2017

Examining Cultural Proficiency Among Secondary Agricultural Education Youth Through Intercultural Effectiveness and Global Experiences

Courtney A. Turley
University of Kentucky, courtney.turley@madison.kyschools.us
Digital Object Identifier: https://doi.org/10.13023/ETD.2017.101

STUDENT AGREEMENT:

I represent that my thesis or dissertation and abstract are my original work. Proper attribution has been given to all outside sources. I understand that I am solely responsible for obtaining any needed copyright permissions. I have obtained needed written permission statement(s) from the owner(s) of each third-party copyrighted matter to be included in my work, allowing electronic distribution (if such use is not permitted by the fair use doctrine) which will be submitted to UKnowledge as Additional File.

I hereby grant to The University of Kentucky and its agents the irrevocable, non-exclusive, and royalty-free license to archive and make accessible my work in whole or in part in all forms of media, now or hereafter known. I agree that the document mentioned above may be made available immediately for worldwide access unless an embargo applies.

I retain all other ownership rights to the copyright of my work. I also retain the right to use in future works (such as articles or books) all or part of my work. I understand that I am free to register the copyright to my work.

REVIEW, APPROVAL AND ACCEPTANCE

The document mentioned above has been reviewed and accepted by the student's advisor, on behalf of the advisory committee, and by the Director of Graduate Studies (DGS), on behalf of the program; we verify that this is the final, approved version of the student's thesis including all changes required by the advisory committee. The undersigned agree to abide by the statements above.

Courtney A. Turley, Student

Dr. Stacy K. Vincent, Major Professor

Dr. Patricia H. Dyk, Director of Graduate Studies

EXAMINING CULTURAL PROFICIENCY AMONG SECONDARY AGRICULTURAL EDUCATION YOUTH THROUGH INTERCULTURAL EFFECTIVENESS AND GLOBAL EXPERIENCES

THESIS

A thesis submitted in partial fulfillment of the
requirements for a degree of Master of Science in
Community and Leadership Development in the
College of Agriculture, Food, and Environment
at the University of Kentucky

By

Courtney Ann Turley

Lexington, Kentucky

Director: Dr. Stacy K. Vincent, Assistant Professor of Agricultural Education

Lexington, Kentucky

2017

ABSTRACT OF THESIS

EXAMINING CULTURAL PROFICIENCY AMONG SECONDARY AGRICULTURAL EDUCATION YOUTH THROUGH INTERCULTURAL EFFECTIVENESS AND GLOBAL EXPERIENCES

This work seeks to examine the relationship between intercultural effectiveness and the number of global experiences among secondary agricultural education youth in Kentucky. The study utilizes Mere Exposure Theory and considers the importance of global experiences in increasing their levels of global competence and their performance on the Intercultural Effectiveness Scale (IES). The results indicate that students with a higher number of global experiences and exposures are more open to other cultures and score higher on the IES. In addition, these students are more likely to be self-aware and interested in exploring new cultures and making connections with individuals who are culturally different from them.

KEYWORDS: Agricultural Education, Career and Technical Education, Culture, Cultural Competence, FFA, Intercultural

Courtney A. Turley

4/26/17

EXAMINING CULTURAL PROFICIENCY AMONG
SECONDARY AGRICULTURAL EDUCATION YOUTH THROUGH
INTERCULTURAL EFFECTIVENESS AND GLOBAL EXPERIENCES

By

Courtney Ann Turley

Dr. Stacy K. Vincent
Director of Thesis

Dr. Patricia H. Dyk
Director of Graduate Studies

4/26/17
Date

Dedicated to those who have gone before me.

ACKNOWLEDGMENTS

The following thesis, while an individual work, benefited from the insights and direction of several people. First, my thesis chair, Dr. Stacy K. Vincent, exemplifies the highest quality of scholarship to which I aspire. In addition, Dr. Vincent provided vast knowledge, helpful comments, and evaluation at every stage of the thesis process, allowing me to complete this project on schedule. Next, I wish to thank the complete Thesis Committee: Dr. Rebekah B. Epps and Dr. Patricia Dyk. Each individual provided insights that guided and challenged my thinking, substantially improving the finished product.

In addition to the technical and instrumental assistance from the individuals above, I received equally important assistance from family and friends. My husband, John-Taylor Turley, provided on-going support throughout the thesis process, as well as feedback and a great deal of encouragement when I needed it the most. My parents, Ron and Karen Crume, encouraged me to complete this degree to expand my career and networking opportunities. They have supported me unconditionally throughout this journey and taught me that knowledge is power, its value never diminishes, and no one can take an education away from you. I am appreciative of the support and encouragement of my friends who always seemed to know just what to say. I am also eternally grateful for the feedback and mentorship of my colleagues, Morgan, Tiffany, and Alex, these individuals will always be very dear to me. Finally, I wish to thank the respondents of my study (who remain anonymous for confidentiality purposes). Their comments and insights created an informative and interesting project with opportunities for future work.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1: INTRODUCTION

Background and Setting

In our world today, the ever-changing cultural climate is an unceasing source of conflict, question, and intrigue. Thanks to an increasingly diverse population coupled with constant advances in technology, our world grows smaller and smaller with each passing day. Within our own country, we have seen an enormous shift in our population's diversity with each passing census. In fact, the U.S. Census Bureau projects that the United States may become a majority-minority nation for the first time in 2043. The Bureau goes on to infer that while the non-Hispanic white population will remain the largest single group, no group will make up the majority or our nation's population (U.S. Census Bureau, 2012). Currently minority groups make up approximately 37 percent of the population, but this number is expected to increase to an estimated 57 percent by 2060.

As our population makeup steadily continues to shift in the future, so will our exposure to different cultures. We will continue to see more and more diversity within our communities across the nation. While you may have never traveled outside of the country, or even across state lines, anyone with internet access or a television can be exposed to other cultures and countries with little effort thanks to great advances in technology in the last few decades. This exposure, no matter how small, pays a key role in developing our global mindset and being aware of the cultures that surround us.

> "Individuals are constantly shaped by the environment and the variables from which they surround themselves. The same can be true for students. Each student's life is composed and stimulated by different features whether it is a low-income family, family traditions, their parent's education, community involvement, or race. Teachers need to understand that every student has been influenced by these demographic characteristics in order to be effective" (VanderStel, 2014).

One of the most impactful places of cultural exposure daily is within classrooms across the United States. For the first time in history many of our schools are on the verge of being majority-minority schools where the overall number of Latino, African-American, and Asian students in public K-12 classrooms are, or have, to surpass the number of non-Hispanic whites. This type of shift means that an improvement is necessary in educational outcomes for this new and diverse majority of students. The success of these students is inseparably linked to the well being of our nation (Maxwell, 2014).

In addition to enrollment changes, educators will need to become mindful of a multitude of other challenges to students' education including an increase in students living in poverty, an increase in ESL (English as a Second Language) students requiring extra language instruction, and more whose life experiences are vastly different from those of their teachers- who remain overwhelmingly white (Maxwell, 2014).

According to the National Center for Educational Statistics, in the 2011-12 school year, 82 percent of 3.4 million public school teachers were non-Hispanic white, while only 7 percent were non-Hispanic black and 8 percent were Hispanic. Previously in the 2003-04 school year data, 83 percent of all public-school teachers were non-Hispanic white- only a one percent difference within 8 years (National Center for Education Statistics, 2013). Education Week (2014) reports that this distribution has changed little in the last decade.

Not only does this population shift cause a growing gap in educational statistics, the shift is beginning to cause a disconnect between teacher and student cultures, extending into classroom instruction. This gap is difficult to bridge and all too often, contributes to the difficulties students from disadvantaged communities have finding more success in school and beyond.

The impacts of the ever-changing classroom demographics are not only being felt in urban areas where populations are more concentrated, but the effects span the country's

rural areas as well. Unfortunately, many of today's teachers in America lack this professional competence in the areas of diversity, experience in multicultural classrooms, and cross-cultural experiences. These teachers are not providing their students an education that expands their worldviews and allows them to become more informed of other cultures, nationalities, etc. (Cushner, McClelland & Safford, 2000).

In addition, most teacher education programs do not provide teachers with significant intercultural experiences. Teachers are relatively inexperienced about global affairs, leaving a very concerning gap in their classroom curriculum, which must be filled (Cushner, McClelland & Safford, 2000; Melnick & Zeichner, 1998). Regardless of their backgrounds, teachers will be called upon to teach individuals from very diverse backgrounds (Littleford & Nolan, 2013). This draws attention to a large need to better educate our teachers in these areas which research shows they are lacking important experience and knowledge. In the world of agricultural education, experience and knowledge is especially important, as agriculture is not just a local phenomenon, rather a topic that spans across centuries and impacts every country in the world. Though the need for better cultural education of our teachers and students applies to all areas of education, this work will focus specifically on the impact that global exposure and the experiences of our students has at the secondary level within the agriculture classroom.

The Problem and Need for the Study

The mission statement of the National FFA Organization states, "FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education" (National FFA, 2016). Because FFA and agricultural education are so closely linked, agriculture education embodies this mission statement and strives to offer its students a well-rounded educational experience that is not limited exclusively to those students from farming

backgrounds. FFA and agricultural education offer a plethora of opportunities for both traditional and non-traditional students to find a place in agriculture.

According to the National FFA Organization, as of October 2013, there were approximately 579,678 FFA members, aged 12–21, in 7,570 chapters in all 50 states, Puerto Rico and the U.S. Virgin Islands. Approximately 44 percent of FFA members are female (women hold approximately 50 percent of state leadership positions). In addition, sixty seven percent of their membership is White, twenty two percent is Hispanic/Latino, eight percent is Black/African-American or American Indian, and three percent is Asian, Pacific Islander, or consists of two or more races (National FFA, 2016).

A study done by Lawrence et al (2013) revealed that of the 7,487 FFA chapters in existence in 2010, the racial composition of the chapters collectively did not accurately reflect the racial composition of the United States population. The study did not consider the representation of individual school districts however the results showed a clear difference in the lack of diversity within these chapters. It is very concerning that the current demographics of FFA and agricultural education do not align with those demographics of public schools nationwide.

In another study Lavergne et al (2011) stated that "[t]he members of FFA and other agricultural education programs along with graduates in agricultural education teacher education programs across the nation do not reflect the 'ethnic influx'. (p. 140)." Our teachers are increasingly homogenous while our student population is extremely diverse. Because of this, "[t]he fields of agricultural education must begin to critically assess its recruitment, engagement, and retention of ethnically diverse youth or face the demise of the field in the future" (Bowen, 2002).

