help when searching for jobs in the future, but one of the most important findings from this study is the fact that 45% of students believe that it is not financially feasible to study abroad, so this proves that financial reasons are a large part of the reason why students in the United States are not well represented in study abroad programs. While this study places a heavy emphasis on the financial aspect of the decision, it fails to consider any of the social factors that influence a student's decision to make the trip abroad, and leaves room for further study on the impact of social pressures on students.

Presley, Damron-Martinez, and Zhang (2010) also apply the Theory of Planned Behavior to researching student study abroad decisions. The researchers complete this study with four goals: to gain a better understanding motivations of business students in the United States to study abroad, to improve marketing communications from universities to their students about studying abroad, to evaluate students' understanding of the growing importance of studying abroad, and to provide support for universities in growing their study abroad programs. The authors find that the most important driving factors to students when considering study abroad

are the potential positive effects the study abroad experience could have on their future career and the fun experience they would have while abroad. The authors find that money or socioeconomic status is the biggest factor holding students back from participating in a study abroad program. Marketing recommendations for universities are formulated based on the findings from this study.

Research conducted by Fitzsimmons, Flanagan, and Wang (2013) applies the Theory of Planned Behavior on a smaller scale to study how a student decides whether to participate in a short or long-term study abroad program. The researchers posit three hypotheses focusing on the barriers students face to participating in long-term study abroad programs. The research also focuses on how decision making differs between genders. Their findings are consistent with the Theory of Planned Behavior, and the researchers conclude that preexisting attitudes significantly affect students' decisions to study abroad. The study finds that students perceive there to be more barriers to participating in long-term study abroad programs than they do in short term programs. The study examines "social pressures" as a unit but does not break it down and analyze multiple pressures individually. Therefore, the study leaves room to further delve into the social pressures aspect of decision-making. Furthermore, the researchers' findings about student preference for short-term study abroad programs provide a foundation for making marketing recommendations to universities for their study abroad programs.

Zhuang, King, and Carnes (2015) analyze and apply the Theory of Planned Behavior in a different manner. Their research is significant because the authors distinguish perceived value as a mediating factor between the Theory of Planned Behavior and the intention to study abroad. This perspective is different from other studies published that utilize the Theory of Planned Behavior to understand the student decision-making process when deciding whether or not to

study abroad. The authors recommend that the subjective belief portion of the study needs reevaluation and further research before conclusions can be drawn in this area because the study focuses primarily on parents instead of all potential social influences.

### Theory of Reasoned Action

Another major theory used to study students' decision-making processes when deciding to study abroad is the Theory of Reasoned Action. The Theory of Reasoned Action was also formulated by Azjen and Fishbein (1980) and is described by Wang et al. (2014) as a theory intended "to explain how individuals form personal attitudes, impacted by social influences, and develop their intentions toward an act or behavior" (p. 107). This theory has been previously used to study consumer behavior and applied to learn how one can influence consumers' buying decisions (Sheppard, Hartwick, and Warshaw 1988). This theory can be applied to study abroad decision-making, where the student is viewed as the consumer and the study abroad program is the item to be purchased. The Theory of Reasoned Action is an earlier and more simplified version of the Theory of Planned Behavior and does not take into account perceived behavioral control as a factor in the decision-making process.

Although the Theory of Planned Behavior is more frequently used to research study abroad programs, the Theory of Reasoned Action is still applicable. Wang et al. (2014) apply the Theory of Reasoned Action to focus on individuals' attitudes towards study abroad and the social pressures that influence their decisions whether to go abroad or remain at home. The researchers study various social pressures that students potentially face, and they focus on three primary referent groups that could influence a student's decision: parents, friends, and professors. The study finds that parents and friends have a significant effect on a student's decision to study abroad, but that professors have little to no impact on the student's decision. The research did not

take into account the potential impact that significant others could have on a student's decision to study abroad, and therefore leaves room for this subject to be further investigated.

### Study Abroad Decision Making

While much research that has been done on students' study abroad decision-making process is based on the Theory of Planned Behavior and the Theory of Reasoned Action, there is still significant research based on neither model. The "'Push-Pull' Factors Influencing International Student Selection of Education Destination" study conducted by Soutar and Mazzarol (2002) focuses specifically on how students choose their study abroad destination once they have made the decision to go abroad. The researchers test six factors in relation to their influence on the students' decision of where to study abroad: knowledge and awareness, personal recommendations, cost issues, environment, geographic proximity, and social links (Mazzarol, Kemp, and Savery 1997). Many of these factors not only contribute to the choice of location for a study abroad experience, but to the choice whether or not to study abroad at all. The majority of abovementioned factors were deemed to be extremely important in the decision of where to study abroad. The only factor that was not considered to be a crucial part of students' decision-making process was the environmental issues within the host country (Soutar and Mazzarol 2002). Most importantly, the researchers find that parents and relatives are a highly influential factor when students are making their decision of where to study abroad. This indicates that when students are planning their study abroad experience, they will feel more comfortable when they have recommendations or support from people they trust. Universities should use this to their advantage when marketing study abroad programs to students.

Lewis and Niesenbaum (2005) test the appeal of short-term study abroad programs for students who are currently passing up on study abroad opportunities. The authors hypothesize that when short-term study abroad programs are offered to students they will change their course

of study, that these short-term study abroad experiences encourage subsequent travel or study abroad trips, that short-term study abroad options increase students' interest in interdisciplinary studies, and finally, that short-term study abroad opportunities result in changed perspectives on globalization. The researchers find support for all four of the above hypotheses. The findings suggest that universities could increase their marketing efforts of short-term study abroad opportunities, and this could in turn, lead to increased participation in long-term study abroad opportunities.

Salisbury et al. (2009) conducted research on the effects of financial, social, human, and cultural capital on a student's decision to study abroad. The authors lay out three key purposes for this study: to analyze the "student-choice construct," to examine factors that shape students' intentions to study abroad among college freshmen, and finally to analyze findings for university faculty and to aid in future study abroad research. As this study only surveys freshmen students, the findings can be used to target marketing communications towards freshmen students interested in studying abroad, but the study leaves a gap in data applicable to sophomores and upperclassmen. The study also examines many preexisting traits that students have, such as openness to diversity, and how these traits impact their study abroad decisions. The researchers also found that certain majors are more likely to study abroad, and this information can be utilized to place more emphasis on marketing to majors who are underrepresented in study abroad programs, such as education, health sciences, and engineering (Lincoln Commission 2005; NAFSA 2003).

