

Impact of Faculty-led Study Abroad Programs on Student Satisfaction

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This exploratory study examined differences in students' emotional responses to study abroad, comparing "chaperoned" and "unchaperoned" study abroad programs (SAPs). The research study was carried out by the author, a faculty member who administers SAPs. The participants were 100 undergraduate students at a national university in rural Japan who participated in short-term SAPs for three to four weeks. They were given a questionnaire before and after the programs to investigate differences between the groups in student anxiety and satisfaction with the programs. The questionnaire included items about anxiety, adequacy of pre-departure briefing and overall satisfaction. Eight Likert-scale items were analyzed using Mann-Whitney U tests. In the results, both groups with and without a chaperone reported anxiety. Their satisfaction was enhanced when the support received during the time abroad was well aligned with their conceptions of learning. Educational interventions aimed at tackling anxiety are discussed.

本研究では、「引率付き」と「引率なし」の留学プログラム (SAP) を比較し、留学に対する学生の感情的反応の違いを調査した。調査は、留学プログラム担当教員である筆者が実施した。調査対象は3~4週間の短期留学プログラムに参加した、日本の国立大学の学部生100名である。プログラム前後にリッカート尺度を用いた質問紙調査を実施し、不安、出発前ブリーフィングの適切さ、および全体的な満足度に関する項目を含む8項目を調査した。教員同行型と教員非同行型プログラム間でマンホイットニーのU検定を行った結果、引率者の有無に関わらず、両グループとも不安が見られた。さらに、プログラム期間中に受けた支援が学生自身の学習観と合致する場合に、満足度が高まるという可能性が示された。これらの結果を踏まえ、留学プログラムを企画・運営する教員という立場から、学生の不安への対処法や教育的介入について論じた。

Study abroad programs (SAPs) are broadly acknowledged to enhance students' autonomy and confidence through encouraging independent exploration in a foreign country (Shibata, 2019). At Shizuoka University, short-term SAPs of three to four weeks have been implemented, with an average of 45.5 students a year taking part between 2009 to 2024, except in 2020 and 2021 (Shizuoka University, 2025). During the COVID-19 pandemic (2020–2021), all study abroad programs at Shizuoka University were suspended, and the total number of students participating in study abroad programs remained below pre-pandemic levels in 2024 (Shizuoka University, 2025). National statistics also indicate that the number of Japanese students studying abroad markedly decreased during the pandemic, and it has not yet returned to pre-pandemic levels as of 2024 (Japan Student Services Organization (JASSO), 2026). Despite a slight increase from 2023 (JASSO, 2026), the recovery has been slow. One possible explanation is that the current economic situation and financial burdens associated with SAPs may discourage students from participating (Chochol & Yamamoto, 2025).

With this in mind, according to the Japan Association of Overseas Studies (JAOS) (2025), among 70,253 Japanese students who studied abroad in 2024, 16,140 (23%) students joined in group study tours. Following this trend, universities need to find ways to make SAPs align with students' perceived needs to continue attracting participation. Hanada (2018) stated that mentoring by faculty members is particularly important in promoting study abroad. Faculty-led programs can generally be categorized into two types: programs with academically specific content (Herbst, 2011; Keese & O'Brien, 2011; Shibata, 2019) and programs designed for general education (Matsumura, 2007; Yamaguchi et al., 2016). Although the details of policies and procedures governing faculty-led SAPs vary greatly from institution to institution, faculty-led programs continue to grow in importance (Hulstrand, 2015). The faculty-led SAPs in this study fall into the latter type, in which a faculty member acts as a chaperone to support students' logistics and risk management rather than teaching an academic course.

At Shizuoka University, the programs without any chaperone were administered by the international office of the university. In contrast, the program in Australia was organized by a department within the university and consistently included a chaperone to accompany students. The chaperone for the Australian program was a faculty member of the department who had earned a degree from an Australian university and had accompanied students since 2024. Although the author was not the chaperone, they had served as an SAP coordinator for the department since 2023. As universities seek to expand and diversify study abroad opportunities in support of internationalization, particularly with the depreciation of the Japanese currency, it is essential for program coordinators to understand students' needs and identify factors influencing their experiences. Understanding whether the presence or absence of a chaperone affects students' anxiety and satisfaction is particularly important for designing future study abroad opportunities.