With these challenges in mind, one of the items listed on the 2011-2015 national research agenda for agricultural education contains a scientific focus to "examine the role of diversity and multiple perspectives in meaningful learning across agricultural education contexts" (Doerfert, 2011, p. 9). To begin this process, we must first gain an idea of the level of cultural proficiency, or effectiveness, of our students and teachers. Once we know how interculturally effective our students are, we can then work on ways to increase their global exposure both in and out of the classroom.

The purpose of this correlational study is to examine the impact that varying amounts of global exposure and previous travel experiences have on secondary agriculture students' Intercultural Effectiveness Survey (IES) performance.

Research Questions and Hypotheses

The guiding research questions for this quantitative study were:

RQ1: What international exposure have the students encompassed?

RQ2: What are the results of the student participants' perceived Intercultural Effectiveness?

RQ3: What is the relationship of students' Intercultural Effectiveness factors with one another?

RQ4: What is the relationship of students' Intercultural Effectiveness by their own international exposure?

Theoretical and Conceptual Frameworks

Mere Exposure Theory, serving as the guiding theory, addresses the impact that familiarity with, and exposure to, other cultures may have on the formation of one's thoughts and ideas about individuals who are culturally different than one. The theory is shaped by two main ideas: 1) repeated exposure to a stimulus increases ones' perceptual fluency (how easily we process a stimulus), and 2) increased perceptual fluency increases

positive affect (or the tendency for one to "like" something) (Reber, Winkielman, and Schwarz, 1998)

Mere exposure theory is based on the phenomenon by which people tend to develop a preference for things merely because they are familiar with them and have been repeatedly exposed to them. This theory is also often called the familiarity principle. In early research, the effects have been demonstrated with paintings, faces, characters, and sounds (Zajonc, 1968). As demonstrated by a study conducted by Carlson and Widaman (1988) students who were repeatedly exposed to another culture showed higher levels of concern and interest in the areas of international political concern, cross-cultural interest, and cultural cosmopolitanism.

When testing his theory of mere exposure, Zajonc found a strong connection between "familiarity" and "liking." This connection would later be known as the affective primacy hypothesis. This hypothesis states that affective reactions can be elicited with minimal stimulus input (Zajonc, 1980). In other words, the ability of someone to have an affective response to something (for example, liking something) requires very minimal stimuli. This was demonstrated in their experiment when subjects showed a positive bias or preference towards Chinese ideographs that they had been previously exposed to during the experiment. Additionally, the time that subjects spent making their decisions for liking an image, or not, decreased significantly on those images they had been exposed to previously (Kunst-Wilson & Zajonc, 1980).

Definitions for this Study

The following are definitions that are important to this study as defined by various sources:

Agricultural Education – Agricultural education today is comprised of three dependent variables linked within an overlapping three-circle model. The three

components of this model include 1) classroom instruction, 2) leadership activities, and 3) experiential learning (Dailey, Conroy, & Shelley-Tolbert, 2001).

Career and Technical Education – Set of courses which prepare students with college and career readiness, such as skills regarding job-specific, technical, and academic skills (ACTE, 2015).

Culture – Merriam-Webster Dictionary defines culture as the integrated pattern of human knowledge, belief, and behavior that depends upon the capacity for learning and transmitting knowledge to succeeding generations; the customary beliefs, social forms, and material traits of a racial, religious, or social groups; the characteristic features of everyday existence (as diversions or a way of life) shared by people in a place or time; and the set of shared attitudes, values, goals, and practices that characterizes an institution or organization (Merriam-Webster, 2017).

Cultural Competence – According to Intercultural Communication and Collaboration Appraisal (ICCA) Facilitators' Manual, cultural competence can be defined simply as one's ability to communicate effectively and appropriately with people of other cultures (Messner & Schäfer, 2012).

FFA – Within the three-circle model of agricultural education, the National FFA Organization (or FFA) is referred to as the leadership portion for secondary students enrolled in agriculture. The organization was previously known as the Future Farmers of America, but changed their name to appeal to a wider audience and be more inclusive of students from non-farming backgrounds (Talbert & Balschweid, 2004). The National FFA organization lists the components of FFA as premier leadership, personal growth, and career success through engagement in FFA (National FFA, 2016).

Intercultural – The English Oxford Dictionary (2017) defines intercultural as taking place between cultures or being derived from different cultures.

Multicultural – Merriam-Webster Dictionary (2017) defines multicultural as relating to or including many different cultures; of, relating to, reflecting, or adapted to diverse cultures.

CHAPTER 2: LITERATURE REVIEW

Theoretical Framework

When reviewing literature related to this theory of mere exposure, the structural underpinning of this thesis, one will most certainly come across the work of Robert Zajonc. Zajonc is one of the largest proponents of the theory of mere exposure and other sub-theories and hypotheses that tie into mere exposure. In his research, Zajonc discusses age-old adages such as "familiarity breeds contempt" and "absence makes the heart grow fonder." While his theory directly contradicts these adages, Zajonc states that the theory of mere exposure is not a particularly new concept (in 1968). Well-known psychologists have been exploring the idea of mere exposure in different ways for decades; Zajonc references some of these individuals in his work, including Fechner (1876), James (1890), Maslow (1937), Meyer (1903), and Pepper (1919) (Zajonc, 1968).

Although it contradicts those sayings such as "familiarity breeds contempt" or "absence makes the heart grow fonder," mere exposure theory may ultimately help to addresses the impact that familiarity with and exposure to other cultures may have on the formation of one's thoughts and ideas about individuals who are culturally different than oneself. The theory of mere exposure is shaped by two main ideas: 1) repeated exposure to a stimulus increases ones' perceptual fluency (how easily we process a stimulus), and 2) increased perceptual fluency increases positive affect (or the tendency for one to "like" something) (Reber et al, 1998)

Mere exposure theory is based on the phenomenon by which people tend to develop a preference for things merely because they are familiar with them and have been repeatedly exposed to them. This theory is also often called the familiarity principle. In early research, the effects have been demonstrated with paintings, faces, characters, and sounds (Zajonc, 1968).

When testing his theory of mere exposure, Zajonc found a strong connection between "familiarity" and "liking." This connection would later be known as the affective primacy hypothesis. Zajonc reasoned that the ability of someone to have an affective response to something (for example, liking something) requires very minimal stimuli. This was demonstrated in their experiment when subjects showed a positive bias or preference towards Chinese ideographs that they had been previously exposed to during the experiment. Additionally, the time that subjects spent making their decisions for liking an image, or not, decreased significantly on those images they had been exposed to previously (Kunst-Wilson & Zajonc, 1980).

In his work, Zajonc also discusses the idea that the advertising industry also utilizes this idea of mere exposure to sell their products. However, this concept is somewhat modified as these companies always include the product name, its hallmark, and are always presented in the most attractive way possible to consumers (Zajonc, 1965). However, in this type of mere exposure, one must also take into consideration overexposure to stimuli and, in many ways, the law of diminishing returns. This concept ties into another adage that we may be familiar with when one has "too much of a good thing." For example, consider a new song that you hear on the radio. You may not be overly fond of the tune at first, but as you hear it played more and more, you may perhaps develop an increasing attraction to the song. However, as the song increases in popularity, it is played more and more on the radio and you become tired of hearing it and even possibly begin to form a dislike for the song you once enjoyed.

Although the idea that repeated exposure to something can have a very negative effect on the intended outcome, it can also have a very positive effect when used correctly. Robert Bornstein (1993) describes mere exposure through a very familiar lens that many of us may encounter in our daily routine. His description of mere exposure is as follows:

> "On occasion, people find themselves in situations wherein they are repeatedly exposed to another person yet – for any variety of reasons – they do not have the opportunity to interact directly with that person. Anyone who has commuted to work via public transportation has probably had this type of experience. Each morning, as the commuter arrives at the bus or train stop, she encounters many of the same people. At first, the commuter probably has few feelings – either positive or negative – regarding her fellow travelers. However, over time, the commuter may find that she views her fellow commuters more favorably than she did initially. They are a predictable part of her commuting experience. They are familiar, and may even come to be regarded as 'friends.' A fellow commuter's presence at the bus or train stop comes to be expected and anticipated, and oddly enough, may even be missed if they fail to appear one morning. Strangest of all, as anyone who has had this experience knows, this complex affective and attitudinal shift often takes place without any direct interaction whatsoever between the commuters" (Bornstein, 1993, p. 195).

Bornstein believed that common experiences, such as the one described above, are what led Zajonc to hypothesize that this repeated exposure is enough to enhance a person's attitude towards an object, person, or any other stimulus that may be presented (Zajonc, 1968).

Furthermore, studies have been conducted to test the idea that mere exposure can have a positive effect on the interactions among individuals who are culturally different. Bornstein (1993) cites multiple early studies conducted on the effects of mere exposure on interracial attitudes including: Cook & Selltiz, 1952; Deutsch & Collins, 1951; and Wilner, Walkley & Cook, 1952. Researchers in these early studies found having increased contact with members from these culturally different groups, in turn, enhanced individuals'

attitudes towards other ethnic groups. In addition, Amir (1969) also suggested that to the mere exposure, intergroup contact under favorable conditions was more likely to enhance the attitudes of individuals towards members of other ethnic groups. More recent examples of research conducted in this area of enhancing intergroup relations or perceptions by increased exposure include: Kinzler & Spelke, 2011; Pettigrew & Troop, 2006; Pettigrew, Troop, Wagner, & Christ, 2011; and Zebrowitz, White, & Wieneke, 2008.

In these more recent examples of this research, Pettigrew & Troop (2006) and Pettigrew et al. (2011), report mere exposure coupled with intergroup contact reduces intergroup prejudice. In other studies, Zebrowitz, White & Wieneke (2008), propose mere exposure may reduce racial prejudice by simply exposing people to other-race faces. Findings from this particular study are consistent with explanations for mere exposure effects as well as with the familiar face overgeneralization hypothesis (where prejudice is derived from negative reactions to faces that are of a different race). Similar to this study, Kinzler & Spelke (2011) examined the social preferences of children based on race. They found children begin to develop preferences based on race between the ages of 2.5 and 5 years old. These same-race preferences in turn affect their social choices and interactions, for example, taking or sharing toys with children of their same race.