Garver and Divine (2007) also study preexisting personality traits students may have, and how these traits influence a student's decision to study abroad. The researchers assert that trip location, cost of the trip, and time spent abroad are the most important factors in this decision.

They use a conjoint analysis to weight the importance of these factors to students. The most significant recommendation is that universities should change their approach to how they recruit students for study abroad. The researchers recommend that universities look to align programs with students' needs instead of forcing uniform programs upon all students because every student wants to get something different out of their study abroad experience. Universities should recognize this and adapt their marketing efforts towards study abroad programs and if necessary, the programs' core curriculums as well.

Bello et al. (2009) discuss the use of students for IB research. The authors do not discuss how this affects study abroad decisions specifically, only the student decision making process in general and how students' young age impacts their ability to make good decisions. Citing work by Sears (1986), Bello et al. (2009) discuss the fact that students do not yet have a fully developed brain and are more susceptible to social influences around them. Because of this, students are less likely to be consistent in their decision making and will change their attitudes or opinions on a topic more rapidly than older subjects would. This study is relevant because it proves how vulnerable college-age students are to the social pressures and influences around them. The research may provide some explanation for why so many students say they will study abroad and then change their minds, but it also provides an opportunity for universities to capitalize on students' susceptibility to social influences and design a marketing program for study abroad programs that appeals to students' social needs.

Pope et al. (2014) conducted primary research using a survey to test five different hypotheses about how the desire for individual growth influences Generation Y Students' decisions to study abroad, and how five different factors affect a student's desire for individual growth. The authors test a student's desire for individual growth based on their gender, their

parents' level of education, their previous travel experience, their age, and household income. The researchers determined no difference between men and women in their decisions to study abroad, although previous studies have found that female students are more likely to study abroad (Dessoiff 2006; Kim and Goldstein 2005; Stroud 2010; Thomas and McMahon 1998), so further research could be needed in this area. The researchers also determine that a student's parents' education level has no effect on their decision to study abroad. It was found that both age and previous travel experience positively affect the study abroad decision. Finally, the researchers found no relationship between household income and studying abroad, and this was consistent with other studies conducted (de Jong, Schnusenberg, and Goel 2010; Stroud 2010).

Pope et al. (2014) found a possibility for why students say they will study abroad and rarely follow through in the "Yes! D\*\*n! Effect." The "Yes! D\*\*n! Effect" was introduced by Zauberman and Lynch (2005) and is defined by Pope et. al as "the distance between intent and action due to time lag" (p. 98) The authors also assert that this effect "suggests that people often agree to do things that are in the distant future because they assume they will have the time and resources to do so, only to find in the future they have neither" (p. 98). The authors use this theory to explain the staggering difference in the number of students who claim they will study abroad when they enter school, and the number of students who will actually follow through on their plan to study abroad. While they examine many factors influencing students' study abroad decisions, they fail to examine the effects that friends, family, professors or significant others have on this decision, so there is room to expand on this study.

Gordon, Patterson, and Cherry (2014) research business students exclusively, and their results have important implications for how to increase the rates of students studying abroad in the United States. They express how important it is for researchers to realize that students might

not always disclose their true reasons for not studying abroad. For example, a student could cite financial reasons as the incentive to stay at home instead of going abroad, despite the fact that there are many scholarships available. The student's real reasoning could be fear of the unknown or fear of stories they have seen or heard of others' experiences abroad. Universities must get to the root of their students' reasoning for not studying abroad and attempt to relinquish their fears to the best of their ability. Gordon, Patterson, and Cherry's research compares European students to American students, and their feelings about study abroad. They report that 90% of American students felt that family was "somewhat of a barrier" to their participation in study abroad programs and 80% felt that friends were "somewhat of a barrier" in their participation in study abroad programs.

In an effort to be consistent with research performed on similar topics and to address the gaps noted in the studies reviewed, I offer the following research questions and hypotheses.

## HYPOTHESES

RQ1: Encouragement from which key referent groups will influence students' decision to study abroad?

H1a: Encouragement from students' moms will be positively related to their decision to study abroad.

I believe students who receive encouragement and feel supported by their mom in their decision to study abroad will be more likely to study abroad.

H1b: Encouragement from students' dads will be positively related to their decision to study abroad.

I believe students who receive encouragement and feel supported by their dad in their decision to study abroad will be more likely to study abroad.

H2: Encouragement from students' friends will be positively related to their decision to study abroad.

I believe students who receive encouragement and feel supported by their friends in their decision to study abroad will be more likely to study abroad.

H3: Encouragement from students' significant others will be positively related to their decision to study abroad.

I believe students who receive encouragement and feel supported by their significant others in their decision to study abroad will be more likely to study abroad.

H4: Encouragement from students' faculty/staff will not be positively related to their decision to study abroad.

I believe encouragement from students' faculty and staff will not have a significant impact on a student's decision to participate in a study abroad program.

RQ2: What key referent groups have the most influence on students' decisions to study abroad?

H5: Encouragement from students' moms and dads will have the most influence on students' decisions whether or not to study abroad.

I believe out of all of the referent groups examined, encouragement from students' parents will have the most significant effect on a student's decision whether or not to study abroad.

RQ3: Are TCU information sources influential in students' decisions whether or not to study abroad?

H6: TCU undergraduate students are unaware their university's current marketing programs for study abroad programs.

H7: The number of information sources students use when making their study abroad decision will be positively related to their study abroad participation.

I believe that the more information sources students use when making their study abroad decision will make them more likely to participate in a study abroad program.

## RESEARCH METHODOLOGY

### Survey Development

The development of this survey will be based on the study done by Wang et al. (2014). The researchers studied three social influences that impact a student's decision to go abroad: parents, friends, and professors. Professors were not found to be an influence on the decision but are being retested. The study of the effect of significant others was added to this study. I also added a section about how students receive their primary communications about events on campus or programs that their school offers. My intentions are to understand which social influences are important to students when they make the decision to go abroad and to target how undergraduate students obtain their information about campus programs and events and then utilize that information to make marketing recommendations about how universities can improve their marketing efforts for study abroad programs.

