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**EXAMINING STUDENTS' PERCEPTIONS OF GLOBALIZATION AND STUDY ABROAD PROGRAMS  
AT HBCUs**

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# **EXAMINING STUDENTS' PERCEPTIONS OF GLOBALIZATION AND STUDY ABROAD PROGRAMS AT HBCUs**

**Stevon Walker, James O. Bukenya and Terrence Thomas**

## **ABSTRACT**

The objective in this paper is to explore students' perceptions of globalization and study abroad programs at Historically Black Colleges and Universities (HBCUs). Recent statistics reveal that in spite of the current growth in the number of US students receiving academic credit for their overseas academic experience, less than one percent of undergraduate minority students participate in a study abroad program during their degree program. The analysis is based on survey questionnaires administered to 263 undergraduate minority students at Alabama A&M University. The questionnaire contained questions related to respondents' demographic characteristics and likert-scale questions pertaining to students' perceptions of globalization and studying abroad programs. The data are analyzed using factor analysis and binary logistic regression. The results of the regression model suggest that while a number of variables such as major and classification are found to have statistically significant relationships towards globalization, demographic variables and information source variables are not good indicators of student perceptions of globalization. One interesting findings is that with a global mindset, business students seem to be more favorably inclined toward globalization than non-business students.

## INTRODUCTION

The rapid globalization of business, combined with a predisposition by educated under-35s to think globally, and regional variation in the value of labor, is leading to the evolution of a global workforce (Salt, 2008). This is apparent in the increased popularity of the international Baccalaureate Diploma Program, which provides students with global understanding and opportunities to study abroad. Open Doors 2009 reports the number of US students studying abroad increased by 8.5 percent in the 2007/08 academic year (Institute of International Education, 2009). This increase marks a decade of unprecedented growth in the number of US students receiving academic credit for their overseas academic experience. In spite of this growth however, the latest statistics reveal that only one percent of U.S. undergraduate students participate in a study abroad program during their degree program (OPE, 2009); and the numbers are even worse for minority students (NAFSA 2003; Institute of International Education, 2006; National Center for Education Statistics, 2006a, b). For instance, in a survey of 53 Historically Black Colleges and Universities (HBCUs), the National Association for Equal Opportunity in Higher Education revealed that only 844 students had studied abroad during the 2003/2004 academic year; and only one-fourth of the institutions surveyed had full-time study abroad coordinators (Norton, 2008). Indeed, minorities have been under represented among study abroad participants for decades (Henbroff and Rusz 1993; Lincoln Commission 2005; Desoff 2006).

As the popularity of the international Baccalaureate Diploma Program increases and as administrators and teachers at HBCUs prepare to expand their international programs, it is critical to understand students' localized interpretation of the world in order to develop appropriate curriculum that teaches global understanding and awareness. The objective in this paper therefore is to explore students' perceptions of globalization and study abroad programs at HBCUs. To make the analysis more focused, the paper hypothesizes that the more an individual has studied economics and/or business, the more accepting and approving they are of globalization. Other minor factors that are tested include: experience in and ties to foreign countries, demographics, and issue-specific opinions on the effects of globalization and study abroad programs.

The rest of the paper is organized as follows. The next section defines globalization and study abroad programs and offers examples of US institutions engaged in study abroad programs. Next, a review of the literature pertaining to globalization and study abroad programs is presented, followed by a description of the survey instrument used for data collection and a description of the data. Then, the

empirical analysis, based on factor analysis and binary logistic approaches, is presented. The last sections present a discussion of the estimated results, study conclusions and limitations.

### **Defining Globalization and study Abroad Programs**

Most researchers agree that globalization rests upon, or simply is, the growth in international exchange of goods, services, and capital, and the increasing levels of integration that characterize economic activity (BERA, 2004; Green, 2005). In this sense, globalization is only another word for internationalization. In a broader view Panayotou (2000) defines globalization as an on-going process of global integration that encompasses economic integration through trade, investment and capital flows; political interaction; information and information technology; and culture. On the other hand, studying abroad is pursuing an educational opportunity in another country. James Buschman, author of "Global Study: A World of Possibilities, defines studying abroad as providing for one's self, living, and studying for a period of time outside one's native country (Buschman, 1997). However, as Green (2005) observes, "The vast majority of U.S. students will not study abroad during college" (p.29); and this observation is especially true of HBCUs students.