Advantages and Disadvantages of a Faculty-led Study Abroad Program

Faculty-led SAPs are effective and beneficial for both students and faculty members because the curriculum is seamless (Shibata, 2019; Yamaguchi et al., 2016). Such programs include extensive preparatory study that helps students apply their knowledge abroad (Gaia, 2015). Faculty members' participation provides students with the opportunity to attain knowledge and international experiences from that person (Nozaki & Shinkai, 2026). In addition, a faculty-led program usually offers credits (Fabregas-Janeiro et al., 2012; Giedt et al., 2015; Keese & O'Brien, 2011, Nozaki & Shinkai, 2026) because everything is pre-planned in accordance with the academic, administrative, and logistical requirements of the university (Keese & O'Brien, 2011, Nozaki & Shinkai, 2026). This was also the case for the programs examined in this study.

Moreover, meeting these university requirements can also make parents feel safer about sending their children abroad (Keese & O'Brien, 2011). Even for students who feel scared or hesitant about international travel, a faculty-led program could meet their needs by offering on-site support that allows them to participate with a sense of security (Chochol & Yamamoto, 2026; Gaia, 2015; Keese & O'Brien, 2011).

Conversely, faculty-led programs designed for general education courses could find it challenging to set a common goal for a program or successfully guide students who range from first-year to seniors and from any major to achieve their goal (Marajh & Onaga, 2015). From the teachers' perspective, organizing an SAP requires additional personal commitment, and the success of the program depends on the experience and leadership

of the faculty member (Nozaki & Shinkai, 2026), which may put a lot of pressure on them.

The Importance of Preparatory Activities

Detailed planning is essential for faculty-led SAPs in general education. The preparatory course plays a critical role not only in preparing students with necessary background knowledge but also in building a team to travel and study abroad (Kawasaki, 2025). It also enables them to formulate goals they intend to pursue throughout a program (Manning & Dinges, 2015). Although preparatory activities vary in approaches regarding timing, contents, assignments, and delivery modes (Chochol, 2025), students recognize their development in perspectives and attitude through preparatory activities (Cutting et al., 2022).

All the participants in this study also took a preparatory course. About one month prior to their programs, they took part in hybrid sessions face-to-face and in on-demand mode (Chochol & Yamamoto, 2024). The course consisted of four sessions: orientation, safety abroad, useful English expressions, and academic writing (Chochol & Yamamoto, 2024). Students commented that knowledge of academic writing was not relevant in their SAPs, while greater knowledge of cultural aspects have been useful (Chochol, 2025). Therefore, the content area of academic writing was changed into intercultural understanding from 2025. In addition to this, students were more likely to think that an intensive course and its contents in hybrid format were appropriate and that the contents suited that format (Chochol, 2025). Regarding the preparatory course, students in this study had similar experiences of preparation whether or not a chaperone accompanied them.

Student Satisfaction with a Faculty-led Study Abroad Program

Previous studies have reported student feedback on satisfaction with faculty-led SAPs (Fabregas-Janeiro et al., 2012; Matsumura, 2007; Sato & Kashiwazaki, 2022). Students' evaluations, especially regarding the quality of the program's organization, were outstanding (Fabregas-Janeiro et al., 2012). In addition, it was felt that an efficient travel itinerary should consider the number and timing of academic activities in relation to cultural activities (Shibata, 2019). According to Shibata (2019), since students tire more quickly than usual in an unfamiliar environment, creating free time for individual exploration keeps them engaged in academic activities and enhances multicultural education. Matsumura (2007) reported that students were satisfied with the balance

among classroom activities, tours provided by host institutions, and free time. Those students valued non-English-learning activities and wanted to know about homestays and local transportation fees early on during pre-departure guidance (Matsumura, 2007). Interestingly, some students felt satisfied when all the information they need was provided, even though they were going to “study” abroad. Matsumura (2007) also questioned whether providing all the information they need is supportive but not educational in terms of studying abroad, where students are expected to initially collect local information to study on their own. Students reported that days without being guided were some of the most enjoyable and memorable experiences during a program (Shibata, 2019).