### Sample

The survey will be administered to undergraduate students currently attending Texas Christian University. The survey will be administered to undergraduate students enrolled in a business minor. This sample allows me to survey students across the spectrum of the study abroad decision-making process. A pool of business minors also allows me to capture a larger variety of students at TCU as opposed to a pool of any specific major. Undergraduate students were selected as the sample population for this survey because they are the group who will be making decisions about whether to participate in study abroad programs, and this sample is similar to other sample populations used in previous study abroad research. Approval from the Institutional Review Board was obtained for all data collected in the completion of this study.

### Procedure

I created and distributed a survey using Qualtrics. The sample included four groups of students: those who had already studied abroad, those who are registered for a study abroad program,

those who plan to study abroad but have not registered, and those who do not intend to study abroad. I distributed the survey through the Texas Christian University student subjects' pool to students who have a declared business minor.

A total of 320 students participated in the survey, and after data cleaning, 318 responses were usable. Of the sample, 61.6% were female and 38.3% male. Of the respondents, 0.003% were freshman, 62.3% were sophomores, 31.1% were juniors, and 6.3% were seniors.

## ANALYSIS & RESULTS

To determine which social influences were significant in students' decisions whether or not to study abroad, a simple regression test was used. A simple regression was used because a continuum of students in their decision-making process to study abroad were surveyed. Students who were in four different stages in the decision-making process were surveyed: those who had already studied abroad, those who were registered to study abroad, those who planned to study abroad, and those who said they did not intend to study abroad. The student's status in the decision-making process was determined by a qualifying question at the beginning of the survey. The control variables used in the regression were the race, gender, and grade of the student, and the dependent variable was the students' response to which stage they were in in their decision-making process. The independent variables were continuous because respondents were surveyed using Likert scale measures.

The model adjusted  $R^2$  is .403. This measure indicates how much of the variance of the dependent variable is explained by the independent variables. Considering the relatively small number and scope of antecedent variables, the adjusted  $R^2$  is considered quite high. Embedded in the regression analysis is a one-way ANOVA that measures the overall significance of the model. The model significance was found to be  $<.001$  which is less than the a priori designated alpha level of .05. This indicates the model is highly significant and at least one of the independent variables is a significant predictor of the dependent variable.

Next, the beta coefficients and significance levels were examined to determine which independent variables were significant in students' decisions to study abroad. Any independent variable found to have a significance level less than the a priori designated alpha level of 0.05 was deemed to be significant. Therefore, encouragement from students' moms ( $b=.214$ ,  $p=.034$ ), dads ( $b=.219$ ,  $p=.028$ ), and encouragement from faculty and staff ( $b=.215$ ,  $p=.014$ ) were all

found to be significant influences in students' decisions to study abroad. These results support Hypotheses 1a and 1b. Encouragement from students' parents was found to be a significant impact on their decision to study abroad. The results do not support Hypotheses 2, 3, or 4. Friends ( $b=-.050$ ,  $p=.616$ ) and significant others' ( $b=-.034$ ,  $p=.698$ ) encouragement were found not to have a significant impact on students' decisions to study abroad. Additionally, while I hypothesized that faculty/staff encouragement would not have a significant impact on the decision to study abroad, the analysis showed that their impact was indeed significant.

Next, the beta coefficient and significance levels of TCU Study Abroad information sources were examined. Out of all information sources tested, the only source found to be significant was the TCU Study Abroad Website ( $b=.307$ ,  $p=.001$ ). This supported H7 in that overall, students were found to be unaware of the information sources TCU provides for students to use when making their decision regarding study abroad. The TCU Study Abroad Social Media Accounts ( $b=-.055$ ,  $p=.522$ ), TCU Study Abroad On-Campus Information Sessions ( $b=.081$ ,  $p=.359$ ), and the Study Abroad Booth at the TCU Activities Fair ( $b=.029$ ,  $p=.728$ ) were all found to be insignificant in influencing students to study abroad.

In an ad hoc analysis, I also conducted a regression test to determine if there was a significant relationship between the number of information sources students used and their participation in study abroad programs and the results were not significant ( $b=-.096$ ,  $p=.269$ ). Notwithstanding this result, I did find that 282 out of 318 respondents stated that they obtained or would obtain information about study abroad programs from their friends. Therefore, friends are still a valuable information source for students who are considering studying abroad.

The results from the regression analysis demonstrate that parents and faculty and staff influence students' decisions to study abroad, but encouragement from friends and significant others does

not. Furthermore, the only information source that students were statistically found to be aware of was the TCU website. All other TCU information sources were not a significant influence. Through this research I was able to draw conclusions about what factors are significant in encouraging students to study abroad.

## DISCUSSION

Although there are similarities between previous studies conducted on study abroad decision-making and my study, my study took a narrower approach and focused more exclusively on the social pressures that impact students' decisions to study abroad. Studies such as Goel et al. (2010) and Zhuang, King, and Carnes (2015) researched certain social influences and the impacts they have in isolation. For example, Zhuang, King, and Carnes (2015) looked exclusively at the impact parents had on a student's decision whether or not to study abroad. My findings were consistent with these studies' findings in that parents and family support were found to have a significant impact on students' decisions to study abroad. Additionally, studies such as Presley, Damron-Martinez, and Zhang (2010) found that gender has an impact on whether or not students study abroad. These researchers found that females are more likely to study abroad than males, but in my study neither gender, grade classification, nor race were found to have a significant effect on whether or not students participate in study abroad programs.

When students are making their decision to study abroad, it is important to them that they feel encouraged and supported by the important people in their lives. This study found that encouragement from students' parents and faculty/staff at their universities is important to them when making the decision to study abroad. Because making the decision to study abroad is such a large decision that involves significant investments of time and money, students feel the need for support from their parents and the help of their teachers when planning to fit a study abroad program into their major curriculum.