Several US institutions have recently addressed some barriers to faculty and students' participation in study abroad and international exchange programs. For instance, Iowa State University successfully completed a four-year project with the National Agricultural University of Ukraine leading to an international consortium on agricultural education to unify agricultural programs at universities worldwide, facilitate student and faculty exchanges, and add more international views in courses. Florida A&M University has developed the Global Opportunities - I-10 (GO I-10) project to address the international awareness and understanding of its predominantly African-American student body. Texas Southern University is pursuing programs that provide students and faculty with global perspectives by focusing its globalization efforts on its international business and energy development programs. To strengthen its academic and economic development mission, North Carolina State University has signed memorandum of understanding with some of China's most prestigious universities to provide avenues and opportunities for its graduates to compete globally and link North Carolina to an emerging and fast growing economy. These programs have enhanced the reputations of these institutions abroad, enriched their course offerings and advanced their international student-recruitment efforts.

## LITERATURE REVIEW

A review of the international education literature reveals that global education and study abroad programs have become a robust trend both in American higher education and in the higher education systems of other countries (Cornwell and Stoddard, 1999; Altbach, 2002; Green and Barblan, 2004). Qiang (2003) observes that the internationalization of education is necessary for preparing college graduates who comprehend the globalization of societies, economies, and labor markets. He further states that these contingencies demand not only specific types of knowledge but also “multilingualism and social and intercultural skills and attitudes” (p. 248). Several factors can impact student’s perceptions of global study programs. Booker (2001) studied students who were study abroad applicants and interested non-applicants and made significant comparisons with relations to each respondents attribute and study abroad preferences, on top of their perceptions to the institutional support of international education. Using factor analysis, responses were compared to the manipulations of the distinguished consequences of studying abroad, perceived social preferences from imperative references, and obstacles to study abroad in accordance to the decision to or not to apply. The results led to the conclusion that: study abroad students are more likely to be middle class, non-minority, or female students; students who are non-business majors are more likely to be non-applicants; and that the significant factors that directly affect student’s decision of whether or not to apply for study abroad programs are (a) the possibility that studying abroad can delay the completion time of the degree, (b) financial issues, (c) direction of influence from family and friends, (d) possibility of taking a travel break during college, (e) the possibility of learning more about the world and oneself, (f) grade point average, (g) and the possibility that international experience that is obtained from the study abroad program enhances career opportunities (Booker, 2001).

In another related study, Chieffo’s (2000) quantitative study at the University of Delaware examined the determinants of student participation in study abroad programs. She found that the determining factors of participation fell into five main categories: 1) financial, 2) social, 3) academic, 4) personal, and 5) institutional. Her survey showed that students obtain the greatest amount of study abroad information from their friends and classmates. Parental influence, both general and financial, is also important; however, the study revealed a lack of influence from faculty. In a 2003 study, Peterson looked at the opinions and experiences of study abroad participants at Michigan State University to develop a theoretical model to guide effective communication strategies to improve undergraduate study abroad recruitment. Specifically,

she examined the attitudes and norms that influenced the student decision making process, the relative importance of study abroad issues, and the messengers of those issues (Peterson, 2003).