As shown above, several studies have reported student feedback on faculty-led SAPs. However, studies focusing on the differences in emotional responses to study abroad comparing “chaperoned” and “unchaperoned” programs remain scarce. Examining and reporting the group differences in student anxiety and satisfaction are significant to develop and design SAPs, contributing to the strategic promotion of SAPs and student learning in the context of university internationalization. Therefore, this exploratory study aims to investigate the following research questions:

- RQ1. Do student anxiety levels differ between groups with and without a chaperone?
- RQ2. Do levels of student satisfaction differ between groups with and without a chaperone?

Methods

Participants

All the 100 participants in this study attended a pre-departure course led by the author and the chaperone, held in the hybrid format which Chochol and Yamamoto (2024) elaborated. Of the 100 students, 59 completed pre-survey and 30 completed both the pre- and post-surveys (Table 1). The student-year levels and number of participant responses are presented in Table 2. Their majors included interdisciplinary science, humanities, social sciences, education, agriculture, engineering, and informatics.

Table 1

Study Abroad Programs in Which the Participants of This Study Participated

Cohort	Location	Duration	Period	Respondent number
Cohort 1a	Australia	Three weeks	Feb.- Mar. 2024	17
Cohort 1b	Australia	Three weeks	Aug.- Sep. 2024	16
Cohort 1c	Australia	Four weeks	Feb.- Mar. 2025	28
Cohort 1d	Australia	Four weeks	Aug.- Sep. 2025	5
Cohort 1e	Australia	Four weeks	Feb.- Mar. 2026	5
Total chaperoned				71
Cohort 2a	United Kingdom	Four weeks	Feb.- Mar. 2024	3
Cohort 2b	United Kingdom	Four weeks	Feb.- Mar. 2025	1
Cohort 2c	United Kingdom	Four weeks	Feb.- Mar. 2026	4
Cohort 2d	Canada	Four weeks	Aug.- Sep. 2024	5
Cohort 2e	Canada	Four weeks	Aug.- Sep. 2025	3
Cohort 2f	Canada	Four weeks	Feb.- Mar. 2026	1
Cohort 2g	Malaysia	Three weeks	Aug.- Sep. 2024	4
Cohort 2h	Malaysia	Three weeks	Aug.- Sep. 2025	5
Cohort 2i	Hawaii	Four weeks	Feb.- Mar. 2026	3
Total unchaperoned				29
Total				100

Notes. Cohort 1: with a chaperone, Cohort 2: without a chaperone.

Table 2
The Number of Responses from the Participants

Year level	Pre-survey		Post-survey		Total responses	Respondent number
	With a chaperone	Without a chaperone	With a chaperone	Without a chaperone		
1st year	20	10	31	6	67	49
2nd year	15	10	17	15	57	47
3rd year	2	0	1	0	3	2
4th year	2	0	1	0	3	2
Total	39	20	50	21	130	100

Before completing the surveys, the participants received a written explanation of the purpose of the study, procedures, and data handling. They were informed that participation was entirely voluntary, that they could withdraw at any time without penalty, and that their responses would not influence their academic evaluation in the SAPs or any other courses. After this explanation, all the participants provided informed consent. Ethical approval for the study was obtained from the university's institutional review board.

Data Collection

The participants were asked to complete an online survey in Japanese, their native language, which was administered using Microsoft Forms before and after their SAP. The questionnaire consisted of nine multiple-choice questions (see Appendix). In both pre- and post-surveys, students first selected the SAP in which they participated. The responses of “A program in Australia” were interpreted as an SAP with a chaperone, and responses of other programs were SAPs without a chaperone, based on current practices offered by the participants' university.