Additionally, when TCU students are seeking out information about the study abroad options they have available to them, the only resource statistically significant was the TCU Website. They were influenced significantly by any of the other resources TCU provides for them. If TCU

wants to increase participation in study abroad programs it should also increase the effectiveness of the information sources it is providing for its students.

The limitations in this study are primarily in relation to the subject pool used. Because the TCU Student Subject Pool was used, it cannot be stated with 100% certainty that the respondents were a random and heterogeneous pool. Because all of the respondents were students at TCU, recommendations and implications are limited to be TCU-specific. Additionally, students taking the survey could have interpreted the questions asked differently. For example, each student could have a different interpretation of the phrase“ planning to participate” in a study abroad program.

## IMPLICATIONS

Through this research, a clearer picture of how social influences impact students' decisions to study abroad can be determined. Going forward, TCU can utilize this information to improve upon how it is currently marketing its study abroad programs to undergraduate students. First, TCU should reevaluate how it is getting study abroad information to students. With the knowledge that encouragement from faculty, staff, and parents is influential in students' decision to study abroad, TCU should make sure it is pushing information to these referent groups. TCU should make sure that faculty and staff are emailing their students about study abroad opportunities and speaking about them in class, so that students know the opportunities available to them. Additionally, TCU could mail pamphlets or newsletters to parents with information about study abroad or when freshman and sophomore students are moving into dorms in the fall have information available there as well. There are many opportunities for TCU to increase the way these key referent groups obtain information about the study abroad opportunities TCU is providing to students. Although friends were not a significant influence in the decision to study abroad, 282 out of 318 students stated they would or did obtain information about study abroad opportunities from their friends, so friends are clearly an important source of information for students considering study abroad opportunities. TCU should take advantage of this by using students as advocates for study abroad and encouraging them to talk about their experiences with their peers.

Furthermore, TCU should be working to improve its current marketing efforts for study abroad programs. According to my research, the only TCU information source that significantly influences students' decision to study abroad is the TCU Study Abroad Website. If TCU can get other students to post on their social media accounts or spread the word about booths around

campus or information sessions or get faculty/staff to announce the information sessions in their classes, this could improve attendance at these events and increase awareness. The more students are surrounded by this information and are aware of the opportunities that exist for them, they may be more likely to participate in a study abroad program.

This research also has implications for future research outside of the marketing implications for TCU. This study shows which key referent groups are most important to students when they are making their decisions to study abroad. This study contributes to existing research by studying a continuum of students in their decision-making process regarding study abroad as opposed to only students who have expressed intent to study abroad. Additionally, this study looks at the effect of a group of key referent groups together instead of one key referent group in isolation. And finally, this study has a deeper focus on how subjective norms influence decision-making in regard to study abroad, and the scales developed to test this could be used as the framework for a future study.

## CONCLUSION

Based on the Theory of Planned Behavior and the way that subjective norms and specifically, how key referent groups impact study abroad decision-making, this research shows which key referent groups have the greatest impact on students' decision to study abroad. With this information coupled with the findings regarding which information sources TCU students find most valuable, TCU and potentially other universities as well will be able to improve their marketing efforts for study abroad programs and hopefully increase the number of students who are participating in these programs. As our world becomes increasingly interconnected and globalized, it is important that students are exposed to the many different cultures around them. Additionally, the benefits of study abroad programs make students more attractive job candidates, increase the likelihood they will receive higher entry-level salaries, and give them cultural experiences they would not be able to get sitting in a classroom in the United States. Going forward in future studies, it could be interesting to further expand the variety of key referent groups that might influence students and potentially include groups such as coaches, mentors, or religious leaders and see how those impact students' decisions as well. Future research could also survey students from multiple universities to get a more diverse subject pool.

## APPENDIX

**TABLE 1:** Measures and Construct Reliability

| <b>Construct</b>   | <b>Items</b>   |
|--|--|
| Participation in Study Abroad<br>$\alpha = .05$            | Mother/Father Encouragement  |
|  | Friends Encouragement  |
|  | Significant Others Encouragement                                   |
|  | Faculty/Staff Encouragement  |
| Awareness of Marketing Efforts<br>at TCU<br>$\alpha = .05$ | TCU Study Abroad Social Media Accounts                             |
|  | TCU Center for International Studies Events (booths around campus) |
|  | TCU Activities Fair  |
|  | TCU Website  |

**TABLE 2:** Model Summary

| <b>Model</b> | <b>R</b>          | <b>R Square</b> | <b>Adjusted R Square</b> | <b>Std. Error of the Estimate</b> |
|--------------|-------------------|-----------------|--------------------------|-----------------------------------|
| 1            | .677 <sup>a</sup> | .458            | .403                     | .676                              |

| <b>Model</b> | <b>Sum of Squares</b> | <b>df</b> | <b>Mean Square</b> | <b>F</b> | <b>Sig.</b>       |
|--------------|-----------------------|-----------|--------------------|----------|-------------------|
| Regression   | 42.123                | 11        | 3.829              | 8.378    | .000 <sup>b</sup> |
| Residual     | 49.877                | 109       | .458               |          |                   |
| Total        | 92.00                 | 120       |                    |          |                   |

**TABLE 3:** ANOVA<sup>a</sup>

| <b>Model</b> | <b>Unstandardized<br/>B</b> | <b>Coefficients<br/>Std. Error</b> | <b>Standardized<br/>Coefficients<br/>Beta</b> | <b>t</b> | <b>Sig.</b> |
|--------------|-----------------------------|------------------------------------|---|----------|-------------|
| (Constant)   | -1.133                      | .553                               |   | -2.049   | .043        |
| Q27          | .136                        | .101                               | .106  | 1.345    | .181        |
| Q30          | .058                        | .074                               | .061  | .783     | .435        |
| Q5           | .130                        | .060                               | .214  | 2.143    | .034        |
| Q6           | .137                        | .062                               | .219  | 2.223    | .028        |
| Q12          | -.035                       | .069                               | -.050   | -.502    | .616        |
| Q15          | -.023                       | .058                               | -.034   | -.389    | .698        |
| Q17          | .156                        | .063                               | .215  | 2.488    | .014        |
| q21r         | -.074                       | .115                               | -.055   | -.642    | .522        |
| q22r         | .098                        | .107                               | .081  | .920     | .359        |
| q23r         | .036                        | .102                               | .029  | .349     | .728        |
| q24r         | .565                        | .160                               | .307  | 3.525    | .001        |