Mere Exposure Theory in Education

Within the context of education mere exposure is a very broad topic. However, through the lens of cultural interactions among students and examples of mere exposure within the classroom it becomes clear there is a gap in the research that needs to be filled. However, there are a few examples that one can find which relates to mere exposure and its effects within the classroom.

The first notable example of mere exposure in the literature is Goetzinger's black bag experiment in his classroom at Oregon State University. The story was reported across

the nation by the associated press, media outlets, and even picked up for a special report conducted by John Riley of TIME magazine. In this experiment, Goetzinger had one of his students attend classes while wearing a full-length black cloth bag so that only his bare feet were showing. At first, students were very apprehensive, inquisitive, and even fearful of the black bag, but Goetzinger assured students that this individual was simply a harmless student wearing a bag. Throughout the semester, students started to appreciate the bag as a person even defending him from outside comments and stalkers. This did not happen overnight though and many students, teachers, media members, and others tried to reveal the true identity of the bag. By the end of the ten-week course, the class had accepted the student in the bag for who he was regardless of the bag. In fact, students actually voted against revealing the bag's true identity to the class (Riley, 1967).

Although this is a very extreme example, the interview with Goetzinger, which is referenced in this work by Riley, reveals his intent with this experiment was to see if students would treat the bag according to Zajonc's theory of mere exposure. His hypothesis was confirmed when, at the end of the ten weeks, the class had accepted the student wearing the bag as being just another student who was one of them (Riley, 1967). This also reinforces Zajonc's hypothesis where repeated exposure of the individual to a stimulus allows for the enhancement of their attitude toward it (Zajonc, 1965).

A second, lesser-known example of mere exposure in the classroom comes from a study conducted by Moreland and Beach (1992) regarding the development of affinity among students. Within this study, four women "of similar appearance" attended class sessions during the semester at different frequencies ranging from 0, 5, 10, or 15 times. After the course, the 130 students were shown pictures of the four women and were asked to rank them based on their perceived familiarity, attractiveness, and similarity. While students' did not perceive the women who attended class more often as being significantly

more familiar, they did score them significantly higher in the areas of attraction and similarity. This meant the more exposure the students had to these women, the more they felt the women were similar to them, that they shared similar interests, that they might enjoy spending time with these women, and that students would be comfortable befriending the women.

A third example of mere exposure in the classroom is demonstrated by a study conducted by Carlson and Widaman (1988) outlining the effects that exposure to other cultures has upon students worldviews. Within this study, approximately 1,250 students were invited to participate in the survey at the end of their junior year of college. 450 of those students had chosen to study abroad during their junior year while the remaining 800 had been at their home institution for the duration of the year. It was found that students who were repeatedly exposed to another culture by means of studying abroad showed higher levels of concern and interest in the areas of international political concern, cross-cultural interest, and cultural cosmopolitanism.

Mere Exposure Theory in Agriculture Education

When examining the scope of mere exposure theory with an emphasis on cultural interactions and relations in the agriculture classroom, data is very limited and almost nonexistent. While it may not be possible to examine the amount of cultural exposure that is presently occurring within our agricultural classrooms, we can look at the demographic makeup of our students and teachers as a potential indicator of cultural exposure.

A study conducted by Gliem and Gliem (2000) reported there were significantly more non-FFA members who identified as being Asian, Black, or Hispanic than were FFA members. In addition, a significant number of those non-FFA members also responded they did not realize how agriculture directly or indirectly affected their lives and their community (Gliem & Gliem, 2000). This very accurately describes one of the main causes of

our lack of diversity interactions within agricultural classrooms across the nation. We cannot begin to expose our students to diverse cultures if we cannot first expose these students from diverse cultures to the many benefits of the world of agriculture.

As discussed in Chapter One, classrooms across the United States have become increasingly racially and ethnically diverse. Unfortunately, according to statistics, our school-based agricultural education programs have not followed this trend (Bowen, 2002; Lavergne, et al. 2011). Our current demographics for FFA and Agricultural Education do not reflect those of the schools and communities they are representing (Roberts et al, 2009). Igo and White (1999) predicted the future generations of FFA members would not come from farming backgrounds and they would be increasingly white, urban students. Igo and White were very accurate in their predictions, our agricultural education programs are very homogenous and efforts need to be made to increase diversity recruitment and retention within our programs. Having students from diverse backgrounds participating in FFA and taking our agricultural classes will not only reflect positively on the program, but it will also allow for cultural exposure to happen within the classroom.

Even agriculture teachers are not exempt from the demographic changes previously mentioned. Teacher populations are becoming more homogenous, leaning towards a demographic that is increasingly younger females who identify as white, non-Hispanic (National Center for Education Statistics, 2013). What is perhaps more alarming, LaVergne, et al. (2011) found that most agricultural educators are not enrolling in diversity/ multicultural courses in an undergraduate academic program. Our agriculture teachers are increasingly less equipped to teach to, let alone retain these diverse populations within their classrooms. This diminishes the opportunities for mere exposure within the classroom to only those exposures provided by the teacher within the curriculum.

Summary

While the theory of mere exposure is versatile and can be applied to multiple scenarios, it may hold the key to some of our world's cultural hostility issues. When something or someone seems familiar to us, we unconsciously perceive that person or object as being more likable and friendly. Is it possible much of the cultural dissonance that exists today is simply due to the lack of familiarity of one culture with another?

The power of perception lends itself to many benefits and flaws. Overexposure to a stimulus may lead to a growing dislike for that stimulus, such as a song on the radio that is overplayed. On the other hand, repeated exposure to a stimulus may also lead to an individual developing an increasing familiarity and "liking" of the stimulus, demonstrated by studying abroad for a semester or the varying exposure study conducted by Moreland and Beach. However, when used correctly, this concept of mere exposure can be life changing to all those involved, such as Goetzinger's black bag experiment.

When taking the idea of mere exposure into consideration, one can see the power that this theory holds within our classroom context. The idea of mere exposure may be able to help us to expand the worldviews of our students by exposing them to individuals who are different from them. This is where mere exposure connects to this study, as it is the underlying basis for the idea that cultural exposure can happen within the walls of the classroom and extend far beyond the lesson curriculum. Mere exposure within the context of this study seeks to have lasting impacts on each of the students and teachers who are exposed to its effects.

CHAPTER 3: METHODOLOGY

Introduction

The purpose of this thesis is to describe the level of cultural proficiency among secondary Agricultural Education students by their own performance on the Intercultural Effectiveness survey instrument coupled with their own personal global experiences and exposures. This thesis is an effort to determine if there is any correlation between a student's score on the Intercultural Effectiveness Survey and their amount of global experiences and exposure.

Research approval has been granted by the University of Kentucky's Internal Review Board (IRB), IRB Number 15-1088-P4S and approval can be found under Appendix A. Quantitative design is used for this study, as it allows for statistical evidence to help answer the research questions.

Research Questions and Hypotheses

The guiding research questions for this quantitative study were:

RQ1: What international exposure have the students encompassed?

RQ2: What are the results of the student participants' perceived Intercultural Effectiveness?

RQ3: What is the relationship of students' Intercultural Effectiveness?

RQ4: What is the relationship of students' Intercultural Effectiveness by their own international exposure?

Instrument

The instrument utilized during this study was adapted from the original Intercultural Effectiveness Scale (IES) created by the Kozai Group, Inc. (2015). The Intercultural Effectiveness Scale (IES) assessment survey evaluates competencies critical for effective interaction with people who are from cultures other than one's own. The IES

evaluates how well individuals work and interact with people who are "culturally different" from them based on their national culture, gender, generation, ethnic group, religious affiliation, etc. There are three main Intercultural Adaptability factors assessed by the survey: Continuous Learning, Interpersonal Engagement, and Hardiness. Each of these three are broken down into two additional dimensions for a total of six different categories of assessment (Kozai Group, Inc., 2015). The following figure illustrates this breakdown of Intercultural Adaptability factors and their sub-sections.

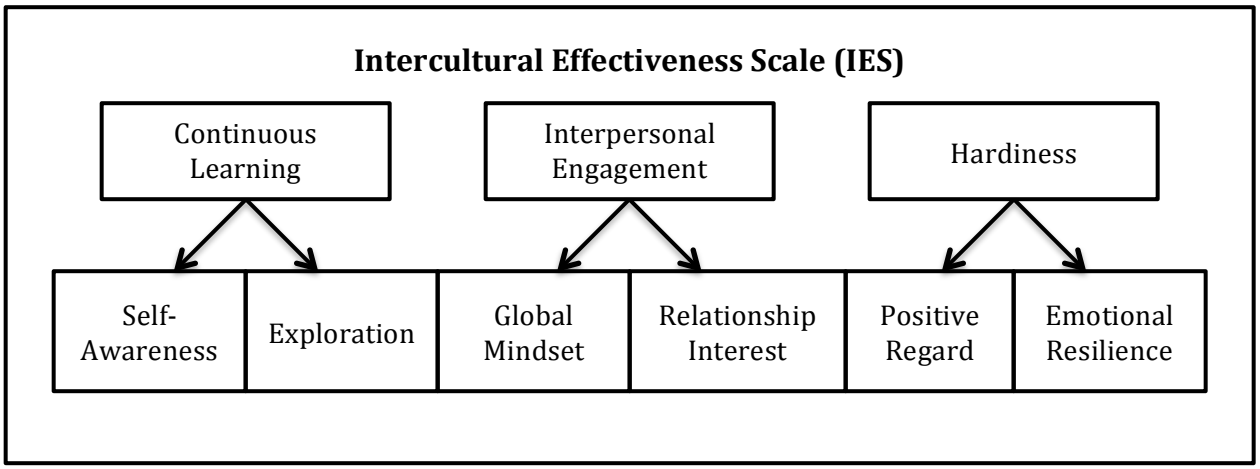

Figure: 3.1: Intercultural Effectiveness Scale Breakdown

Mendenhall, Stevens, Bird, Oddou, & Osland (2012) define each of the six constructs within their work. Self-Awareness is defined as the degree to which people are aware of their strengths and weaknesses in interpersonal skills; their own philosophies and values; how past experiences have helped shape them into who they are as a person; and the impact that their personal values and behavior have on relationships with others (p. 7).

