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CULTURALLY RELEVANT LEISURE EXPERIENCES AS PREDICTORS OF  
INTERCULTURAL SENSITIVITY AMONG STUDY ABROAD STUDENTS

BY

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B.S. Recreation Management & Policy: Program Administration,  
University of New Hampshire, 2017

THESIS

Submitted to the University of New Hampshire  
in Partial Fulfillment of  
the Requirements for the Degree of

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in  
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## ABSTRACT

### CULTURAL RELEVANT LEISURE EXPERIENCES AS PREDICTORS OF INTERCULTURAL SENSITIVITY AMONG STUDY ABROAD STUDENTS

by

Samantha Powers

University of New Hampshire, May 2018

Study abroad programs are promoted on the premise that they offer valuable cross-cultural experiences and provide students with desired 21<sup>st</sup> century skills including global awareness, cross-cultural communications, and intercultural sensitivity (IS); however, simply to send students abroad is not enough to ensure skill development. Rather, there is a need for intentional pedagogy. As Engle and Engle (2004) have suggested regarding IS, the most successful study abroad programs seem to include culturally relevant leisure within the host community. Moreover, the theoretical framework of Bennett's Developmental Model of Intercultural Sensitivity has suggested the importance of various culturally relevant leisure experiences in assisting students in progressing from the worldview of ethnocentrism to ethnorelativism. The purpose of this exploratory study was to investigate the relationship between participation in culturally relevant leisure during study abroad and IS. Findings suggest importance of leisure engagement in culturally relevant media during study abroad. Pedagogical implications will be discussed.

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## **Introduction**

According to the Institute of International Education (IES), more than 325,000 U.S. university students studied abroad in 2016 (IES, 2017). These study abroad programs have been shown to provide opportunities for valuable cross-cultural experiences (Chieffo & Griffiths, 2004; Engle & Engle, 2004; Salisbury, 2013). In our globalized world, university graduates are expected to have many transferable skills, including the ability to work with diverse populations, speak more than one language, and thrive in unfamiliar environments. Not only does participating in study abroad make a person more marketable, research has also shown that it aids in the development of these skills that are necessary in the workforce (Dolby, 2004). Some of these marketable skills include the development of a global understanding, intercultural sensitivity, and cross-cultural communication (Black & Duhon, 2006; Medina-Lopez-Portillo, 2004; Olson & Kroger, 2001).

Moreover, research has suggested that those who spend time abroad are more likely to engage with people or activities of other cultures, and therefore experience an environment which provides the opportunity to develop intercultural competencies (Murphy, Sahakyan, Yong-Yi, & Magnan, 2014). However, research has demonstrated that simply spending time abroad is not enough to foster the development of these global skills; rather many studies emphasize the importance of engagement with the host culture as a crucial step in development of intercultural abilities. Successful study abroad programs seem to promote host culture engagement through offering culturally relevant leisure experiences within the host community (Engle & Engle, 2004). However, to date, little is known about the relationship between culturally relevant leisure and one's level of intercultural sensitivity. This research sought to add

to the body of knowledge by investigating this connection between culturally relevant leisure and intercultural sensitivity.

### ***Purpose***

The purpose of this exploratory study was to investigate the relationship between participation in culturally relevant leisure during study abroad and intercultural sensitivity (IS). This study sought to assess students' opportunities for culturally relevant leisure through assessment of the frequency of participation in a variety of culturally relevant leisure experiences. This research aimed to provide direction for the design of study abroad programs which focus educational pedagogy on the intentional outcomes of intercultural sensitivity development.

### ***Research Questions***

1. Is there a significant difference in intercultural sensitivity between students who have studied abroad and students who have not studied abroad?
2. Is there a significant relationship between participation in culturally relevant leisure during study abroad and level of intercultural sensitivity?
3. Among study abroad students, which culturally relevant leisure experiences are positively related to intercultural sensitivity?