Several studies have documented the impact of international exchange programs on participants, host families, and the host institutions (Boyd, et al., 2001; Tritz and Martin, 1997). Tritz and Martin (1997) suggested that exposure to a country, its people and culture, will have an impact on anyone who has studied abroad. As a result of the exposure, perceptions are changed, thoughts challenged, and, most important, a worldly perspective is garnered. Similarly, Boyd et al. (2001) found that the International 4-H Youth Exchange (IYFE) program made positive impacts on participants. They posit that IYFE participants indicated that they were more sensitive to other cultures, more aware of global events, and more involved in community activities than prior to their participation. Fagon and Hart (2002) examines the effects of studying abroad using a dataset consisting of responses from 185 primarily undergraduate students who studied abroad from 2 weeks to 1 year. The survey consisted of an on-line questionnaire that related to topics such as the respondents interests in working in international companies, learning other cultures, and traveling to other countries during the last 5 years. The results suggest that study abroad experiences do have an effect on students in relation to the future college plans, career paths, and eagerness to continue education outside the country. Findings from similar studies (Ayers, 1996; Hutchins, 1996; Zhai and Scheer, 2002; Arnold, 2003) suggest that study abroad programs provide a variety of opportunities for students to increase their awareness and appreciation of cultural diversity, personal growth, and develop skills and attitudes that allow them to function successfully in an interdependent world. Bruening and Frick (2004) noted that international experiences not only helped students understand other cultures, but also helped them recognize the narrowness of their previous perceptions and understandings of other cultures and countries.

Previous studies have also attempted to understand how agricultural experience may be related to interest in international learning programs and activities. Place, Irani, and Friedel (2004) conducted a study among undergraduate and graduate students at the University of Florida's College of Agricultural and Life Sciences. Results indicated that, in general, agricultural students have limited international backgrounds and experience with respect to international learning opportunities. Other studies (Moore, Ingram and Dhital, 1996), college of agriculture students were reasonably knowledgeable of international agriculture related to the USA, but less knowledgeable of world agricultural issues; while Lindner and Dooley (2002) conclude that agricultural education doctoral students' knowledge of international agriculture was only

average following graduation and that this may cause “negative consequences” (p. 65) for future undergraduate students interested in pursuing international experiences. Similarly, Wingenbach, Boyd, Lindner, Dick, Arispe, and Haba (2003) discovered that only 5% of students in agriculture earned a passing score when quizzed about international agricultural issues. The implication of these findings is that the lack of international experiences is associated with lower levels of international knowledge and contributes to a value system that does not embrace internationalization.

To determine how students’ perceptions of the effect of globalization differed from those of business executives, Demirdjian (2005) analyzed data consisting of 400 students and 400 business executives, who had been queried on the economy, culture, and environment of internationally active nations around the world. The findings revealed that business executives seem to be more favorably inclined toward globalization than students. One plausible explanation, he argues, is that businesspersons are rather driven by the profit motive and tend to sell their pants over competition while students are still idealistic partly because of their inexperience of the real world and partly because of the socially responsible educators who explain to their students both the negative and positive sides of globalization. Following these studies, this paper contributes to the literature by further exploring students’ perceptions of and attitude towards globalization at HBCUs.

## DATA

A random sample of undergraduate students was drawn from a population of 5000 students attending Alabama A&M University<sup>1</sup> (AAMU). The sample<sup>2</sup> included freshman, sophomore, junior and senior students enrolled during the Fall 2008 semester. Prior to data collection, a pretest of the survey instrument was conducted on a sample of 25 students in order to evaluate the questionnaire items, focusing on the clarity of the questions and the ease with which questions could be answered using the Internet. The questionnaire (which was created on the Internet)<sup>3</sup> contained questions related to respondents’ demographic characteristics and likert-scale questions pertaining to students’ perceptions of

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<sup>1</sup> AAMU maintains a legacy as an 1890 Land Grant Institution. The University offers baccalaureate, graduate, and doctoral degrees to all qualified and capable individuals interested in developing their technical, professional, and scholastic skills and competencies. AAMU has the only doctoral granting program among HBCUs in food science, and plant and soil science concentrations and has also been ranked as the nation’s #1 institution in granting African-American, PhDs in agricultural sciences (Black Issues in Higher Education, July 19, 2001 Special Issue).

<sup>2</sup> A sample of 375 was determined using a 95% confidence level and a 5 confidence interval. The e-mail addresses were obtained from AAMU’s IT department.

<sup>3</sup> The questionnaire was created at <http://www.surveymonkey.com>, which is a service of Survey Monkey Inc.—a Private Corporation based in Portland, Oregon that specializes in high-end Internet surveys.



globalization and studying abroad programs. The internet link to the questionnaire was distributed through e-mail with (i) a message of greetings, (ii) an introductory message and procedures for answering the questions, (iii) a note assuring confidentiality, and (iv) a thank you note on the anticipated responses. Out of the 357 e-mail addresses, 28 were rejected as bad email addresses. Students were removed each week from the mailing list and weekly follow-up reminders were sent to those that did not respond by the end of each of the five weeks. Overall, 263 responses were received, representing a 79.9% response rate.