In this same source, Exploration reflects an openness and active pursuit of the understanding of ideas, values, norms, situations, and behaviors that are new and different. A high Exploration score reflects a willingness to understand the underlying reasons for cultural differences and avoid stereotyping individuals or groups. Exploration includes one's capacity to take advantage of opportunities for growth and learning. Lastly,

Exploration reflects a fundamental inquisitiveness, curiosity, and inner desire to learn new things, learn from mistakes, and make adjustments to one's personal strategies of interacting with others (Mendenhall et al., 2012, p. 8)

The next category defined by Mendenhall et al. (2012) is Global Mindset. This construct measures the degree to which one is interested in and seeks to actively learn about other cultures and the people that live in them. Students scoring high in Global Mindset actively seek to learn about other cultures and the people who live in them. Global Mindset provides the basis upon which one can interact more effectively with people of other cultures (p. 9).

The next construct of the Intercultural Effectiveness Scale is Relationship Interest. Mendenhall et al. (2012) defines Relationship Interest as referring to the degree to which people have a desire and willingness to initiate and maintain relationships with people from other cultures. Individuals scoring high in this dimension generally work hard to develop relationships with others (p. 9). Mendenhall and Oddou (1985) define this competency as "the ability to develop long-lasting friendships with host nationals" (p. 41). On the other hand, Black et al. (1999) describes it as the ability to emotionally connect with others.

Positive Regard, the fifth construct, is defined by Mendenhall et al. (2012) as the predisposition to view other cultures from a positive perspective. Individuals with high Positive Regard have a tendency to avoid negative stereotypes, tend to assume the best about people, and are more accepting of different behaviors. These individuals will tend to make positive assumptions about people and cultures. In turn, people from other cultures tend to respond positively towards them, which lead to more successful intercultural encounters and experiences (p. 11).

The final construct, as defined by Mendenhall et al. (2012), is Emotional Resilience, which refers to a person's emotional strength and ability to cope with challenging cross-

cultural situations. Emotional Resilience reflects the physical hardiness that allows one to carry on through difficult intercultural challenges. Individuals who can manage and control their emotions are also better equipped to deploy other global competencies easier than those who are low in emotional resilience.

In terms of reliability measures for this instrument, the Kozai Group has published reliability measures for all three main Intercultural Adaptability factors, each of the six sub-categories, as well as each individual question within their survey instrument. When looking at the six sub-categories, or the six intercultural effectiveness survey constructs, reliability scores are as follows: Self-Awareness (a = 0.76), Exploration (a = 0.82, Global Mindset (a = 0.84), Relationship Interest (a = 0.80), Positive Regard (a = 0.79), and Emotional Resilience (a = 0.81) (Mendenhall et al., 2012).

The instrument included all original Intercultural Effectiveness Survey questions in their entirety. In addition, the PI added additional demographic questions, which were tailored for high school students as the original survey was created for adults age 18 and up. The PI also added additional questions related to the student's agriculture education experiences. Appendix B illustrates the breakdown of questions according to the original survey in addition to those questions modified or added by the PI.

In addition to these original IES survey questions, students were also asked a number of demographic questions including: gender, age, race, if the student identifies as bicultural, number of languages spoken fluently, other countries of residence, highest level of education, work experience, grade level, international exposures, travels outside of the U.S., the purpose of these travels outside of the U.S., and the approximate length of each of these travels. In terms of international exposures, students were asked to indicate if they had any experience with several things listed in the supplemental questions that were

added to the original survey instrument. For more information regarding these specific questions, please refer to Appendix C.

The last section of the instrument contained five additional questions regarding student's agricultural education experiences within the classroom. These questions included information regarding the number of years the student had been enrolled in an agriculture course; if they feel welcome in their classroom; the incorporation of cultural examples in classroom curriculum; if the student learned anything about another culture in their agriculture class; and if they perceive their agricultural class as being welcoming to cultures that are different from their own. For more details regarding these additional survey questions, please refer to Appendix D.

A panel of experts (n = 9) reviewed the questionnaire, as amended, for face and content validity. The panel consisted of college professors with international experience as well as future agriculture teachers. The panel provided feedback that resulted in minimal amendments to the questionnaire, but not, of which, affected the overall intent of the questions and questionnaire. Participants were asked to complete the questionnaire only once. There are no pre- or post-tests to follow up with, and there are no control groups. The survey was not pilot-tested as it was simply adapted from the original IES questionnaire, however the IRB board and the primary investigator's committee reviewed all additional and modified questions to ensure accuracy and readability. The survey was explained and administered by the PI as a paper copy during a regularly scheduled class time as set up by the teacher and the PI.

Population

The sample population in this study consisted of high school agricultural education youth who were enrolled in a random selection of agricultural education programs across the Commonwealth of Kentucky. To be considered for the study, each agricultural education

program needed a teacher who was employed at the school for a minimum of four years. Once narrowed, teachers who had international experience and teachers who did not have an international experience then divided the population. A convenience sample of 15 schools was selected from a database within the Department of Community and Leadership Development identifying those teachers having participated in a study abroad trip during their time at the University of Kentucky. Fifteen high schools received an invitation following the random selection process: Boyle County, George Rogers Clark, Randall K. Cooper, Franklin-Simpson, Garrard County, Green County, Henry County, Jessamine Career and Technology Center, Nelson County, Nicholas County, Powell County, Larry A. Ryle, Spencer County, Thomas Nelson, and Western Hills.

Due to scheduling conflicts or inability to gain administration permission for participation, six schools consented to participate: Boyle County, Franklin-Simpson (Simpson County), Garrard County, Jessamine Career and Technology Center (Jessamine County), Powell County, and Larry A. Ryle (Boone County).

From the selected agricultural education programs, 387 students participated in the study with the majority identifying themselves as White (f = 326, 84.24%) males (f = 226, 58.40%) enrolled at sophomore status (f = 134, 34.63%). The largest number of students had taken only one year of agriculture courses (f = 181, 46.77%). There were a total of 401 surveys given during this study, however, due to missing answers or inability to complete the survey, 14 surveys were omitted from the dataset.

Data Collection

Data was collected after receiving approval to conduct this study from the University of Kentucky's Institutional Review Board (IRB), which oversees research on human subjects. The IRB protocol number is 15-1088-P4S and can be found in Appendix A.

During data collection, participants completed a paper survey consisting of the IES questions in a Likert scale format, demographics, international exposure questions, and questions related to their agricultural education classrooms.

All paper surveys, student assent forms, and parent consent forms were collected and kept in a secure, locked location for the duration of the study. These materials will be kept for the appropriate length of time before being destroyed. All inputted materials are secured on a password-protected computer belonging to the PI.

Data Analysis

Surveys were inputted manually into Google Forms and downloaded into a Microsoft Excel worksheet to allow for data analysis. Utilizing Google Forms allowed the researcher to see the breakdown of individual questions in a more user-friendly and readable format. Teacher surveys were removed from the student data to a separate spreadsheet to compare student data. Quantitative data from Likert scale and demographic questions were analyzed and correlations were derived using Pearson product-moment correlation and reported as an *r*. To provide a magnitude adjective to explain the correlations sought, Cohen's (1988) descriptors were utilized. The descriptors, as provided by Cohen, are: 0.0-0.1 "very small"; 0.1-0.3 "small"; 0.3-05 "medium"; 05.-07 "large"; 0.7-0.9 "very large"; 0.9-1.0 "nearly perfect".

CHAPTER 4: RESULTS

Introduction

The purpose of this study was to examine the impact that varying amounts of global exposure and previous travel experiences have on secondary agriculture students' Intercultural Effectiveness Survey (IES) performance.

Research Questions and Hypotheses

The guiding research questions for this quantitative study were:

RQ1: What international exposure have the students encompassed?

RQ2: What are the results of the student participants' perceived Intercultural Effectiveness?

RQ3: What is the relationship of students' Intercultural Effectiveness?

RQ4: What is the relationship of students' Intercultural Effectiveness by their own international exposure?

Findings

Research question 1 sought to describe a variety of international exposures that the students had encompassed. When evaluating the languages spoken, many were English only (f = 350, 90.44%), followed by students who spoke two languages fluently (f = 33, 8.53%), students who spoke three languages fluently (f = 3, 0.78%), and students who could speak four languages, or more, fluently (f = 1, 0.26%).

In terms of citizenship in another country, the majority of participants were citizens of the United States only (f = 365, 94.32%), and a small minority held, or was currently a citizen of another country (f = 22, 5.68%).

The majority of students surveyed had an Agriculture teacher who had travelled outside of the U.S. (f = 271, 70.03%) while a smaller number of students had an Agriculture teacher who

had never travelled outside of the U.S. Therefore, out of six teachers, five had travelled outside of the U.S. and one had not.

Table 4.1 displays data related to the various international experiences and exposure of the students that was recorded using the survey instrument. The students reported having no family members from another country (*f* = 318, 82.17%). while some of the students recorded having family from another country (*f* = 69, 17.83%). Many of the students reported having no friends from another country (*f* = 260, 67.18%) while the minority of students reported having at least a friend from another country (*f* = 127, 32.82%). When asked about the student's family members' military service overseas, the majority had a family member (*f* = 227, 58.66%) as opposed to the students having no family in the armed forces who had served, or are serving, overseas (*f* = 160, 41.34%). Most students reported having never lived in another country before age 18 (*f* = 374, 96.64%) as appose to the students reported having lived in another country before age 18 (*f* = 13, 3.36%). The overwhelming majority of students reported that they had never completed a high school study abroad trip (*f* = 386, 99.74%). Unfortunately, only one student (*f* = 1, 0.26%) had taken advantage of a high school study abroad experience. Similarly, a majority of students reported that they had never travelled outside of the U.S. (*f* = 284, 73.39%) rather the students whom had travelled abroad (*f* = 103, 26.61%).

The last category in table 4.1 below describes the number of trips that the participants have taken outside of the U.S. The majority of students had never been outside of the U.S. (*f* = 280, 72.35%), followed by students who had taken one trip outside of the U.S. (*f* = 48, 12.40%), students who had taken two trips outside of the U.S. (*f* = 29, 7.49%), students who had taken three trips outside of the U.S. (*f* = 12, 3.10%), students who had taken six or more trips outside of the U.S. (*f* = 10, 2.58%), students who had taken four trips outside of the U.S. (*f* = 6, 1.55%), and students who had taken five trips outside of the U.S. (*f* = 2, 0.52%). Ten students (2.58%) had travelled six or more trips outside of the United States. (*f* = 10, 2.58%).