## **Literature Review**

### ***Intercultural Sensitivity***

A key component of any international experience is interacting with people of other cultures. Many researchers have studied the relationship between study abroad and intercultural sensitivity, a concept which Bennett (2014) defined as the way in which people interact with different cultures as well as the world around them. Bennett's (1993) Developmental Model of Intercultural Sensitivity outlines six stages of IS development: denial of difference, defense



against difference, minimization of difference, acceptance of difference, adaptation to difference, and integration of difference. As Bennett (2014) described, “the underlying assumption of the model is that as one's perceptual organization of cultural difference becomes more complex, one's experience of culture becomes more sophisticated and the potential for exercising competence in intercultural relations increases.” Bennett’s model is a continuum, and each of the stages represents a level of IS from ethnocentrism to ethnorelativism. The model has suggested that those who are more ethnocentric typically experience the world through the lens of their own culture, as opposed to those who are more ethnorelative and experience cultures relative to one another (Bennett, 2014).

IS is important in all aspects of life because it dictates how people as global citizens interact with the world. Depending on one’s level of IS, there are specific intentional experiences that a person can engage in to become more sensitive and therefore move further along the continuum (Bennett, 2014). For each stage in the model, Bennett (1993) provides examples of ways for educators to assist learners in becoming more ethnorelative. Many of these suggestions include culturally relevant leisure experiences such as eating international cuisine, visiting local art museums, or participating in culture festivals (Bennett, 1993).

### ***Study Abroad and Intercultural Sensitivity***

Certain study abroad program designs appear to promote the development of IS (Chieffo & Griffiths, 2004; Engle & Engle, 2004; Salisbury, 2013; Pederson, 2010). However, research has demonstrated that simply spending time abroad often does not lead to IS development (Kuchinke, Ardichvili, & Lokkesmoe, 2014; Pedersen, 2010; Richards & Doorenbos, 2016). Literature has suggested that American students abroad face many obstacles which inhibit the full participation in the host culture including widespread use of English, lack of foreign

language skills, and domination of American culture. While some study abroad students may remain predominately surrounded by these facets of American culture while abroad, others delve deep into their host culture and experience life-long benefits. Research has suggested that successful study abroad programs address these barriers by including culturally relevant leisure experiences within host communities (Engle & Engle, 2004).

There are many different classifications of study abroad programs which vary in duration, timing, location, and management style. In terms of program management, there are two main program types: those which are managed by the home university and those which are managed by a third-party provider. Regardless of the agency managing the study abroad program, a benefits based management approach should remain at the forefront of international education pedagogy.

### ***Benefits Based Management***

The success of study abroad programs depends on a benefits based or outcomes based management approach. This management philosophy focuses program development and policy with potential benefits to participants in mind. That is, programming is intentional and is targeted to specific outcomes (Driver, 1998; Roth & Brooks-Gunn, 2016; Walker, Marczak, Blyth, & Borden, 2005). It is important for study abroad programs to communicate these benefits through documented evaluation and evidence based practices such as those which exist in youth and student development settings.

Through the use of continuing evaluations, study abroad programs can examine their current outcomes and benefits. Then, program managers can redesign and modify programs so that more participants can reap these benefits. This type of intentional pedagogy in study abroad programs has the potential to increase learning outcomes, especially regarding intercultural

sensitivity. For example, a program in which students fail to develop intercultural sensitivity could redesign its mission and practices so that they directly support the development of intercultural sensitivity. One solution may be for the program to increase its culturally relevant leisure activities which include intercultural contact for participants.

### ***Leisure and Study Abroad***

Research has suggested a connection between studying abroad and participating in culturally relevant leisure, such that those who have studied abroad are more likely to engage in culturally relevant leisure such as cooking international cuisine, traveling internationally, listening to music in a language other than English, or reading international publications (Murphy, Sahakyan, Yong-Yi, & Magnan, 2014). Kim, Heo, Lee, Suh, and Kim (2014) suggested the importance of culturally relevant leisure in that it contributes to development of intercultural sensitivity. Results of these studies corroborated findings of Engle and Engle (2004), which suggested the important connection between culturally relevant leisure during the study abroad experience, and IS.