**TABLE 4:** Coefficients

**EXHIBIT 1:** Survey

**Thesis Survey Construct BRANCH 1**

1. Please indicate your father’s highest completed level of education:
  - a. Did not complete High School
  - b. High School/ GED
  - c. Some College
  - d. Bachelor’s Degree
  - e. Master’s Degree
  - f. Advanced Graduate Work or PhD
2. Please indicate your mother’s highest completed level of education:
  - a. Did not complete High School
  - b. High School/ GED
  - c. Some College
  - d. Bachelor’s Degree
  - e. Master’s Degree
  - f. Advanced Graduate Work or PhD
3. Have you studied abroad while at TCU?
  - a. Yes
  - b. No, but I am currently registered to participate in an upcoming study abroad program.
  - c. No, but I plan to participate in a study abroad program in the future.
  - d. No, and I do not intend to study abroad while at TCU.

4. Please rank the importance of the following factors in your decision to study abroad:
  - a. Financial
  - b. Program Flexibility (how well does the program fit into your major)
  - c. Social Pressures (family, friends, significant others, faculty)
  - d. Effect on educational or career goals
  - e. Program options available (location, language spoken, living situation, etc)
  - f. Program length
5. To what extent has your mother encouraged you to study abroad?
  - a. Not at all
  - b. Somewhat discouraged
  - c. Neither discouraged or encouraged
  - d. Somewhat encouraged
  - e. To a great extent
6. To what extent has your father encouraged you to study abroad?
  - a. Not at all
  - b. Somewhat discouraged
  - c. Neither discouraged or encouraged
  - d. Somewhat encouraged
  - e. To a great extent
7. How important is your mother's opinion to you in your decision to study abroad?
  - a. Extremely important
  - b. Very important
  - c. Moderately important
  - d. Slightly important
  - e. Not at all important
8. How important is your father's opinion to you in your decision to study abroad?
  - a. Extremely important
  - b. Very important
  - c. Moderately important
  - d. Slightly important
  - e. Not at all important
9. Has your mother participated in a study abroad program?
  - a. Yes
  - b. No
  - c. Unsure
10. Has your father participated in a study abroad program?
  - a. Yes
  - b. No
  - c. Unsure
11. How likely is it that your parents would be willing to pay most of the expenses for you to participate in study abroad program?
  - a. Extremely likely
  - b. Somewhat likely
  - c. Neither likely nor unlikely
  - d. Somewhat unlikely
  - e. Extremely unlikely

12. To what extent have your friends encouraged you to study abroad?
  - a. Not at all
  - b. Somewhat discouraged
  - c. Neither discouraged or encouraged
  - d. Somewhat encouraged
  - e. To a great extent
13. How important are your friends' opinions to you in your decision to study abroad?
  - a. Extremely important
  - b. Very important
  - c. Moderately important
  - d. Slightly important
  - e. Not at all important
14. At the time you made the decision whether or not to study abroad, did you have a significant other? Significant other is defined as "a person with whom you have an established romantic relationship"
  - a. Yes
  - b. No
15. If yes, to what extent has your significant other encouraged you to study abroad?
  - a. Not at all
  - b. Somewhat discouraged
  - c. Neither discouraged or encouraged
  - d. Somewhat encouraged
  - e. To a great extent
16. How important was/is your significant other's opinion to you in your decision to study abroad?
  - a. Extremely important
  - b. Very important
  - c. Moderately important
  - d. Slightly important
  - e. Not at all important
17. To what extent have faculty/staff encouraged you to study abroad?
  - a. Not at all
  - b. Somewhat discouraged
  - c. Neither discouraged nor encouraged
  - d. Somewhat encouraged
  - e. To a great extent
18. How important is the faculty/staffs' opinion to you in your decision to study abroad?
  - a. Extremely important
  - b. Very important
  - c. Moderately important
  - d. Slightly important
  - e. Not at all important
19. Please rank the following groups' impact on your decision to study abroad in order of importance: (1 being most important, 4 being least important)
  - a. Parents
  - b. Friends

- c. Significant Others
  - d. Faculty/Staff
20. Please check all the of ways you have obtained information about Study Abroad opportunities
- a. TCU Study Abroad Social Media Pages
  - b. TCU Center for International Studies Events (booths around campus)
  - c. TCU Activities Fair
  - d. TCU Website
  - e. Faculty/Staff speaking to my classes about Study Abroad
  - f. Faculty/Staff emails about Study Abroad opportunities
  - g. Friends
21. Are you aware of the TCU Study Abroad Social Media Accounts
- a. Yes, I currently follow them on one or more platform(s)
  - b. Yes, but I do not follow any platforms
  - c. No
22. Are you aware of on-campus Study Abroad information sessions or other on-campus Study Abroad events?
- a. Yes, I have attended one or more event(s)
  - b. Yes, but I have not attended any events
  - c. No
23. Are you aware of the Study Abroad booth at the TCU Activities Fair?
- a. Yes, I have visited in the past
  - b. Yes, but I have not visited
  - c. No
24. Have you used the TCU Study Abroad Website to research information regarding study abroad opportunities?
- a. Yes
  - b. No
25. Is there any other source you have used to obtain information about Study Abroad opportunities?
- a. (fill in)
26. Please select which of the following have influenced your decision to study abroad:
- a. TCU Study Abroad Social Media pages
  - b. TCU Study Abroad events (booths around campus)
  - c. TCU Activities Fair
  - d. TCU Study Abroad Website
  - e. None of the Above
27. Please select your grade at TCU as classified by year.
- a. First year/ Freshman
  - b. Second year/ Sophomore
  - c. Third year/ Junior
  - d. Fourth year/ Senior
28. Within which college is your major?
- a. Neeley School of Business
  - b. Harris School of Nursing and Health Sciences
  - c. Bob Schieffer College of Communication