Table 4.1
Student Participant Demographics (*n* = 387)

Languages Spoken	***f***	**%**
One	350	90.44
Two	33	8.53
Three	3	0.78
Four or more	1	0.26
Citizenship in Other Country	***f***	**%**
None	365	94.32
One	22	5.68
Agriculture Teacher has Travelled Outside the U.S.	***f***	**%**
Yes	271	70.03
No	116	29.97
Do You Have Family from Another Country?	***f***	**%**
Yes	69	17.83
No	318	82.17
Do You Have Friends from Another Country?		
Yes	127	32.82
No	260	67.18
Do You Have Family in the Armed Forces Who Have Travelled/Served Overseas?	*f*	%
Yes	227	58.66
No	160	41.34
Have You Lived in Another Country?	*f*	%
Yes	13	3.36
No	374	96.64
Have You Participated in a High School Study Abroad Program?	*f*	%
Yes	1	0.26
No	386	99.74
Have You Ever Travelled Outside of the U.S.?	*f*	%
Yes	107	27.65
No	280	72.35

Table 4.1 (continued)

Number of Trips Outside of the U.S.	***f***	**%**
None	280	72.35
One	48	12.40
Two	29	7.49
Three	12	3.10
Four	6	1.55
Five	2	0.52
Six or More	10	2.58

Table 4.2 describes the Intercultural Effectiveness of the student participants (*n* = 387). The students provided responses regarding the six areas of Intercultural effectiveness including: Self-Awareness, Exploration, Global Mindset, Relationship Interest, Positive Regard, and Emotional Resilience. Once this data was collected, the mean, standard deviation, and range of the data were determined.

When looking at each construct from the Intercultural Effectiveness Survey (IES) the following mean, standard deviation, and range were found for: Self-Awareness (*m* = 3.82; *SD* = 0.08); Exploration (*m* = 3.95; *SD* = 0.46); Global Mindset (*m* = 2.22; *SD* = 0.71); Relationship Interest (*m* = 3.05; *SD* = 0.46); Positive Regard (*m* = 3.47; *SD* = 0.60); and Emotional Resilience (*m* = 3.32; *SD* = 0.51).

Table 4.2
Description of Student Intercultural Effectiveness (*n* = 387)

IES Construct	**Mean (*m*)**	**Standard Deviation (*SD*)**	**Range (Low – High)**
Exploration	3.95	0.46	2.60 – 5.00
Self-Awareness	3.82	0.08	2.33 – 5.00
Positive Regard	3.47	0.60	1.44 – 5.00
Emotional Resilience	3.32	0.51	1.67 – 5.00
Relationship Interest	3.05	0.46	1.00 – 4.63
Global Mindset	2.22	0.71	1.00 – 4.57

Table 4.3 below provides information regarding the correlative relationship between these Intercultural Effectiveness Constructs mentioned above in table 4.3. These constructs are as follows: Self-Awareness (SA), Exploration (EX), Global Mindset (GM),

Relationship Interest (RI), Positive Regard (PR), and Emotional Resilience (ER). Self-Awareness has a large, positive relationship with Exploration (r = 0.575), a very small positive relationship with Global Mindset (r = 0.087), a small positive relationship with Relationship Interest (r = 0.179), and a very small positive relationship with Positive Regard (r = 0.095). Self-Awareness has a very small negative relationship (r = -0.044) with Emotional Resilience.

Exploration has a large positive relationship with Self-Awareness (r = 0.575); a small positive relationship with Global Mindset (r = 0.178); a small positive relationship with Relationship Interest (r = 0.163) and Emotional Resilience (r = 0.109); and a very small positive relationship with Positive Regard (r = 0.079

Global Mindset has a very small positive relationship with Self Awareness (r = 0.087) and Positive Regard (r = 0.058); a small positive relationship with Exploration (r = 0.178) and Emotional Resilience (r = 0.135); and a medium positive relationship with Relationship Interest (r = 0.319).

Relationship Interest has a very small positive relationship with Self-Awareness (r = 0.179), Exploration (r = 0.163) and Emotional Resilience (r = 0.173); a medium positive relationship with Global Mindset (r = 0.319); and a small positive relationship with Positive Regard (r = 0.225).

Positive Regard has a very small positive relationship with Self-Awareness (r = 0.095), Exploration (r = 0.075) and Global Mindset (r = 0.058); and a small positive relationship with Relationship Interest (r = 0.225) and Emotional Resilience (r = 0.171).

Emotional Resilience has a small positive relationship with Exploration (r = 0.109), Global Mindset (r = 0.134), Relationship Interest (r = 0.173) and Positive Regard (r = 0.171). Emotional Resilience has a very small negative relationship with Self-Awareness (r = -0.044).

Table 4.3
Relationship of Intercultural Effectiveness Constructs

	SA	EX	GM	RI	PR	ER
SA	-	0.575	0.087	0.179	0.095	-0.044
EX		-	0.178	0.163	0.079	0.109
GM			-	0.319	0.058	0.134
RI				-	0.225	0.173
PR					-	0.171
ER						-

Table 4.4 below shows the relationship among the various Intercultural Effectiveness Survey constructs (Self-Awareness, Exploration, Global Mindset, Relationship Interest, Positive Regard, and Emotional Resilience) to the additionally recorded student survey characteristics. These characteristics include: have/had citizenship in another country; high school agriculture teacher has travelled international; number of languages spoken; including having family from another country; having friends from another country; having family in the armed forces who have been overseas; having lived in another country; having participated in a school study abroad trip; travelled outside of the U.S.; and number of international experiences.

In the following paragraphs, correlation relationships among data will be described according to Miller's adjectives for description and inference, which were published in the Journal of Agricultural Education (1994).

Utilizing, Cohen's (1988) descriptors for correlation, the findings revealed Self-Awareness had a very small positive relationship with teacher travel (r = 0.036), student travel (r = 0.047), and citizenship (r = 0.032); however, Self-Awareness also has a very small negative relationship with having family from another country (r = -0.035), having friends from another country (r = -0.006), having family in the armed forces who have served overseas (r = -0.024), the number of languages spoken (r = -0.041), and having participated in a high school study abroad (r = -0.054). Self-Awareness has a small positive relationship with having lived in another country (r = -0.106),

Exploration has a very small positive relationship with teacher travel (r = 0.024), having family from another country (r = 0.028), having family in the armed forces who have served overseas (r = 0.018), having lived in another country (r = 0.056), having participated in a high school study abroad (r = 0.016), citizenship (r = 0.075), and student travel (r = 0.068). Exploration has a small positive relationship with having friends from another country (r = 0.147). In addition, exploration has a very small negative relationship with the number of languages spoken (r = -0.029).

Global Mindset has a very small positive relationship with having family from another country (r = 0.064), having friends from another country (r = 0.051), having family in the armed forces who have served overseas (r = 0.055), having lived in another country (r = 0.051), having participated in a high school study abroad (r = 0.056), and student travel (r = 0.019). The number of languages spoken (r = 0.199) and citizenship (r = 0.130) both have a small positive relationship. However, Global Mindset has a very small negative relationship with teacher travel (r = -0.051).

Relationship Interest has a very small positive relationship with having family from another country (r = 0.010), having family in the armed forces who have served overseas (r = 0.035), and having participated in a high school study abroad (r = 0.036), the number of languages spoken (r = 0.038), and citizenship (r = 0.079). However, Relationship Interest has a small negative relationship with teacher travel (r = -0.166), and a very small negative relationship with having friends from another country (r = -0.020), having lived in another country (r = -0.062), and student travel (r = -0.093).

Positive Regard has a very small positive relationship with having family from another country (r = 0.013), having friends from another country (r = 0.046), having family in the armed forces who have served overseas (r = 0.035), having lived in another country (r = 0.067), and having participated in a high school study abroad (r = 0.017). However,

Positive Regard has a very small negative relationship with teacher travel (r = -0.080) and student travel (r = -0.028).

Emotional Resilience has a very small positive relationship with having family from another country (r = 0.043), having friends from another country (r = 0.062), having family in the armed forces who have served overseas (r = 0.019), and having lived in another country (r = 0.35). Emotional Resilience also has a very small negative relationship with teacher travel (r = -0.077) and student travel (r = -0.022).

For more details about the relationship of intercultural effectiveness constructs to student characteristics you may reference Table 4.4 below.

Table 4.4
Relationship of Intercultural Effectiveness Constructs to Student Characteristics

IES Construct	**Teacher Travel**	**Family from Other Country**	**Friends from Other Country**	**Family in Armed Forces**	**Lived in Another Country**	**High School Study Abroad**	**Student Travel**
SA	0.036	-0.035	-0.006	-0.024	-0.106	-0.054	0.047
EX	0.024	0.028	0.147	0.018	0.056	0.016	0.068
GM	-0.051	0.064	0.051	0.055	0.051	0.056	0.019
RI	-0.166	0.010	-0.020	0.035	-0.062	0.036	-0.093
PR	-0.080	0.013	0.046	0.035	0.067	0.017	-0.028
ER	-0.077	0.043	0.062	0.019	0.019	0.035	-0.022

CHAPTER 5: DISCUSSION AND CONCLUSIONS

Discussion

The purpose of this study was to describe the level of cultural proficiency among secondary agricultural education students by evaluating their intercultural effectiveness and global experiences. By conducting this study, the number and types of global experiences were explored, the level of intercultural effectiveness of students was determined, and demographic information of participants was collected.

RQ1: What international exposure have the students encompassed?

Research question one asked about the international exposure of student participants. When referring back to Table 4.1, we can conclude from the data the majority of the student participants spoke only one language; are only U.S. citizens; have no friends or family living overseas; and have not travelled or studied abroad. In addition, the majority of these students know someone in the armed forces who has served (or currently is serving) overseas.

After examining this data, it can be inferred that the majority of students (or at least those selected to participate in the study) are very homogenous. Therefore, it is important to look at various ways to increase our students' exposure to cultural diversity within the classroom to allow students to increase their level of cultural competence and intercultural effectiveness. Teachers should also continue to incorporate cultural activities and conversations within their curriculum and recruit diverse students to their programs as well.

RQ2: What are the results of the student participants' perceived Intercultural Effectiveness?

Research question two addressed the results of the student participants' perceived Intercultural Effectiveness in terms of their scores in each of the six construct areas listed in

Table 4.2. Out of 387 student participants, Exploration was the highest-scoring construct of the Intercultural Effectiveness Survey results followed by Self-Awareness.