Further, leisure provides unique opportunities for interracial and intercultural contact, an important aspect of any cross-cultural experience. As Floyd and Shiner (1999) demonstrated, there is an inherent connection between race and leisure such that individuals with high interracial contact often share leisure interests with those of another race. It is logical that similar theory would extend to intercultural contact, especially given that intercultural contact through leisure has been shown to relate to establishment of multicultural relationships and positive adjustments to new cultures (Kudo & Simkin, 2003; Toyokawa & Toyokawa, 2002). These outcomes coupled with Floyd and Shiner's (1999) Interracial Contact Hypothesis suggest that those who engage in more intercultural contact also engage in more similar leisure preferences,

furthering opportunities for additional intercultural leisure. Within study abroad, it is important for programs to provide opportunities for direct contact with people of the host country; while the context of intercultural experiences may vary, structuring these experiences through the framework of leisure may be beneficial for study abroad program managers.

A gap in the research exists investigating the relationship between culturally relevant leisure and one's level of intercultural sensitivity. Study abroad programs represent a useful way for students and emerging adults to experience and understand their host culture. Leisure and culture are inherently connected, and as "the Greeks believed...without leisure, there could be no culture" (Brightbill, 1960, p. 1). While the concrete definition of leisure time has been debated for centuries, its role in culture has always had value. As Pieper suggests, "culture depends for its very existence on leisure" (Pieper, 1963, p. 15). From arts, sports, or philosophy, the recreational pursuits of people reflect their cultural upbringing (Brightbill, 1960). This research investigated how study abroad students spend their leisure time in their host countries how this related to their understanding of culture through the theoretical framework of Bennett's Developmental Model of Intercultural Sensitivity.

### **Methods**

All activities associated with this research were approved by the university's Institutional Review Board. This exploratory, quantitative study included the distribution of an online Qualtrics survey to a study abroad group and a control group at a mid-size, public university in the northeastern United States. The study was available to all students who participated in study abroad programs during Summer 2017 and Fall 2017 for academic credit. In addition to completing the Intercultural Sensitivity Scale (ISS), study abroad students were given a self-report measure to assess their frequency of participation in a variety of culturally relevant leisure

experiences. The survey instrument was pilot tested in Spring 2017 among a similar population. Surveys were distributed by email from the university's study abroad office and distribution timing was designed to align closely with when students returned from studying abroad. Distribution followed a modified Dillman method of three contact points to increase response rate and also included monetary incentives in the form of a gift card drawing (Dillman, Smyth, & Christian, 2009). The study's control group was assessed through a general education humanities course at the university with a class standing distribution which closely matched that of the study abroad population. Students in the control group had not previously studied abroad; any students from this group who had previously studied abroad were not included in analysis.

### ***Instrumentation***

The survey instrument contained four main sections: demographics, study abroad program characteristics, frequency of participation in culturally relevant leisure during study abroad, and the Intercultural Sensitivity Scale. In terms of demographics, respondents were asked to identify their gender, class standing, and college. Characteristics of study abroad programs included provider, timing, length, location, and host country language. Students were also asked to assess their comfort with the host country culture and language.

Participation in culturally relevant leisure during study abroad was operationalized through a series of questions modified from Murphy et al. (2014). Respondents were asked to self-report their frequency of participation (1=never, 2=rarely, 3=sometimes, 4=frequently) in a variety of culturally relevant leisure experiences during their time abroad. For example, the measure included items such as "read international newspapers, journals, or magazines," "cook international or local cuisine," and "travel internationally for pleasure."

Chen and Starosta's (2000) Intercultural Sensitivity Scale was the primary instrument used in this study. Based on Bennett's (1993) Developmental Model of Intercultural Sensitivity, the ISS was designed to measure one's level of intercultural sensitivity. Bennett's model has been widely used in research with students, education professionals, employees, and large organizations. Research has shown support for adapting intercultural development inventories such as the ISS for use in research with study abroad students (Clark, Flaherty, Wright and McMillan, 2009). The ISS is a 24 item Likert scale which measures five composite variables to assess one's level of intercultural sensitivity as described in Bennett's Developmental Model of Intercultural Sensitivity. A higher score reflects higher intercultural sensitivity. The following domains are included in the measurement: interaction engagement, respect for cultural differences, interaction confidence, interaction enjoyment, and interaction attentiveness. Each item in the ISS is measured on a scale of 1= strongly disagree to 5=strongly agree. Nine of the items are reverse coded and then all 24 items are summed to an overall score with a maximum score of 120.