## **Survey Responses**

First, reliability analysis was conducted using Cronbach's correlation alpha to compute the internal consistency of the students' responses to the questions in the survey<sup>4</sup>. The results revealed an acceptable Cronbach's alpha coefficient of 0.8928, implying that the set of questions used consistently and accurately measured students' responses. As for the survey responses, a tally of the demographic characteristics shows that 5 percent of the respondents were Caucasian/White and 84 percent African-American/Black. Another 11 percent was classified as other races. In terms of gender and age, the sample is over represented by male students with 55 percent of the sample, and the majority of the sample was (78 percent) reported age between 18 to 22 years. The students were of mixed academic levels of freshman (20 percent), sophomores (31 percent), juniors (32 percent), and seniors (17 percent). The sample had relatively high self-reported grade point averages (GPA) as 14 percent reported GPA of 3.5 or above and 51 percent reported GPA between 3.0 and 3.49. When the sample is separated into business and non-business majors<sup>5</sup>, roughly 70 percent of the respondents were non business majors while business majors represent 30 percent.

For students' perceptions of globalization and studying abroad programs, a set of questions asked respondents about their description of globalization (Table 1). When asked whether "expansion in international trade" is a strong feature in the description of globalization, the majority of the students (74 percent) agreed while 26 percent disagreed. When asked whether "growing dependency among countries" is a strong feature in describing globalization, a slightly lower percentage (65%) agreed while 35 percent disagreed. As for the "death of distance" (where no place seems out of reach) and the "ability to work from

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<sup>4</sup> Cronbach's alpha is used extensively when items on questionnaires are not scored dichotomously. Reliability analysis excluded demographic questions because the answers were supposed to be precise.

<sup>5</sup> Business major was defined to include all majors that require 18 semester hours or more in business related subjects like economics, international business/trade, management, accounting, marketing, finance, logistics, etc.

anywhere”, 68 and 72 percent of the students, respectively agreed that these were strong features in their description of globalization. Finally, when asked whether “all nations having equal opportunities in the market place” serves as a strong feature in describing globalization, only 55 percent of the respondents agreed.

Table 3. Please indicate to what extent you agree that each of the following features describes globalization (a process that involves economic, political, and cultural interaction among nations).

<b>Description Variable</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Total</b>
1. Expansion in international trade	21	23	27	138	54	263
2. All nations have equal opportunities in the international market place	25	60	35	105	38	263
3. Growing dependency among nations	14	36	45	126	42	263
4. Ability of professionals to work from anywhere in the world	13	28	33	126	63	263
5. The death of distance ( distance is not a factor in making and maintaining contact with someone else around the world)	19	31	33	113	67	263

The questionnaire also solicited respondents’ opinions about the study abroad programs. When asked whether they think taking courses in global studies increases the chances of getting a job, as well as getting a better job. More than half (66% and 65%, respectively) were in agreement that taking a course in global studies would increase the chances of getting a job and a better job, respectively. Other interesting questions in the survey asked students to indicate how a set of factors would influence their decision to take courses in global studies; and the usefulness of selected information sources about global studies. While more than half of the students in the sample indicated that these factors (Table 2) would influence them to enroll in a global studies program, the desire to gain valuable international experience was deemed to be the most influential factor. As for the most useful information source about global studies program (Table 3), an overwhelming majority of the students in the sample indicated that university professors were considered the most useful information source.