In a study conducted by Kealey (1996), having an interest in Exploration was as an important global competency. In this review, Kealey states that one's willingness to learn and their intrigue in regard to different cultures usually leads to a desire to get to know that particular country, its people, and its traditions. In addition, Mendenhall et al. (2012) suggests that there are extended effects of Exploration leading to "preparation and a motivation to exhibit or improve competencies associated with the Interpersonal Engagement dimension" (p. 8). Furthermore, studies conducted by those in the education field suggest that overseas teaching experiences for pre-service teachers are vital to expanding their intercultural effectiveness, develop an appreciation for the places they visit, and to critique their own culture in the process. This causes increased respect for diverse cultures and more tolerance and understanding of educational differences and barriers to education (Cushner & Mahon, 2002; Carlson & Widaman, 1988). In addition, Cushner (2007) recognized that simply traveling as a tourist does not allow for growth in one's intercultural competence and may in fact reinforce stereotypic images of many of the world's cultures. He further suggests the use of impactful international experiences as a means of "setting the stage" for people of different cultures to engage in meaningful relationships that may not otherwise occur.

Based on the findings from this study, as well as that of research similar in style, it is recommended that secondary agricultural educators find ways to include more cross-cultural examples within their classrooms and curriculum in addition to continuing to increase their own level of intercultural effectiveness. As the "Exploration" data indicates, students are more interested in learning about other cultures or individuals who are culturally, and globally, different from them. One approach to the recommendation includes

teachers incorporating examples of agricultural practices from other countries around the world in comparison to that of the United States. Teachers may also look to their local community for assistance in incorporating other cultures into their classrooms. One example of this could include a cultural lunch/dinner where students learn how to make a dish from another culture and must also present on the origins of this dish and agricultural practices used to grow the ingredients.

A second recommendation to increase intercultural effectiveness, in terms of Exploration, could also be for teachers to actively seek out professional development opportunities and travel opportunities to experience another culture firsthand. This could include educational tours or study abroad trips done by the teacher, or with a group of students. Ideally, these cultural experiences would be centered on agriculture, however any positive exposure is better than a lack of exposure.

The second highest-scoring construct of the Intercultural Effectiveness Survey results was Self Awareness. Jokinen (2005) stated that this competency was fundamental to one's ability to effectively work with people from other cultures. Similarly, Varner and Palmer (2005) argued that, "conscious cultural self-knowledge is a crucial variable in adapting to other cultures" (p. 1). These results are similar to observations of Bennett (1993) as he noted that students who had participated in an overseas student teaching program reported, "…they had learned a significant amount personally, professionally, and globally from their overseas student teaching." This immersive cultural experience allowed students to also take what they had learned regarding cultural difference and transfer that knowledge to a educational setting within their classrooms.

Based on these findings, it is suggested that all teachers and students take an intercultural effectiveness survey to identify their strengths and weaknesses in intercultural communication and begin to work towards increasing their cultural competence in these six

construct areas. High Self Awareness indicates that these secondary agriculture students would be more comfortable with who they are as individuals and also more adaptable to situations where they were exposed to other cultures. This leads us back to the recommendations for Exploration in the previous section. In addition, it also allows for more classroom discussions about global policies and issues affecting agriculture. Lastly, because of the significance of this data in Self-Awareness teachers may also be able to push their students to discuss more controversial and analytical topics within the agricultural classroom. Topics such as animal rights and animal welfare, the ethics of cloning, and the perception of antibiotics in conventional farming methods may be examples of controversial issues to discuss.

On the opposite end of the spectrum, Global Mindset was a low-scoring construct. As stated by Cushner (2002) in his research on international experiences in creating a teacher that is both culturally competent and internationally-minded, he states, "humans, as social beings, learn best in situations when the complexity of social reality is encountered, examined, and understood" (p. 36). Furthermore, he says that the lived intercultural experience is the most beneficial type of experience in gaining a meaningful understanding of other cultures in addition to one's own. Cushner also states that the research conducted shows the value of lived experiences in expanding cross-cultural knowledge and developing a global perspective (2007).

This data implies that students who are familiar with other countries or cultures (through having family, friends, or other connections) will also be more likely to keep up with what is going on in these countries or cultures.

Therefore, In order to further improve students' scores in the area of Global Mindset, it is suggested that teachers require students to complete these types of assignments and participate in cultural interactions. Examples include assignments that

allow students the chance to explore other cultures and agricultural differences and similarities within them. In these cases, giving students a choice may also be beneficial as this allows the student to create more of an investment in the research since they had a choice in the assignment. The most beneficial and logical suggestion for increasing one's Global Mindset scores is to have these students (and teachers) interact with people who are culturally different from them. This includes, utilizing local residents within the community (i.e. local restaurant and store owners for specialty foods), utilizing an educational trip that is centered on agriculture (i.e. a tour of the major agricultural regions of France to learn about their major products and exports), or utilizing other means of technology to infuse cultural experiences into the classroom curriculum (i.e. Skype calls, YouTube videos, documentaries, or social media).

In addition to increasing our students' Global Mindset scores, it may also be beneficial to increase our teachers' Global Mindset scores. Therefore, it is suggested to pre-service teachers to participate in a study or student teaching abroad experience to enhance their teaching skills, intercultural effectiveness, and ability to adapt to various situations within the classroom. Along these same lines, it is suggested to pre-service teacher educators to offer such experiences, or work with the international student affairs office to create or seek out such experiences for students within the Agricultural Education major.

Lastly, as a suggestion to Kentucky FFA State Staff members, it would also be beneficial to offer an intercultural effectiveness professional development opportunity for current Agriculture Education teachers in the state. This opportunity could take place at summer conference as and include a variety of topics ranging from teaching to diverse students, ways to increase diversity in your chapter, or how to incorporate culture into classroom curriculum.

RQ3: What is the relationship of students' Intercultural Effectiveness?

In terms of the relationships between the students' Intercultural Effectiveness, as shown by Table 4.3, Self- Awareness scored very well in relation to Exploration, and Global Mindset scored very well in relation to Relationship Interest. We have previously discussed the concepts of Self-Awareness, Exploration, and Global Mindset under research question two listed above. However, we have not discussed the topic of Relationship Interest.

Remember from the construct descriptions earlier that Relationship Interest refers to the degree to which people have a desire and willingness to initiate and maintain relationships with people from other cultures. People high on this dimension work hard to develop relationships with others (Mendenhall et al., 1985) and Black et al., (1999) describes it as the ability to emotionally connect with others.

We can conclude from the data that when students are more aware of themselves, they are also more likely to be interested in learning about other people. Students who have an elevated Global Mindset are also more likely to be interested in forming and keeping relationships with those who are culturally different from them.

Therefore, it is recommended that students and teachers take an intercultural effectiveness assessment, such as the IES, to determine where they rank in the respective construct areas. This will allow them to identify their cultural strengths and weaknesses and allow them to find ways in which they can improve their abilities in those lower-scoring constructs.

RQ4: What is the relationship of students' Intercultural Effectiveness by their own international exposure?

When examining the data presented in Table 4.4 concerning the relationship of the six Intercultural Effectiveness Constructs to the student characteristics, there is one very

interesting observation. Students scored very low in the Relationship Interest construct in relation to the teachers' international travel.

This data implies that there is a negative relationship between any international experiences and traveling that the teacher has done in correlation to increasing students' Relationship Interest scores. It is possible that teachers are not talking about the right kinds of experiences that they had, or that they are only talking about the tourist-type activities that they experienced. As stated earlier from the work by Cushner (2007) these types of tourist travel may actually distort and reinforce stereotypic images of the world's peoples. This may lead to students getting a tourist version of the trip, even if the teacher had beneficial agricultural experiences.

Therefore, it is suggested that teachers share stories about cultural experiences using politically correct terminology and focusing on only those educational or enlightening agricultural experiences to prevent reinforcing cultural stereotypes. It is also suggested that more research needs to be conducted in this area to determine how teachers utilize their international experiences within their classrooms. Data pertaining to the topic of conversation and stories shared about these trips and experiences would shed light on this negative relationship between Relationship Interest and the AG teachers' international travel experiences.

The results of this study will continue to help current agricultural educators to better understand the needs of their increasingly diverse student population, see where our representative student population ranks in terms of intercultural effectiveness, and introduce the conversation of increasing intercultural effectiveness both in and outside of the classroom.

Limitations

Though the researcher sought to collect accurate data, results may still be somewhat skewed. In utilizing the IES survey, which was created for an adult demographic, some examples given in the survey may have been dated or contained language that was confusing for some high school students. Many students did not know the definition of words such as "interpersonal" and were not familiar with "BBC news." These issues could have been avoided by piloting the survey with high school youth in addition to committee members and other adults. It is possible that students answered incorrectly or not at all due to confusing language or simply not understanding the statement/ question.

A second possible limitation to this study may be the length of the survey itself. It is very possible that students may have started out answering the survey questions truthfully, but lost interest after the first page. It would be ideal to have an online survey or simply a shorter survey to keep students more engaged and attentive to the questions being asked.

Discussion

Throughout my experiences as a pre-service Agricultural Education student/ teacher, a graduate student, and now a current high school Agricultural Education teacher, I have had the opportunity to see Agricultural Education from many different perspectives. I have also learned a great deal from each step along the way and it has allowed me to continuously see Agricultural Education in a new light.

At the beginning of this study, I was expecting to see that Agricultural students would not score as well on most of the Intercultural Effectiveness Scale constructs. I based this opinion on the fact that the schools I was collecting data from were predominately rural, mostly white schools in Kentucky. I would not consider any of these schools to be inner-city or urban by any means. However, after examining my data, I was pleasantly surprised that students scored so high in the areas of Self-Awareness, Exploration and

Global Mindset. This may be a characteristic of a new generation of students whose thoughts differ from those of their parents and grandparents.

From a teacher perspective, it is very encouraging to see in a profession that is traditionally very homogenous and is surrounded by various stereotypes of "cows, sows, and plows" or that only students from a farming background can join FFA and be in an agricultural class. This is something that I currently struggle with in my own school-attracting students who come from a non-traditional (non-farming) background.

In my own teaching experience, I have found I am able to attract a diverse population of students, incorporate examples of agriculture from other countries, and share relevant examples of my international experiences with students to begin a conversation about international travel, agriculture, and differences in cultures. I have, however, found the largest influencing factor in attracting students to my classroom has been how I dress. I had one African American student say he couldn't talk to me anymore when I wore cowboy boots to school for a Rodeo trip. The one day I did not dress in a neutral manner was enough for that student to say something to me. This allowed me to think about other high school agriculture programs and the issues they may have in attracting various groups of students to their programs or classes. As innocent as shoes may seem, they can make a huge difference in some students feeling welcome and isolated or excluded within your classroom.