The ISS has been used in previous research with study abroad students and has been shown to be both a valid and reliable measure of a person's stage in Bennett's model. When the ISS was tested for reliability in this study, the Cronbach's alpha coefficient was .795. To test the validity, researchers Chen and Starosta (2000) have also compared the scale to five other similar measures and found significant correlation between them ( $p < .05$  level with values ranging from  $r = .17$  to  $r = .52$ ).

Data was analyzed in SPSS Version 24 using descriptive statistics, analysis of variance, and step-wise linear regression.

## Results

### *Descriptive Statistics of Study Abroad Students*

Of the 122 respondents, 51 were from the study abroad group and 71 from the control group. Of the 51 study abroad respondents, 22% identified as male and 78% as female. In terms of class standing, a majority of respondents were seniors (51.1%), followed by juniors (37.5%), and a small portion of sophomores (10.4%; Table 1). Nearly half of respondents came from the College of Liberal Arts (49.0%). The College of Life Sciences and Agriculture and College of Health and Human Services each represented 18.4% of overall respondents. Students from the Colleges of Engineering and Physical sciences as well as Business and Economics were very underrepresented in this population (4.1% and 10.2%, respectively). In terms of study abroad program characteristics, respondents very fairly evenly split between university managed programs and third party approved programs (46.9% and 53.1%, respectively; Table 2). Most students participated in semester long study abroad program in the fall (66.0%). Programs averaged a length of 11 weeks. Nearly half of respondents reported living in an apartment while abroad (44.0%). Eighteen percent of students lived with a local family in a homestay and 20% of students lived in a dormitory. Seventy percent of respondents studied abroad in a country where English was not the predominant language.

**Table 1.** Descriptive Statistics of Study Abroad and Control Group Participants

<b>Variable</b>	<b>Study Abroad <i>N</i> (%)</b>	<b>Control <i>N</i> (%)</b>
<b>Gender</b>		
Male	11 (22.0%)	41 (57.7%)
Female	39 (78.0%)	30 (42.3%)
<b>Class Standing</b>		
Sophomore	5 (10.4%)	14 (19.7%)
Junior	18 (37.5%)	26 (36.6%)
Senior	25 (51.1%)	31 (43.7%)
<b>College</b>		
Life Sciences and Agriculture	9 (18.4%)	12 (16.9%)
Liberal Arts	24 (49.0%)	13 (18.3%)
Health and Human Services	9 (18.4%)	15 (21.1%)
Engineering and Physical Sciences	2 (4.1%)	20 (28.2%)
Business	5 (10.2%)	11 (15.5%)

**Table 2.** Characteristics of Study Abroad Programs

<b>Variable</b>	<b>Study Abroad <i>N</i> (%)</b>
<b>Program Provider</b>	
University Managed Program	23 (46.9%)
Approved Program	26 (53.1%)
<b>Timing</b>	
Fall	33 (66.0%)
Summer	17 (34.0%)
<b>Length</b>	
	<i>M</i> = 10.96 (4.5)
1-3 weeks	2 (4.0%)
4-10 weeks	16 (32.0%)
10-14 weeks	13 (30.0%)
15 or more weeks	19 (38.0%)
<b>Living Situation</b>	
Homestay	9 (18.0%)
Apartment	22 (44.0%)
Dorm	10 (20.0%)
Other	9 (18.0%)
<b>Predominant Language</b>	
English	15 (30.0%)
Non-English	35 (70.0%)

Bivariate analysis suggested the existence of differences between the study abroad group and control group. The control group (n=71) was more evenly split by gender and more equally distributed in terms of college of study (Table 1). Results of a one-way analysis of variance