- d. College of Education
  - e. College of Fine Arts
  - f. AddRan College of Liberal Arts
  - g. College of Science and Engineering
  - h. University Programs
29. Please select your gender.
- a. Male
  - b. Female
30. Please select your race.
- a. African American
  - b. Asian Pacific Islander
  - c. Latino
  - d. Non-White other
  - e. White

### Thesis Survey Construct BRANCH 2 (registered)

1. Please indicate your father's highest completed level of education:
  - a. Did not complete High School
  - b. High School/ GED
  - c. Some College
  - d. Bachelor's Degree
  - e. Master's Degree
  - f. Advanced Graduate Work or PhD
2. Please indicate your mother's highest completed level of education:
  - a. Did not complete High School
  - b. High School/ GED
  - c. Some College
  - d. Bachelor's Degree
  - e. Master's Degree
  - f. Advanced Graduate Work or PhD
3. Have you studied abroad while at TCU?
  - a. Yes
  - b. No, but I am currently registered to participate in an upcoming study abroad program.
  - c. No, but I plan to participate in a study abroad program in the future.
  - d. No, and I do not intend to study abroad while at TCU.
4. Please rank the importance of the following factors in your decision to study abroad:
  - a. Financial
  - b. Program Flexibility (how well does the program fit into your major)
  - c. Social Pressures (family, friends, significant others, faculty)
  - d. Effect on educational or career goals
  - e. Program options available (location, language spoken, living situation, etc)
  - f. Program length
5. To what extent has your mother encouraged you to study abroad?
  - a. Not at all
  - b. Somewhat discouraged
  - c. Neither discouraged or encouraged
  - d. Somewhat encouraged
  - e. To a great extent
6. To what extent has your father encouraged you to study abroad?
  - a. Not at all
  - b. Somewhat discouraged
  - c. Neither discouraged or encouraged
  - d. Somewhat encouraged
  - e. To a great extent
7. How important is your mother's opinion to you in your decision to study abroad?
  - a. Extremely important
  - b. Very important
  - c. Moderately important
  - d. Slightly important
  - e. Not at all important

8. How important is your father's opinion to you in your decision to study abroad?
  - a. Extremely important
  - b. Very important
  - c. Moderately important
  - d. Slightly important
  - e. Not at all important
9. Has your mother participated in a study abroad program?
  - a. Yes
  - b. No
  - c. Unsure
10. Has your father participated in a study abroad program?
  - a. Yes
  - b. No
  - c. Unsure
11. How likely is it that your parents would be willing to pay most of the expenses for you to participate in study abroad program?
  - a. Extremely likely
  - b. Somewhat likely
  - c. Neither likely nor unlikely
  - d. Somewhat unlikely
  - e. Extremely unlikely
12. To what extent have your friends encouraged you to study abroad?
  - a. Not at all
  - b. Somewhat discouraged
  - c. Neither discouraged or encouraged
  - d. Somewhat encouraged
  - e. To a great extent
13. How important are your friends' opinions to you in your decision to study abroad?
  - a. Extremely important
  - b. Very important
  - c. Moderately important
  - d. Slightly important
  - e. Not at all important
14. At the time you made the decision whether or not to study abroad, did you have a significant other? Significant other is defined as "a person with whom you have an established romantic relationship"
  - a. Yes
  - b. No
15. If yes, to what extent has your significant other encouraged you to study abroad?
  - a. Not at all
  - b. Somewhat discouraged
  - c. Neither discouraged or encouraged
  - d. Somewhat encouraged
  - e. To a great extent
16. How important was/is your significant other's opinion to you in your decision to study abroad?

- a. Extremely important
  - b. Very important
  - c. Moderately important
  - d. Slightly important
  - e. Not at all important
17. To what extent have faculty/staff encouraged you to study abroad?
- a. Not at all
  - b. Somewhat discouraged
  - c. Neither discouraged nor encouraged
  - d. Somewhat encouraged
  - e. To a great extent
18. How important is the faculty/staffs' opinion to you in your decision to study abroad?
- a. Extremely important
  - b. Very important
  - c. Moderately important
  - d. Slightly important
  - e. Not at all important
19. Please rank the following groups' impact on your decision to study abroad in order of importance: (1 being most important, 4 being least important)
- a. Parents
  - b. Friends
  - c. Significant Others
  - d. Faculty/Staff
20. Please check all the of ways you have obtained information about Study Abroad opportunities
- a. TCU Study Abroad Social Media Pages
  - b. TCU Center for International Studies Events (booths around campus)
  - c. TCU Activities Fair
  - d. TCU Website
  - e. Faculty/Staff speaking to my classes about Study Abroad
  - f. Faculty/Staff emails about Study Abroad opportunities
  - g. Friends
21. Are you aware of the TCU Study Abroad Social Media Accounts?
- a. Yes, I currently follow them on one or more platform(s)
  - b. Yes, but I do not follow any platforms
  - c. No
22. Are you aware of on-campus Study Abroad information sessions or other on-campus Study Abroad events?
- a. Yes, I have attended one or more event(s)
  - b. Yes, but I have not attended any events
  - c. No
23. Are you aware of the Study Abroad booth at the TCU Activities Fair?
- a. Yes, I have visited in the past
  - b. Yes, but I have not visited
  - c. No

24. Have you used the TCU Study Abroad Website to research information regarding study abroad opportunities?
  - a. Yes
  - b. No
25. Is there any other source you have used to obtain information about Study Abroad opportunities?
  - a. (fill in)
26. Please select which of the following have influenced your decision to study abroad:
  - a. TCU Study Abroad Social Media pages
  - b. TCU Study Abroad events (booths around campus)
  - c. TCU Activities Fair
  - d. TCU Study Abroad Website
  - e. None of the Above
27. Please select your grade at TCU as classified by year.
  - a. First year/ Freshman
  - b. Second year/ Sophomore
  - c. Third year/ Junior
  - d. Fourth year/ Senior
28. Within which college is your major?
  - a. Neeley School of Business
  - b. Harris School of Nursing and Health Sciences
  - c. Bob Schieffer College of Communication
  - d. College of Education
  - e. College of Fine Arts
  - f. AddRan College of Liberal Arts
  - g. College of Science and Engineering
  - h. University Programs
29. Please select your gender.
  - a. Male
  - b. Female
30. Please select your race.
  - a. African American
  - b. Asian Pacific Islander
  - c. Latino
  - d. Non-White other
  - e. White