In addition to being mindful of the type of students you want to attract; Kentucky agriculture teachers should also be mindful of the cultural experiences they offer to their students. The Social Studies, Language, and Humanities courses always offer various cultural travel experiences to their students and very rarely do you find this within agricultural courses. While a trip to the state fair, various FFA competitions, or the rodeo may be quite educational in other ways, these trips are not usually culturally-enriching

experiences. We need to offer these types of experiences at the state level, not just for national officers or national proficiency finalists. Additional scholarships need to be made available for those students who would benefit from these cultural experiences, but may not be able to afford them for various reasons.

As a first year teacher, I will admit that it is not always easy to create a great lesson where you make an impact on every student in the class; however, the most successful lessons have been those where I have told a story or had students share their experiences about an event or a topic. Often, I will refer to my student teaching experience in Australia. I always share positive stories with my students about other countries and cultures to always promote a positive relationship with culture in my classroom. In response, my students are always interested to hear more about other countries that I have visited, they share their own stories about traveling, and they ask me about opportunities to travel or study abroad in high school or college. I believe that this positive relationship is key to sparking an interest within a student for their future interest in traveling and learning about other countries.

One example of an assignment that incorporates culture into my classroom is done in my freshman class regarding how basic needs are met across the world. I have students choose a country and describe how basic needs are met in that country in a way that is unique when compared to the rest of the world. For example: what type of traditional clothing do they wear, what are common agricultural products and animals they produce, what are common foods they eat, and what do their houses typically look like? Within this assignment I also allow students to choose their country so they also have an investment in the project in addition to my requirements.

Lastly, I have also found these students who have had multiple, positive, and impactful cultural experiences are also some of my best and brightest students. This

information is exciting to administrators and future employers alike as these students are quite driven, adaptable, and intelligent individuals who are always interested in learning more and going the extra mile for an assignment. As our classroom demographics continue to change and our students continue to become more diverse, having these students who can be welcoming to those who are culturally different from them is a blessing in many ways. It not only allows you to attract more students to your program, but it also allows your students to learn more from within the walls of your classroom simply by talking to another student in the room. No matter the setting, being effective in intercultural situations will always be a benefit to our students in an increasingly diverse agricultural world.

In the ever-shifting cultural climate of our nation's schools, agricultural educators must take care to recruit and retain students from all races, ethnicities, genders, religions, and statuses. The very nature of education and the future of agriculture depend upon the diverse interactions that take place between these students and the lessons that are learned, not through the content of each lesson, but through those interactions with other students. Students should first learn to respect agriculture as one of the oldest traditions that has allowed us all to be part of an established society, and at the same time, learn to respect others for their diverse contributions, perspectives, and opinions no matter how similar or different they may be.

APPENDIX A: IRB APPROVAL

Office of Research Integrity
IRB, IACUC, RDRC
315 Kinkead Hall
Lexington, KY 40506-0057
859 257-9428
fax 859 257-8995
www.research.uky.edu/ori/

Initial Review

Approval Ends
April 10, 2017

IRB Number
15-1088-P4S

TO: Courtney Crume
College Of Agriculture
307 Garrigus Bldg
0215
PI phone #: (502) 889-5276

FROM: Chairperson/Vice Chairperson
Non-medical Institutional Review Board (IRB)

SUBJECT: Approval of Protocol Number 15-1088-P4S

DATE: April 14, 2016

On April 11, 2016, the Non-medical Institutional Review Board approved your protocol entitled:

The Level of Cultural Proficiency Gained Among Secondary Agriculture Education Youth by their Teacher's Global Experiences

PLEASE NOTE: Research activities can only commence in schools for which you have already received a letter of support. Although the protocol was approved, you may not begin any part of the research activities in a school listed in the protocol for which you are still awaiting a letter of support. Once received, those letters must be submitted for your file.

Approval is effective from April 11, 2016 until April 10, 2017 and extends to any consent/assent form, cover letter, and/or phone script. If applicable, attached is the IRB approved consent/assent document(s) to be used when enrolling subjects. **[Note, subjects can only be enrolled using consent/assent forms which have a valid "IRB Approval" stamp unless special waiver has been obtained from the IRB.]** Prior to the end of this period, you will be sent a Continuation Review Report Form which must be completed and returned to the Office of Research Integrity so that the protocol can be reviewed and approved for the next period.

In implementing the research activities, you are responsible for complying with IRB decisions, conditions and requirements. The research procedures should be implemented as approved in the IRB protocol. It is the principal investigators responsibility to ensure any changes planned for the research are submitted for review and approval by the IRB prior to implementation. Protocol changes made without prior IRB approval to eliminate apparent hazards to the subject(s) should be reported in writing immediately to the IRB. Furthermore, discontinuing a study or completion of a study is considered a change in the protocol's status and therefore the IRB should be promptly notified in writing.

For information describing investigator responsibilities after obtaining IRB approval, download and read the document "PI Guidance to Responsibilities, Qualifications, Records and Documentation of Human Subjects Research" from the Office of Research Integrity's IRB Survival Handbook web page [http://www.research.uky.edu/ori/IRB-Survival-Handbook.html#PIresponsibilities]. Additional information regarding IRB review, federal regulations, and institutional policies may be found through ORI's web site [http://www.research.uky.edu/ori]. If you have questions, need additional information, or would like a paper copy of the above mentioned document, contact the Office of Research Integrity at (859) 257-9428.

M. Yan Tubergen, PhD/ah
Chairperson/Vice Chairperson

APPENDIX B: THE SURVEY INSTRUMENT

The Survey Questions	**Strongly Disagree**	**Disagree**	**Neither**	**Agree**	**Strongly Agree**
As a student, I took many courses on foreign countries and cultures.					
Average people are not very well satisfied with themselves.					
Every now and then I watch television programs about other countries and cultures.					
Given a choice, I would rather vacation at home than go abroad.					
I am a regular listener of the BBC or similar world news sources.					
I am able to start over after setbacks.					
I am comfortable with myself.					
I can clearly articulate my personal values to others.					
I can make mid-course corrections.					
I can often be found reading about world geography.					
I cope well with most things that come my way.					
I enjoy making friends with people from other cultures.					
I enjoy reflecting on my past experiences to see what I can learn from them.					
I find that little things often bother me.					
I have developed significant new skills over time.					
I have grown over time.					
I have never been good at coping with negative emotions.					
I know what I am good at.					
I learn from mistakes.					
I like to have contact with people from different cultures.					
I regularly read the travel section of the newspaper.					
I routinely read the international section of the newspaper.					
I seek experiences that will change my perspective.					
I take advantage of opportunities to do new things.					
I treat all situations as an opportunity to learn something.					
I'm aware of my interpersonal style and can easily describe it to others.					
If someone asked me what my main weaknesses are, I could give them an accurate answer right away.					

If the occasion arose, I would try to avoid speaking at any length with someone who is not fluent in my native language.					
In my experience, people are pretty stubborn and unreasonable.					
It doesn't bother me to start up a conversation with someone I don't know.					
It doesn't take me long to get over setbacks.					
It is hard to find things to talk about with people from other cultures.					
It takes me a long time to get over a particularly stressful experience.					
It usually takes me awhile to get over my mistakes.					
It's hard for me to get over my failures.					
Meeting people from other cultures is stimulating.					
Meeting people from other cultures is stressful.					
My friends would say I know a lot about world geography.					
Once you start doing favors for people, they'll just walk all over you.					
People are always dissatisfied and hunting for something new.					
People are too self-centered.					
People get ahead by using "pull" and not because of what they know.					
People these days have pretty low moral standards.					
People who don't know themselves well are really doing themselves a disservice.					
People who know me would say I remain calm in stressful situations.					
Sometimes there is so much pressure I feel like I will burst.					
The idea of learning a foreign language is more exciting to me than it is dreadful.					
The only thing people can talk about these days, it seems, is movies, TV, and foolishness like that.					
Thinking about my strengths and weaknesses is a good use of my time.					
Usually I can tell what impact my behavior has on others.					
When I make an important decision, I look for information from as many different sources as possible.					
You've probably got to hurt someone if you're going to make something out of yourself.					

Are you a citizen or permanent resident of another country? Circle one.

Yes / No

What's the highest level of education you have completed? Check one.

Some High School
Secondary/ High school Degree
One or Two Years of University
Three or Four Years of University
Five or More Years of University
Completed University Degree (e.g., B.A./B.S.)
Some Graduate Coursework
Completed Master's Level Degree (e.g., M.A./M.S., MBA)
Completed Doctoral/Terminal Degree (e.g., PhD, JD, MD)
Post-Doctoral Degree
Other (please specify) _____

Which category best describes your present (or most recent) job level? Check one.

No previous work experience
Hourly Employee/Worker
Front Line or Direct Supervision
Professional Employee/Self Employed (Physician, Lawyer, Teacher, Consultant, Engineer, etc.)
Lower Management or Lower-Level Administrator
Middle Management or Mid-Level Administrator
Upper Management or Upper-Level Administrator
Other (please specify) _____

APPENDIX C: SUPPLEMENTAL STUDENT QUESTIONS – GLOBAL EXPOSURES

Do you have experience with any of the following? Check all that apply.

	Have family members from another country or who are currently living in another country
	Have friends who are from another country or who are currently living in another country
	Have family members in the armed forces who have been overseas
	Lived in a foreign country(ies) with your family before age 18 for extended period of time
	International study abroad program in high school
	International study abroad program in college
	Worked in another country

Have you ever traveled outside of the U.S.? Circle one.

Yes	No

If so, how many times have you been outside of the U.S.? Circle one.

1	2	3	4	5	6	7 or more

What was your reason(s) for traveling outside of the U.S. (e.g. vacation, study abroad, mission trip, etc.)?

_____

_____

Please list the approximate length of your visits for each time you have been outside of the U.S. (e.g. trip one- one week, trip two- four months).

_____

_____

APPENDIX D: SUPPLEMENTAL STUDENT QUESTIONS – THE AG CLASSROOM

How many years have you been enrolled in an agriculture course at your school (including this year)?

1	2	3	4 or more

Do you feel welcome in your agriculture classroom?

Yes	No	Maybe

Did your agriculture teacher give examples of other cultures in your class material this year/ semester? Examples of culture may include things like pictures, videos, artifacts, food, music, clothing, etc.

Yes	No	Maybe

Did you learn something new about another culture in your agriculture class this semester/ year?

Yes	No	Maybe

Do you think that your agriculture classroom is welcoming of other cultures and groups that are different from your own?