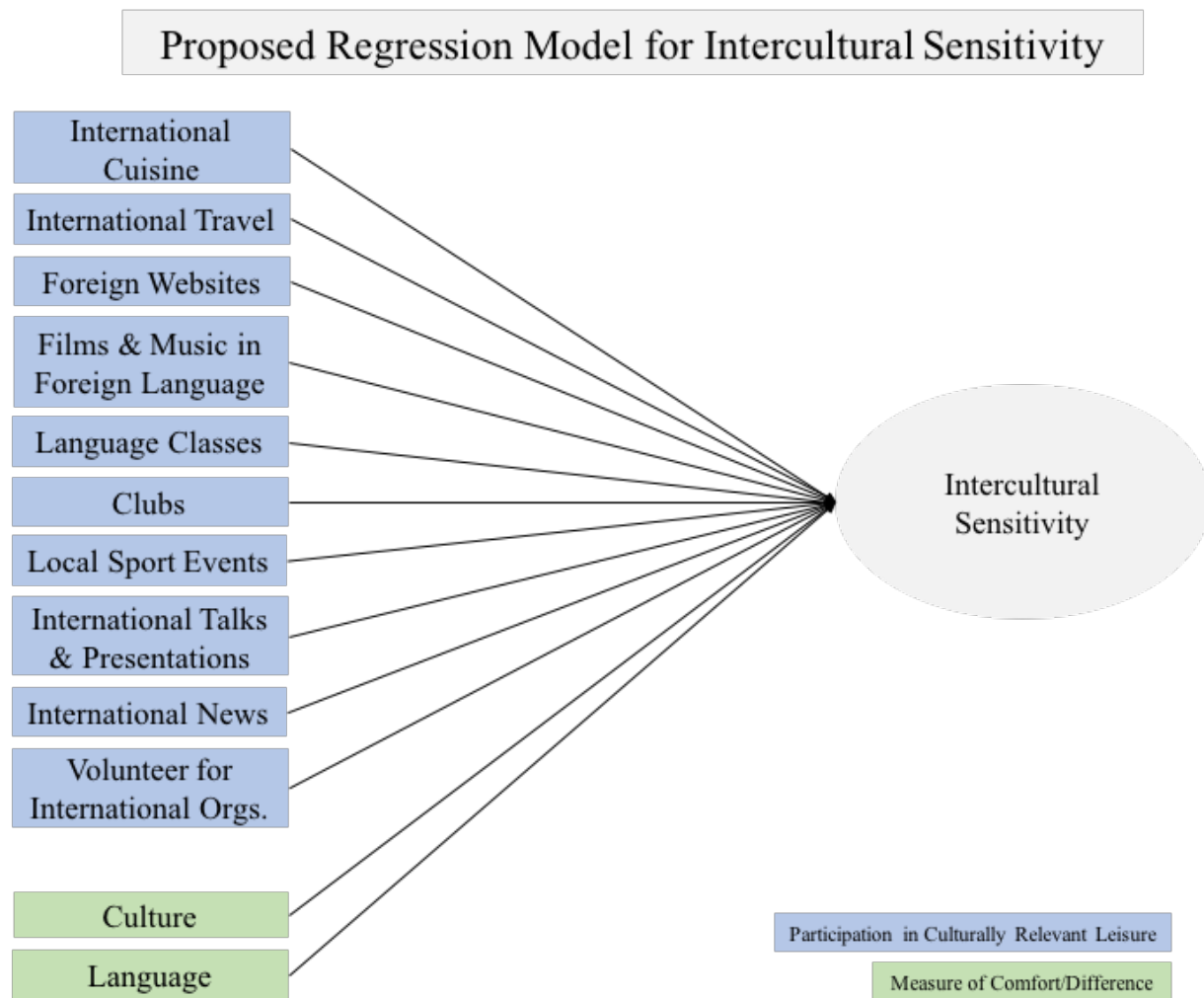
demonstrated that students who studied abroad had significantly higher levels of intercultural sensitivity than students who did not study abroad ( $F=11.407$  (1,100),  $p= .001$ ). Study abroad students averaged a mean of 98.2 on the ISS out of a highest possible score of 120. In comparison, the control group averaged a score of 91.7. In addition to differences in the overall construct, significant differences were found within four of the five subdomains. Study abroad students compared to control group students scored higher on Respect for Cultural Differences ( $M= 4.54$ ;  $M= 4.07$ , respectively,  $p < .001$ ), Interaction Engagement ( $M= 4.19$ ;  $M= 3.82$ , respectively,  $p < .001$ ), Interaction Enjoyment ( $M= 4.23$ ;  $M= 3.97$ , respectively,  $p= .030$ ), and Interaction Attentiveness ( $M= 3.92$ ;  $M= 3.64$ , respectively,  $p= .009$ ) (Table 3).