**Thesis Survey Construct BRANCH 3 (plan to study abroad)**

1. Please indicate your father's highest completed level of education:
  - a. Did not complete High School
  - b. High School/ GED
  - c. Some College
  - d. Bachelor's Degree
  - e. Master's Degree
  - f. Advanced Graduate Work or PhD
2. Please indicate your mother's highest completed level of education:
  - a. Did not complete High School
  - b. High School/ GED
  - c. Some College
  - d. Bachelor's Degree
  - e. Master's Degree
  - f. Advanced Graduate Work or PhD
3. Have you studied abroad while at TCU?
  - a. Yes
  - b. No, but I am currently registered to participate in an upcoming study abroad program.
  - c. No, but I plan to participate in a study abroad program in the future.
  - d. No, and I do not intend to study abroad while at TCU.
4. Please rank the importance you believe the following factors will have in your decision to study abroad:
  - a. Financial
  - b. Program Flexibility (how well does the program fit into your major)
  - c. Social Pressures (family, friends, significant others, faculty)
  - d. Effect on educational or career goals
  - e. Program options available (location, language spoken, living situation, etc)
  - f. Program length
5. To what extent has your mother encouraged you to study abroad?
  - a. Not at all
  - b. Somewhat discouraged
  - c. Neither discouraged or encouraged
  - d. Somewhat encouraged
  - e. To a great extent
6. To what extent has your father encouraged you to study abroad?
  - a. Not at all
  - b. Somewhat discouraged
  - c. Neither discouraged or encouraged
  - d. Somewhat encouraged
  - e. To a great extent
7. How important would your mother's opinion be to you in your decision to study abroad?
  - a. Extremely important
  - b. Very important
  - c. Moderately important
  - d. Slightly important

- e. Not at all important
8. How important would your father's opinion be to you in your decision to study abroad?
- a. Extremely important
  - b. Very important
  - c. Moderately important
  - d. Slightly important
  - e. Not at all important
9. Has your mother participated in a study abroad program?
- a. Yes
  - b. No
  - c. Unsure
10. Has your father participated in a study abroad program?
- a. Yes
  - b. No
  - c. Unsure
11. How likely is it that your parents would be willing to pay most of the expenses for you if you were to participate in study abroad program?
- a. Extremely likely
  - b. Somewhat likely
  - c. Neither likely nor unlikely
  - d. Somewhat unlikely
  - e. Extremely unlikely
12. To what extent have your friends encouraged you to study abroad?
- a. Not at all
  - b. Somewhat discouraged
  - c. Neither discouraged or encouraged
  - d. Somewhat encouraged
  - e. To a great extent
13. How important would your friends' opinions be to you in your decision to study abroad?
- a. Extremely important
  - b. Very important
  - c. Moderately important
  - d. Slightly important
  - e. Not at all important
14. Do you currently have a significant other? Significant other is defined as "a person with whom you have an established romantic relationship"
- a. Yes
  - b. No
15. If yes, to what extent has your significant other encouraged you to study abroad?
- a. Not at all
  - b. Somewhat discouraged
  - c. Neither discouraged or encouraged
  - d. Somewhat encouraged
  - e. To a great extent
16. How important would your significant other's opinion be to you in your decision to study abroad?

- a. Extremely important
  - b. Very important
  - c. Moderately important
  - d. Slightly important
  - e. Not at all important
17. To what extent have faculty/staff encouraged you to study abroad?
- a. Not at all
  - b. Somewhat discouraged
  - c. Neither discouraged nor encouraged
  - d. Somewhat encouraged
  - e. To a great extent
18. How important would the faculty/staffs' opinion be to you in your decision to study abroad?
- a. Extremely important
  - b. Very important
  - c. Moderately important
  - d. Slightly important
  - e. Not at all important
19. Please rank the following groups' impact on your decision to study abroad in order of importance: (1 being most important 4 being least important)
- a. Parents
  - b. Friends
  - c. Significant Others
  - d. Faculty/Staff
20. Please check all the of ways you have obtained information about Study Abroad opportunities
- a. TCU Study Abroad Social Media Pages
  - b. TCU Center for International Studies Events (booths around campus)
  - c. TCU Activities Fair
  - d. TCU Website
  - e. Faculty/Staff speaking to my classes about Study Abroad
  - f. Faculty/Staff emails about Study Abroad opportunities
  - g. Friends
21. Are you aware of the TCU Study Abroad Social Media Accounts?
- a. Yes, I currently follow them on one or more platform(s)
  - b. Yes, but I do not follow any platforms
  - c. No
22. Are you aware of on-campus Study Abroad information sessions or other on-campus Study Abroad events?
- a. Yes, I have attended one or more event(s)
  - b. Yes, but I have not attended any events
  - c. No
23. Are you aware of the Study Abroad booth at the TCU Activities Fair?
- a. Yes, I have visited in the past
  - b. Yes, but I have not visited
  - c. No

24. Would you use the TCU Study Abroad Website to research information regarding study abroad opportunities?
- Yes
  - No
25. Is there any other source you would use to obtain information about Study Abroad opportunities?
- (fill in)
26. Please select which of the following information sources you believe would have an influence on your decision to study abroad: (select all that apply)
- TCU Study Abroad Social Media pages
  - TCU Study Abroad events (booths around campus)
  - TCU Activities Fair
  - TCU Study Abroad Website
  - None of the Above
27. Please select your grade at TCU as classified by year.
- First year/ Freshman
  - Second year/ Sophomore
  - Third year/ Junior
  - Fourth year/ Senior
28. Within which college is your major?
- Neeley School of Business
  - Harris School of Nursing and Health Sciences
  - Bob Schieffer College of Communication
  - College of Education
  - College of Fine Arts
  - AddRan College of Liberal Arts
  - College of Science and Engineering
  - University Programs
29. Please select your gender.
- Male
  - Female
30. Please select your race.
- African American
  - Asian Pacific Islander
  - Latino
  - Non-White other
  - White