Table 2. If you were to enroll in a global studies program, please indicate how much influence each of the following would have on your decision:

Influential Variable	No influence	Weak influence	Strong influence	Very strong influence	Total
A. Desire to learn more about other cultural traditions	19	53	142	47	261
B. Desire to study under teaching methods other than those employed in your home institutions	8	74	142	35	259
C. Desire to improve level of understanding of international issues	9	52	135	64	260
D. Desire to learn a foreign language	12	67	111	69	259
E. Desire to make friends from a foreign culture	20	63	119	59	261
F. Desire to be well prepared to compete in a global market place	14	53	125	68	260
G. Desire to gain valuable international experience	10	48	130	75	263
H. Desire to study abroad because friends are also studying abroad	28	94	91	48	261

Table 3. On the following five point scale, indicate the usefulness of the following as sources of information about global studies programs:

Information Source	Not very useful	Not Useful	Somewhat Useful	Useful	Very Useful	Total
A. Campus advertisement	25	22	79	101	36	263
B. A friend	14	26	62	118	40	260
C. Campus flier	19	32	77	96	39	263
D. A professor	8	16	41	95	103	263
E. Class presentation	13	19	46	118	67	263
F. Display at activity fair	13	28	59	105	58	263
G. Living group presentation	14	19	52	117	61	263
H. Office of International Programs	18	20	53	89	83	263

### EMPIRICAL ANALYSIS

In order to discover possible trends in perceptions, the dependent variable must capture underlying preferences towards globalization. However, no single question is a perfect indicator of a respondent's description of the phenomenon of globalization. Thus, factor analysis<sup>6</sup> of subject responses to five questions on different aspects of globalization were used to create a new, composite variable, which was used as the dependent variable. Particularly, factor analysis focused on five questions that represent different features of globalization (Table 1). Although each of the five features measures different angle

<sup>6</sup> Factor Analysis is used to unravel the concealed structure a a set of variables. It minimizes quality space from a large number of variables to a smaller number of factors.

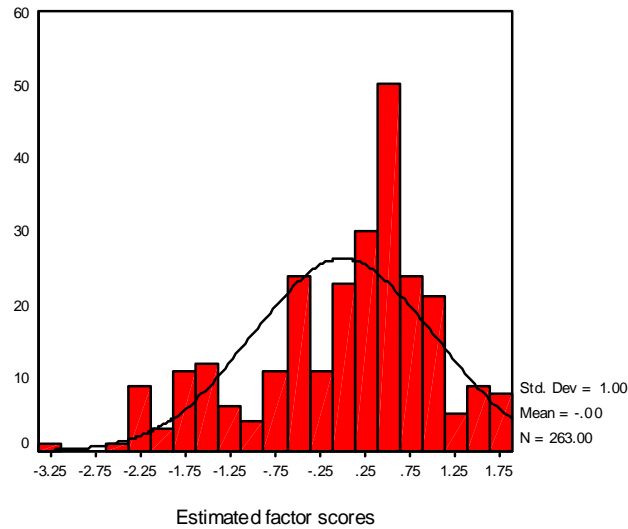
about globalization and its debate, combining them together may provide a better measure capable of capturing one essential attitude element. Table 4 presents factor analysis results. As shown in the table, a single feature (expansion in international trade) contributes 56.6% of the variance. Even though the subject of how many factors to maintain is not standard, the Kaiser criterion which is referred to more and used more so than others prescribes that the factors that has Eigenvalues of greater than one should be maintained. However, to capture the contribution of each of the features, estimated factor scores (Figure 1) which combines the contribution of all the five features is used as a measure of students' perceptions of globalization, with negative scores interpreted to reference negative perceptions and vice versa.

Table 4: Results of Factor Analysis

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.834	56.680	56.680	2.834	56.680	56.680
2	.695	13.895	70.575			
3	.545	10.900	81.475			
4	.495	9.905	91.380			
5	.431	8.620	100.000			

Figures 1 show the distribution of the factor scores generated by reducing the five variables in Table 1 (through factor analysis) to one variable capturing respondent's perceptions of globalization. As can be seen in the figure, students in the sample generally have a positive view of globalization. Using these factor scores, a new binary variable was created by assigning a zero to all respondents with negative factor scores and one to respondents with positive factor scores. This new variable serves at the dependent variable in the binary logistic model that follows.