**Table 3.** One Way Analysis of Variance Comparing Mean Respondent Intercultural Sensitivity Between Study Abroad and Control

Factors	N	Overall Mean <sup>a</sup> (SD)	Study Abroad Mean <sup>a</sup> (SD)	Non-Study Abroad Mean <sup>a</sup> (SD)	F Value	Sig
<b>Overall Intercultural Sensitivity Score (<math>\alpha = .795</math>)</b>	112	94.07 (10.27)	98.2 (10.05)	91.69 (9.69)	11.407	.001
Respect for Cultural Differences	112	4.24 (.59)	4.54 (.43)	4.07 (.60)	19.176	.000
Interaction Enjoyment	112	4.06 (.61)	4.23 (.64)	3.97 (.57)	4.809	.030
Interaction Engagement	112	3.95 (.48)	4.19 (.40)	3.82 (.48)	17.891	.000
Interaction Attentiveness	112	3.74 (.54)	3.92 (.55)	3.64 (.51)	7.123	.009
Interaction Confidence	112	3.53 (.61)	3.50 (.70)	3.54 (.55)	.118	.732

<sup>a</sup> For Study Abroad respondents,  $n = 41$ , For Control Group respondents,  $n = 71$

<sup>b</sup> Items reverse coded



**Figure 1.** Full Regression Model for Intercultural Sensitivity

***Full Regression Model for Intercultural Sensitivity***

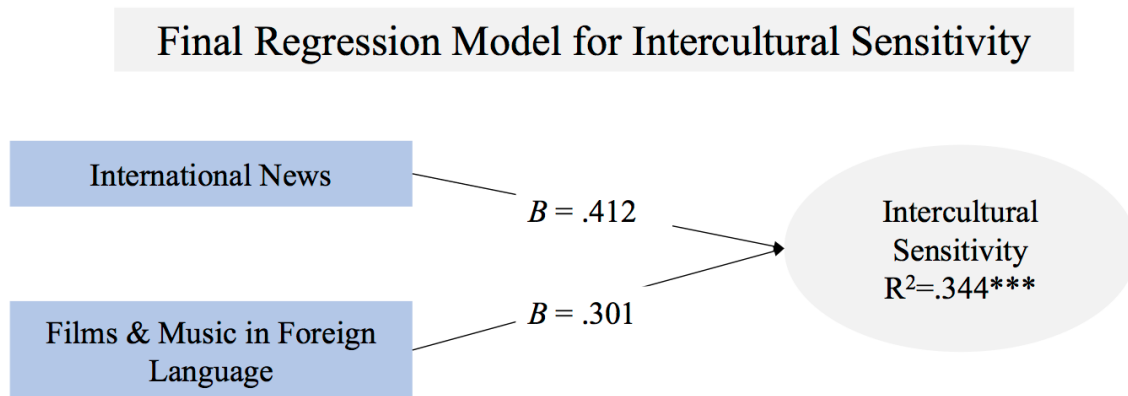
In order to investigate the factors accounting for the variance in intercultural sensitivity among the study abroad students, a linear regression was conducted. The proposed linear regression for intercultural sensitivity included the following independent variables: items measuring the frequency of participation in culturally relevant leisure during study abroad as well as measures of comfort with the language and culture of the host country (Figure 1; Table 4).