Yes	No	Maybe

REFERENCES

ACTE. (2015). Association for Career and Technical Education. https://www.acteonline.org/cte/#.VyOniNQrIdU

Amir, Y. (1969). "Contact hypothesis in ethnic relations." *Psychological Bulletin 71*(5), 319-342.

Au, K., & Jordan, C. (1981). Teaching reading to Hawaiian children: Finding a culturally appropriate solution. In H. Trueba, G. Guthrie, & K. Au (Eds.), *Culture and the bilingual classroom: Studies in classroom ethnography*. (pp. 69-86) Rowley, MA: Newbury House.

Bennett, M. J. (1993). Towards ethnorelativism: A developmental model of intercultural sensitivity (revised). In R. M. Paige (Ed.), Education for the Intercultural Experience. Yarmouth, Me: Intercultural Press.

Black, J.S., Morrison, A. & Gregersen, H.B. (1999). Global explorers: The next generation of leaders. New York: Routledge.

Bornstein, R. F. (1993). Mere Exposure Effects with Outgroup Stimuli. Affect, Cognition, and Stereotyping: Interactive Processes in Group Perception. San Diego, CA, Academic Press, Inc.**:** 195-210.

Bowen, B. E. (2002). Advancing agricultural education within the context of an increasingly diverse society. *Journal of Agricultural Education, 43*(1), 1-11. doi:10.5032/jae.2002.01001

Carlson, J. S., & Widaman, K. F. (1988). The effects of study abroad during college on attitudes toward other cultures. *International Journal of Intercultural Relations*, 1-17.

Cohen, J. (1988). Statistical power analysis for the behavioral sciences (2nd ed.) New Jersey: Lawrence Erlbaum.

Cook, S. W., & Sellitz, C. (1952). Contact and intergroup attitudes: some theoretical considerations. New York, Research Center for Human Relations.

Culture. (n.d.). Retrieved April 24, 2017, from https://www.merriam-webster.com/dictionary/culture

Cushner, K. (1998). *International perspectives on intercultural education*. Mahwah, NJ: Lawrence Erlbaum.

Cushner, K. (2007). "The Role of Experience in the Making of Internationally-Minded Teachers." *Teacher Education Quarterly 31*(1), 27-38.

Cushner, K., & Mahon, J. (2002). Overseas Student Teaching: Affecting Personal, Professional, and Global Competencies in an Age of Globalization. *Journal of Studies in International Education, 6*(1), 44-58.

Cushner, K., McClelland, A., & Safford, P. (2000). *Human diversity in education: An integrative approach* (3rd ed). Boston: McGraw-Hill.

Dailey, A. L., Conroy, C. A. , & Shelley-Tolbert, C. A. (2001). Using agricultural education as the context to teach life skills. *Journal of Agricultural Education, 42*(1), 11-20. doi: 10.5032/jae.2001.01011

Deutsch, M., & Collins, M. E. (1951). Interracial housing: A psychological evaluation of a social experiment. Minneapolis, University of Minnesota Press.

Doerfert, D. L. (Ed.) (2011). National research agenda: American Association for Agricultural Education's research priority areas for 2011-2015. Lubbock, TX: Texas Tech University, Department of Agricultural Education and Communications.

Gay, G. (2000). *Culturally Responsive Teaching: Theory, Research, & Practice.* New York: Teachers College Press.

Gliem, R. R., & Gliem, J. A. (2000). Factors that encouraged, discouraged, and would encourage students in secondary agricultural education programs to join the FFA. Proceedings of the 27th Annual National Agricultural Education Research Conference, San Diego, CA, 27, 251-263. Retrieved from http://www.aged.caf.wvu.edu/Research/NAERC-2000/web/e4.pdf

Igo, C. G., & White, J. D. (1999). It has gone without saying too long already! *Agricultural Education Magazine, 71*(5), 8-9.

Intercultural. (n.d.) Retrieved April 24, 2017, from https://en.oxforddictionaries.com/definition/intercultural

Jokinen, T. (2005). "Global leadership competencies: a review and discussion." *Journal of European Industrial Training, 29*(3), 199-216.

Kealey, D. J. (1989). "A study of cross-cultural effectiveness: Theoretical issues, practical applications." *International Journal of Intercultural Relations 13*, 387-428.

Kealey, D. J. (1996). Handbook of intercultural training. The challenge of international personnel selection. Thousand Oaks, CA, Sage Publications, 81-105.

Kinzler, K. D. and E. S. Spelke (2011). "Do infants show social preferences for people differing in race?" *Cognition, 119*(1), 1-9.

Kunst-Wilson, W. R., & Zajonc, R. B. (1980). Affective discrimination of stimuli that cannot be recognized. Science, 207, 557-558.

Ladson-Billings, G. (1994). The dreamkeepers. San Francisco: Jossey-Bass Publishing Co.

Lavergne, D. D., Larke, Jr. A., Elbert, C. D., & Jones, W. A. (2011). The benefits and barriers toward diversity inclusion regarding agricultural science teachers in Texas secondary agricultural education programs. *The Journal of Agricultural Education*, *52*(2), 140–150. doi:10.5032/jae.2011.02140

Lawrence, S., Rayfield, J., Moore, L. L., & Outley, C. (2013). "An analysis of FFA chapter demographics as compared to schools and communities." Journal of Agricultural Education 54(1): 207-219.

Littleford, L., & Nolan, S. (2013, May 1). Your sphere of influence: How to infuse cultural diversity into your psychology classes. Retrieved Nov. 28, 2015, from http://www.apa.org/ed/precollege/ptn/2013/05/cultural-diversity.aspx

Maxwell, L. A. (2014). "U.S. School Enrollment Hits Majority-Minority Milestone." *Education Week 34*(1), 1,12,14-15.

Melnick, S. L., & Zeichner, K. M. (1998). Teacher educations responsibility to address diversity issues: Enhancing institutional capacity. *Theory Into Practice, 37*(2), 62-69.

Mendenhall, M., & Oddou, G. (1985). The dimensions of expatriate acculturation: A review. *Academy of Management Review, 10*(1), 39-47.

Mendenhall, M. E., Stevens, M. J., Bird, A., Oddou, G. R., & Osland, J. (2012). Specification of the Content Domain of the Intercultural Effectiveness Scale. The Kozai Monograph Series. Chesterfield, MO.

Messner, W., & Schäfer, N. (2012). The ICCA Facilitator's Manual. Intercultural Communication and Collaboration Appraisal. G. Research. London.

Miller, L. E. (1994). "Correlations: Description or Inference?" Journal of Agricultural Education 35(1): 5-7.

Moreland, R. L., & Beach, S. R. (1992). Exposure effects in the classroom: The development of affinity among students. *Journal of Experimental Social Psychology 28*(3), 255-276.

Multicultural. (n.d.). Retrieved April 24, 2017, from https://www.merriam-webster.com/dictionary/multicultural

Murphy, S. T., & Zajonc, R. B. (1993). Affect, cognition, and awareness: Affective priming with optimal and suboptimal stimulus exposures. *Journal of Personality and Social Psychology 64*(5), 723–739.

National Center for Education Statistics. (2013). Number and percentage distribution of teachers in public and private elementary and secondary schools, by selected teacher characteristics: Selected years, 1987-88 through 2011-12, U.S. Department of Education.

National FFA. (2016). National FFA Organization, https://www.ffa.org

Pettigrew, T. F., & Troop, L. F. (2006). "Interpersonal Relations and Group Processes." Journal of Personality and Social Psychology 90(5): 751-783.

Pettigrew, T. F., Troop, L. R., Wagner, U., & Christ, O., (2011). Recent advances in intergroup contact theory. *International Journal of Intercultural Relations, 35*(3), 271-280.

Reber, R., Winkielman., P., Schwarz, N. (1998). "Effects of Perceptual Fluency on Affective Judgments." Psychological Science 9(1): 45-48.

Riley, J. (1967). Saga of the Barefoot Bag on Campus. LIFE. Chicago, IL, TIME, INC. 62: 72-73.

Roberts, T. G., Hall, J. L., Briers, G. E., Gill, E., Shinn, G. C., Larke, Jr., A., & Jaure, P. (2009). Engaging Hispanic students in agricultural education and the FFA; A 3-year case study. Journal of Agricultural Education, 50(3), 69–80. doi:10.5032/jae.2009.03069

Talbert, B. A., & Balschweid, M. A. (2004). Engaging students in the agricultural education model: Factors affecting student participation in the national FFA organization. *Journal of Agricultural Education, 45*(1), 29-41. doi: 10.5032/jae.2004.01029

The Kozai Group, Inc. (2015). Intercultural Effectiveness Scale (IES). Retrieved December 19, 2016, from http://www.kozaigroup.com/intercultural-effectiveness-scale-ies/.

U.S. Census Bureau, U.S. Department of Commerce. (2012, December 12). *U.S. Census Bureau Projections Show a Slower Growing, Older, More Diverse Nation a Half Century from Now* [Press release]. *Newsroom Archive*. Retrieved July 7, 2016, from https://www.census.gov/newsroom/releases/archives/population/cb12-243.html

VanderStel, A. (2014). The Impact of Demographics in Education. Honors Projects. G. V. S. University. *329***,** 1-18. http://scholarworks.gvsu.edu/honorsprojects/329

Varner, I. I., & Palmer, T.M. (2005). Role of Cultural Self-Knowledge in Successful Expatriation. *Singapore Management Review, 27*(1), 1-25.

Wilner, D. M., Walkley, R. P., & Cook, S. W. (1952). "Residential proximity and intergroup relations in public housing projects." Journal of Social Issues 8(1).

Zajonc, R. B. (1968). Attitudinal Effects of Mere Exposure. *Journal of Personality and Social Psychology, 9*(2), 1-27.

Zajonc, R. B. (1980). Feeling and thinking: Preferences need no inferences. *American Psychologist*, *35*, 151-17

Zebrowitz, L. A., White, B., & Wieneke, K. (2008). Mere Exposure and Racial Prejudice: Exposure to Other-Race Faces Increases Liking for Strangers of That Race. *Social Cognition*, *26*(3), 259–275. http://doi.org/10.1521/soco.2008.26.3.259

VITA

1. Place of Birth: Lexington, Kentucky
2. Educational Institutions:

   University of Kentucky, 2016

   College of Agriculture Food, and Environment

   B.S. Career and Technical Education

   University of Kentucky, 2016

   College of Agriculture, Food, and Environment

   M.S. Community and Leadership Development (expected)
3. Courtney Ann Turley