**Figure 1. Histogram of Estimated Factor Scores**



### Binary Logistic Model

To examine whether the selected variables are correlated with respondents' perception of globalization, we specify a binary logit model. The binary logit model was selected because its asymptotic characteristic constrains the predicted probabilities to a range of zero to one. Also, since the survey provided individual rather than aggregate observations maximum likelihood estimation (Gujarati, 1992) was used to obtain consistent and asymptotically efficient parameters (Pindyck and Rubinfeld, 1991). The estimated model is specified as:

$$\begin{aligned} \text{PERCEPTIONS} = & \beta_0 + \beta_1 \text{EMPLOYMENT} + \beta_2 \text{TRAVEL} + \beta_3 \text{CAMPUS} + \beta_4 \text{PROFESSOR} \\ & + \beta_5 \text{FAIRS} + \beta_6 \text{GENDER} + \beta_7 \text{CLASSIFICATION} + \beta_8 \text{MAJOR} + \varepsilon_i \end{aligned} \quad (1)$$

The dependent variable is coded as 1 if the student's combined responses to the five questions in Table 1 resulted in a positive factor score and 0 otherwise. The independent variables in Equation 1 and their hypothesized effects are defined in Table 5. The binary logit model is estimated using SPSS statistical software. From Equation 1, the parameter estimates ( $\beta_i$ ) do not directly represent the effect of the independent variables. Therefore, to obtain the estimator for qualitative discrete variables, the change in probability brought about by a change in the independent variable is estimated as:  $\Delta P = \beta_k P_i(1 - P_i)$ . Where  $P_i$  is the estimated probability of an individual having a positive perception of globalization evaluated

at the mean, and  $\beta_k$  is the estimated coefficient of the  $k^{th}$  variable. The change in probability ( $\Delta P_i$ ) is a function of the probability, and when multiplied by 100 gives the percentage change in the probability of the event occurring given a change in the variable, all things being equal.

Table 5: Description of variables included in the model (N=263)

<b>Variable Name</b>	<b>Variable Description</b>	<b>Mean</b>	<b>Std. Dev.</b>
Perceptions	A composite variable created using factor analysis based on five features describing the phenomenon of globalization. = 1 if factor score is positive; 0 other wise	0.60	0.49
Employment	Response to the question on whether taking courses in global studies improves ones chances of getting a job. = 1 if Yes; 0 other wise	0.66	0.47
Travel	Response to the question on whether the respondent has ever traveled outside the US = 1 if Yes; 0 other wise	0.36	0.48
Campus	Response to the question on how useful campus fliers are as a source of information about globalization. = 1 if not very useful; 2 if not useful; 3 if somewhat useful; 4 if useful; and 5 if very useful	3.37	1012
Professor	Response to the question on how useful university professors are as a source of information about globalization = 1 if not very useful; 2 if not useful; 3 if somewhat useful; 4 if useful; and 5 if very useful	4.02	1.03
Fairs	Response to the question on how useful a display at activity fairs are as source of information about globalization = 1 if not very useful; 2 if not useful; 3 if somewhat useful; 4 if useful; and 5 if very useful	3.63	1.09
Gender	Respondents' sex = 1 if male; 0 other wise	0.55	0.50
Classification	Respondents years in college = 1 if freshman (1 year); 2 if Sophomore (2 years); 3 if Junior (3 years); and 4 if senior (4 years)	2.01	0.67
Major	Respondents' field of study = 1 if business field; 0 otherwise	0.32	0.47

## RESULTS AND DISCUSSION

The results are presented in Table 6, including the log likelihood coefficient, the Nagelkerke R-square, the chi-square statistics and the model's prediction success. The measures of goodness of fit indicate that the model fits the data fairly well. The logit model chi-square statistics was significant at the 0.038 level rejecting the null hypothesis that the set of explanatory variables were together insignificant in predicting variation in the dependent variable. Although the Nagelkerke R<sup>2</sup> value is low, which is the norm in logistic regression (Hosmer and Lemeshow, 2000); the tabulation of prediction success shows that with a 50-50 classification scheme, approximately 70 percent (184 out of 262) of the respondents were correctly classified as those who have a positive perception of globalization. Overall, the binary logit regression results show five coefficient estimates that are statistically significant, including the intercept.