**Table 4.** Full Regression Model for Intercultural Sensitivity

Independent Variables	Mean (SD)
<b>Participation in Culturally Relevant Leisure</b>	
Trying international cuisine <sup>a</sup>	4.46 (1.19)
Travel internationally for pleasure <sup>a</sup>	3.35 (2.12)
Access foreign websites <sup>a</sup>	2.59 (1.64)
Watch films or listen to music in a language other than English <sup>a</sup>	2.50 (1.85)
Take language classes	2.48 (2.41)
Attend clubs	1.95 (1.99)
Attend local sporting events	1.75 (1.45)
Attend talks or presentations with an international focus <sup>a</sup>	1.65 (1.61)
Read international newspapers, journals, or magazines <sup>a</sup>	1.50 (1.63)
Volunteer or participate in international organizations	.73 (1.15)
<b>Cultural Comfort/Difference</b>	
Culture of host country <sup>b</sup>	3.34 (.66)
Language of host country <sup>b</sup>	2.80 (.94)

<sup>a</sup>Note. Frequency of participation in culturally relevant leisure, (0= never to 4= frequently)

<sup>b</sup>Note. Level of comfort, (1= very uncomfortable, 2= somewhat uncomfortable but able to manage, 3= somewhat comfortable, but still different from home, 4 =very comfortable, similar to home)



\* p ≤ .050, \*\* p ≤ .010, \*\*\* p ≤ .001, Only significant variables were used in this model.

**Figure 2.** Final Regression Model for Intercultural Sensitivity

***Final Linear Regression for Intercultural Sensitivity***

When controlling for comfort with the language and culture of the host country, a final stepwise regression model revealed that two of the culturally relevant leisure experiences explained a significant portion of the variance in intercultural sensitivity (Figure 2; Table 5).

Reading international newspapers, journals, or magazines and watching films or listening to music in a language other than English accounted for 34% of the variance in overall intercultural sensitivity ( $r = .587$ ,  $F = 9.720$  (2, 37),  $p < .001$ ). Reading international news had the strongest relationship with intercultural sensitivity, followed closely by watching films and listening to music in a foreign language ( $\beta = .412$ ,  $p = .006$ ;  $\beta = .301$ ,  $p = .040$ , respectively). Both items had direct, positive relationships with intercultural sensitivity, suggesting the existence of a significant relationship between culturally relevant leisure during study abroad and intercultural sensitivity.

**Table 5.** Final Regression for Intercultural Sensitivity

Model	$R^2$	Independent Variables	$\beta$	Sig
Intercultural Sensitivity	.344***	Read international newspapers, journals, or magazines	.412	.006
		Watch films or listen to music in a language other than English	.301	.040

\*  $p \leq .050$ , \*\*  $p \leq .010$ , \*\*\*  $p \leq .001$ , Only significant variables were used in this model.

### Discussion

Overall, results of this exploratory study suggested high levels of intercultural sensitivity among study abroad students and limited variance in their intercultural sensitivity. Students who had studied abroad had significantly higher IS than students who had not studied abroad. These differences are not surprising given the debate over the existence of a selection bias which suggests that students who opt to study abroad may be fundamentally different than those who do not and therefore may be predisposed to higher IS (Murphy, Sahakyan, Yong-Yi, & Magnan, 2014). This may explain the limited variance in IS among study abroad students such that the group is somewhat homogenous in terms of how they view and interact with other cultures. It is

possible that the study abroad experience does account for some of the differences between the study abroad and control groups, and future studies should seek to expand this investigation.

Study abroad is an important experience in and of itself which is inherently tied to leisure. While increased engagement in media based activities such as reading international news, listening to international music, or watching films in a foreign language appear to relate to higher levels of intercultural sensitivity, the entire study abroad experience appears to be an impactful one. Respondents reported most frequent participation in the following culturally relevant leisure experiences: trying international cuisine, traveling internationally, assessing foreign websites, and watching films and listening to music in a foreign language. While many of these leisure experiences were not significantly related to intercultural sensitivity, respondents' frequent participation in these areas speaks to the underlying role of leisure within the study abroad experience.

