

# Bon Voyage – Exploring Barriers Preventing Study Abroad Experiences for Agriculture Students

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## Findings

- 5.79% of participants indicated they had participated in study abroad (n = 11, 5.79%) while 94% indicated they have not participated in study abroad (n = 179).
- Participants identified financial obligation and fear of travel as barriers to participation, consistent with the results from Taylor & Rivera (2011) and Vernon et al. (2017) studies.
- Study limitations were present as a result of only two questions being directly related to study abroad.

Table 1  
*Reasons for Not Participating in Study Abroad*

Variable	Number of Responses
Financial Obligation	83
COVID travel restrictions	64
Lack of awareness of available trips and courses	63
Lack of interest	38
Other (Please indicate)	37
Lack of resources	36
Openness to other cultures	0

*Note:* Respondents could select multiple variables.

- Respondents who selected other (please indicate) listed reasons such as time/degree plan conflicts, being in their first semester, lack of awareness, and lack of study abroad opportunities for their major as barriers to participation.

## Implications/Recommendations

- There is a need for creating affordable opportunities for college of agriculture students to engage in study abroad activities.
- Faculty should be mindful financial obligation and COVID restrictions as being top barriers for students and better market study abroad opportunities to increase awareness and interest.

## Introduction

- Universities prioritize efforts to increase and promote international educational experiences (Roberts et al., 2020).
- Students need educational opportunities to prepare them to face global challenges and connect with individuals from different cultures (Moriba, 2012).

## Theoretical Framework

- The Theory of Planned Behavior was used as a conceptual guide to understand student barriers to participation in study abroad experiences (Ajzen, 2002).
- There is an increased chance of an individual performing a behavior when they have a more favorable attitude towards a subjective norm (Ajzen, 2002).

## Methodology

- This study collected data from undergraduate students regarding study abroad-related information from a college-wide survey (N = 190).
- This study had approximately 2 (N = 2) questions.
- Reliability and validity of the questions were established using a pilot test distributed to students at Texas Tech.

References