Table 6: Binary Logit Model Results for Students' Perceptions of Globalization

<b>Variable</b>	<b>Coefficient</b>	<b>S.E.</b>	<b>Wald</b>	<b>Sig.</b>	<b>Δ Probability</b>
<b>INTERCEPT</b>	-2.3***	0.73	9.8	0.00	----
<b>JOB</b>	0.63*	0.33	3.63	0.057	0.030
<b>TRAVEL</b>	0.42***	0.14	8.28	0.004	0.048
<b>CAMPUS</b>	0.28	0.29	0.94	0.33	0.029
<b>PROFESSOR</b>	-0.46	0.31	2.36	0.12	-0.031
<b>FAIRS</b>	0.18	0.15	1.41	0.24	0.017
<b>GENDER</b>	0.11	0.28	0.17	0.68	0.010
<b>CLASSIFICATION</b>	-0.32*	0.17	3.65	0.056	-0.020
<b>MAJOR</b>	1.01***	0.32	10	0.00	0.171
Chi-square	10.127				
-2 Log Likelihood	234.516				
Nagelkerke R-square	0.074				
Model Prediction	70%				
Sample size	263				

\* , \*\* , \*\*\* denotes significance at 10, 5, and 1 percent levels, respectively.

The literature seems to support the claim that the more an individual has studied economics and/or business, the more accepting and approving they are of globalization (Booker, 2001; Demirdjian, 2005). This hypothesis was tested using a dummy variable (**MAJOR**) coded as 1 for business majors and 0 otherwise. The results support this claim suggesting that ceteris paribus, business students are 17 percent more likely to have positive perceptions of globalization than non-business students. Notably, of all explanatory variables, this variable had the greatest effect on students' perceptions of globalization.

Similarly, a continuous variable (**CLASSIFICATION**) was created to represent the number of years a respondent has been in college. This measure of college years also serves as a measure of education level and age and/or experience. The sign of the estimated coefficient for this variable is negative and contrary to study expectations, suggesting that as the number of years a respondent has been in college increases, the less likely the respondents are to have positive perceptions, ceteris paribus. The change in probability coefficient suggests that the likelihood of positive perceptions reduce by 2 percent with increase in college years. The study also examine whether the possibility of securing an international job (**EMPLOYMENT**) would influence students perception of globalization. The estimated coefficient is statistically significant and the change in probability coefficient (0.030) suggests that students to whom opportunities for international carriers is important are 3 percent more likely to have a positive perception of globalization. The last variable that was statistically significant is **TRAVEL**, measuring whether or not having traveled outside of the US influences students' perceptions. The variable has the hypothesized positive effect with an estimated change in probability coefficient of 0.048, implying, that students who have been to other countries are roughly 5 percent more likely to have a positive perception of globalization than students who have not traveled to another country, ceteris paribus.

The rest of the variables including **PROFESSOR**, **CAMPUS** and **FAIRS** were not statistically significant. The professor variable was created to measure whether or not the information obtained from college professors through lectures, assignments and scholarly writings contribute greatly to the process through which students form opinions on a variety of issues, including globalization. Chieffo's (2000) provides support for this finding by noting that students obtain the greatest amount of study abroad information from their friends and classmates; and revealing a lack of influence from faculty. Similarly, campus fliers and activity fairs are widely used as effective ways of advertising across college campuses and in the process, influence students' perceptions on a variety of issues. Although both variables have the hypothesized effects, the coefficients are not statistically significant.



## **Conclusions**

In summary, the results of the regression model suggest that while a number of variables such as major and classification are found to have statistically significant relationships towards globalization, demographic variables and information source variables are not good indicators of student perceptions of globalization. As found in the survey, as the level of education increases, so does the skepticism about globalization. One interesting findings is that with a global mindset, however, business students seem to be more favorably inclined toward globalization than non-business students. While the findings of this study highlight several significant variables, some limitations should be noted. Specifically, the small sample size warrant some caution when extending the results to other HBCUs. Second, the researcher relied on students to self-report their attitudes and perceptions as accurately as possible. Finally, though a multi-institutional and longitudinal study would provide the greatest breadth and depth of data, this study is restricted to one institution and one academic year.

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