When considering practical implications for study abroad programs, it is important that study abroad program managers recognize the importance and value of culturally relevant leisure during study abroad. As previous research has suggested and findings of this study corroborate, participation in culturally relevant leisure relates to intercultural sensitivity (Engle & Engle, 2004; Kim et al., 2014; Murphy et al., 2014). Results of this study suggest the importance of participation in media based leisure activities including reading of news and watching television and films. As Dickason (2000) suggested, media outlets through television such as films, programs, or advertising are culturally specific. Similar concepts can be applied to the portrayal of news whether through print, television, or online sources. These media activities reflect cultural nuances within the host country. As Bennett's (1993) Developmental Model of Intercultural Sensitivity suggested, students in the higher stages of the model toward

ethnorelativism can experience and understand cultural nuances. Given Murphy et al.'s (2014) theory that study abroad students are predisposed to higher levels of intercultural sensitivity as well as empirical data of levels of IS among study abroad students, one can infer that study abroad students can experience and understand these cultural nuances through media in their host country, thus rationalizing the role of participation in media activities in explaining the variance in intercultural sensitivity. Beyond IS outcomes, engagement in media, particularly news, suggests an investment and connection with the affairs and culture of the host country (Murphy, Sahakyan, Yong-Yi, & Magnan, 2014).

As previous research has suggested, there is a growing consumption of media among university students (Vorderer, Krömer, & Schneider, 2016). Study abroad programs should embrace this and consider how to best integrate media into pre-departure and in-program education. This should be of particular interest to university managed programs which can most readily influence pre-departure curriculum. Introducing students to the media outlets of their host countries before they depart for study abroad could increase participation in media based activities within their host countries. Further, building usage of media such as news, television, and films into core curriculum could provide additional opportunities to introduce students to host country media as well as encourage participation in these activities. Student engagement in country specific media may be of highest importance as it may further enhance students' connections with the host country.

Culturally relevant media remains of educational importance beyond study abroad programs. While international education is a valuable experience, opportunities at the home university may be able to produce similar outcomes among students. Within many university general education programs, students are required to take courses in world cultures. However,

beyond this domain of general education, there is opportunity for universities as a whole to adopt a more inclusive curriculum which fosters development of intercultural sensitivity throughout the entire college experience. That is, in addition to core content, classes are framed in a way that encourages different cultural perspectives and understandings and perhaps includes the use of relevant media to bring in these varied perspectives. Furthermore, overall encouragement for students to study and spend time outside the university is important; this does not have to come in the form of a study abroad experience, but simply encouraging students to travel and explore other areas of the country and world may be beneficial.

Future research should seek to examine the ways in which students consume media abroad and how they are introduced to these media outlets. Additionally, future studies should focus on increasing sample size to include other universities for comparison as well as make comparisons between program types (i.e. university managed vs. third party providers). Research should continue investigating the role of culturally relevant leisure in intercultural sensitivity development, ideally with a pre/post analysis to examine the leisure experiences relating to degree of change in intercultural sensitivity. Finally, future research on this topic should use a more comprehensive assessment of culturally relevant leisure experiences and ideally compare participation between study abroad and non-study abroad students.

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## Appendix

### IRB Approval Letter

## University of New Hampshire

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Fax: 603-862-3564

05-May-2017

Powers, Samantha  
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**IRB #:** 6660

**Study:** The Role of Culturally Relevant Leisure in the Development of Intercultural Sensitivity During Study Abroad

**Study Approval Date:** 29-Mar-2017

**Modification Approval Date:** 04-May-2017

**Modification:** Per memo Request 4/27/17

The Institutional Review Board for the Protection of Human Subjects in Research (IRB) has reviewed and approved your modification to this study, as indicated above. Further changes in your study must be submitted to the IRB for review and approval prior to implementation.

Researchers who conduct studies involving human subjects have responsibilities as outlined in the document, *Responsibilities of Directors of Research Studies Involving Human Subjects*. This document is available at <http://unh.edu/research/irb-application-resources> or from me.

If you have questions or concerns about your study or this approval, please feel free to contact me at 603-862-2003 or [Julie.simpson@unh.edu](mailto:Julie.simpson@unh.edu). Please refer to the IRB # above in all correspondence related to this study.

For the IRB,



Julie F. Simpson  
Director

cc: File  
Trauntvein, Nathan