**Thesis Survey Construct BRANCH 4 (no and not planning to SA)**

1. Please indicate your father's highest completed level of education:
  - a. Did not complete High School
  - b. High School/ GED
  - c. Some College
  - d. Bachelor's Degree
  - e. Master's Degree
  - f. Advanced Graduate Work or PhD
2. Please indicate your mother's highest completed level of education:
  - a. Did not complete High School
  - b. High School/ GED
  - c. Some College
  - d. Bachelor's Degree
  - e. Master's Degree
  - f. Advanced Graduate Work or PhD
3. Have you studied abroad while at TCU?
  - a. Yes
  - b. No, but I am currently registered to participate in an upcoming study abroad program.
  - c. No, but I plan to participate in a study abroad program in the future.
  - d. No, and I do not intend to study abroad while at TCU.
4. Please rank the importance of the following factors in your decision not to study abroad:
  - a. Financial
  - b. Program Flexibility (how well does the program fit into your major)
  - c. Social Pressures (family, friends, significant others, faculty)
  - d. Effect on educational or career goals
  - e. Program options available (location, language spoken, living situation, etc)
  - f. Program length
5. To what extent did your mother encouraged you to study abroad?
  - a. Not at all
  - b. Somewhat discouraged
  - c. Neither discouraged or encouraged
  - d. Somewhat encouraged
  - e. To a great extent
6. To what extent did your father encouraged you to study abroad?
  - a. Not at all
  - b. Somewhat discouraged
  - c. Neither discouraged or encouraged
  - d. Somewhat encouraged
  - e. To a great extent
7. How important was your mother's opinion to you in your decision not to study abroad?
  - a. Extremely important
  - b. Very important
  - c. Moderately important
  - d. Slightly important
  - e. Not at all important

8. How important was your father's opinion to you in your decision not to study abroad?
  - a. Extremely important
  - b. Very important
  - c. Moderately important
  - d. Slightly important
  - e. Not at all important
9. Has your mother participated in a study abroad program?
  - a. Yes
  - b. No
  - c. Unsure
10. Has your father participated in a study abroad program?
  - a. Yes
  - b. No
  - c. Unsure
11. How likely is it that your parents would have been willing to pay most of the expenses for you to participate in study abroad program?
  - a. Extremely likely
  - b. Somewhat likely
  - c. Neither likely nor unlikely
  - d. Somewhat unlikely
  - e. Extremely unlikely
12. To what extent did your friends encouraged you to study abroad?
  - a. Not at all
  - b. Somewhat discouraged
  - c. Neither discouraged or encouraged
  - d. Somewhat encouraged
  - e. To a great extent
13. How important were your friends' opinions to you in your decision not to study abroad?
  - a. Extremely important
  - b. Very important
  - c. Moderately important
  - d. Slightly important
  - e. Not at all important
14. At the time you made the decision not to study abroad, did you have a significant other? Significant other is defined as "a person with whom you have an established romantic relationship"
  - a. Yes
  - b. No
15. If yes, to what extent did your significant other encouraged you to study abroad?
  - a. Not at all
  - b. Somewhat discouraged
  - c. Neither discouraged or encouraged
  - d. Somewhat encouraged
  - e. To a great extent
16. How important was your significant other's opinion to you in your decision not to study abroad?

- a. Extremely important
  - b. Very important
  - c. Moderately important
  - d. Slightly important
  - e. Not at all important
17. To what extent did faculty/staff encouraged you to study abroad?
- a. Not at all
  - b. Somewhat discouraged
  - c. Neither discouraged nor encouraged
  - d. Somewhat encouraged
  - e. To a great extent
18. How important were the faculty/staffs' opinion to you in your decision not to study abroad?
- a. Extremely important
  - b. Very important
  - c. Moderately important
  - d. Slightly important
  - e. Not at all important
19. Please rank the following groups' impact on your decision not to study abroad in order of importance: (1 being most important, 4 being least important)
- a. Parents
  - b. Friends
  - c. Significant Others
  - d. Faculty/Staff
20. Please check all the of ways you obtained information about Study Abroad opportunities
- a. TCU Study Abroad Social Media Pages
  - b. TCU Center for International Studies Events (booths around campus)
  - c. TCU Activities Fair
  - d. TCU Website
  - e. Faculty/Staff speaking to my classes about Study Abroad
  - f. Faculty/Staff emails about Study Abroad opportunities
  - g. Friends
21. Are you aware of the TCU Study Abroad Social Media Accounts
- a. Yes, I currently follow them on one or more platform(s)
  - b. Yes, but I do not follow any platforms
  - c. No
22. Are you aware of on-campus Study Abroad information sessions or other on-campus Study Abroad events?
- a. Yes, I have attended one or more event(s)
  - b. Yes, but I have not attended any events
  - c. No
23. Are you aware of the Study Abroad booth at the TCU Activities Fair?
- a. Yes, I have visited in the past
  - b. Yes, but I have not visited
  - c. No

24. Did you use the TCU Study Abroad Website to research information regarding study abroad opportunities?
  - a. Yes
  - b. No
25. Are there any other sources you used to obtain information about Study Abroad opportunities?
  - a. (fill in)
26. Please select which of the following influenced your decision not to study abroad:
  - a. TCU Study Abroad Social Media pages
  - b. TCU Study Abroad events (booths around campus)
  - c. TCU Activities Fair
  - d. TCU Study Abroad Website
  - e. None of the Above
27. Please select your grade at TCU as classified by year.
  - a. First year/ Freshman
  - b. Second year/ Sophomore
  - c. Third year/ Junior
  - d. Fourth year/ Senior
28. Within which college is your major?
  - a. Neeley School of Business
  - b. Harris School of Nursing and Health Sciences
  - c. Bob Schieffer College of Communication
  - d. College of Education
  - e. College of Fine Arts
  - f. AddRan College of Liberal Arts
  - g. College of Science and Engineering
  - h. University Programs
29. Please select your gender.
  - a. Male
  - b. Female
30. Please select your race.
  - a. African American
  - b. Asian Pacific Islander
  - c. Latino
  - d. Non-White other
  - e. White

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