Then, Q1–3 asked them to indicate the extent to which they agree with each statement regarding pre-departure preparation of the SAP on a four-point Likert scale, ranging from 1 “Disagree” to 4 “Agree.”

Next, at the pre-survey, Q4–8 asked which describes their feeling of anxiety or excitement about the SAP settings on a four-point Likert scale, ranging from 1 “Anxious” to 4 “Excited.” On the other hand, at the post-survey, Q4–8 asked their satisfaction about the same items as pre-survey on a four-point Likert scale, ranging from 1 “Dissatisfied” to 4 “Satisfied.”

Data Analysis

Since the data were ordinal and the sample size was small, Mann-Whitney U-tests were used to compare responses between two groups: the groups with and without a chaperone. The median (Mdn) and interquartile range (IQR), which is a measure that indicates the range within which the middle 50% of the data lies, of each group were reported along with indicators showing the differences, such as U-value, Z-value, and its effect size (r). The U-value represents the test statistic based on the ranks of observations, whereas the Z-value is the standardized test statistic used to calculate statistical significance (Hata & Tanaka, 2022). Following the guidelines of Hirai (2017), effect size (r) values around 0.10 were considered small, around 0.30 moderate, and around 0.50 large. The significance level was set at $p < .05$ (two-tailed). The data were analyzed using SPSS version 32.

Results

Students' Responses to the Pre-Departure Questionnaire

The participants were informed of the pre-departure questionnaire at the first pre-departure session as an orientation and answered online approximately one to two weeks before their departure. Table 3 presents the Mann-Whitney U test results of groups with and without a chaperone at pre-survey.

Table 3
Anxiety and Excitement Levels at Pre-Survey Comparing Groups With and Without a Chaperone

Item	With a chaperone (n = 39)		Without a chaperone (n = 20)		U	Z	p	r
	Mdn	IQR	Mdn	IQR				
1. Briefings	4.00	3–4	4.00	3–4	397.00	0.50	.617	0.07
2. Information in advance	3.00	3–4	3.00	3–4	418.50	0.91	.365	0.12
3. Home administrative services	4.00	3–4	4.00	3.25–4	352.00	-0.75	.455	-0.10
4. Host campus environment	4.00	3–4	4.00	3–4	395.00	0.10	.921	0.01
5. English classes	3.00	2–4	3.00	2–4	405.50	0.26	.792	0.03
6. Accommodation	4.00	3–4	3.50	3–4	395.00	0.09	.929	0.01
7. Activities outside the classroom	4.00	3–4	4.00	4–4	309.50	-1.91	.056	-0.25
8. Overall program	4.00	4–4	4.00	4–4	357.00	-0.76	.449	-0.10

Notes. N = 59. Mdn = median, IQR = interquartile range (25th–75th percentiles), U = Mann-Whitney U statistic, Z = standardized test statistic.

No significant differences were reported between the two groups at the pre-survey (Table 3). Also, the effect sizes were quite small, which indicated that the difference between the two groups were considered to be practically negligible. However, the difference of Item 7 “Activities outside the classroom” approached significant level ($U = 309.50$, $Z = -1.91$, $p = 0.056$) with a small-moderate effect ($r = -0.25$).

Students’ Responses to the Post-Program Questionnaire

Approximately one to three weeks after their arrival back in Japan, post-survey requests were informed by email when they arrived and in-person at a wrap-up session. Table 4 presents the result of the Mann-Whitney U-test at the post-survey.

Table 4
Satisfaction Level at Post-survey Comparing Groups With and Without a Chaperone

Item	With a chaperone (n = 50)		Without a chaperone (n = 21)		U	Z	p	r
	Mdn	IQR	Mdn	IQR				
1. Briefings	4.00	3–4	4.00	3–4	557.00	0.48	.635	0.06
2. Information in advance	4.00	3–4	3.00	3–4	573.50	0.67	.500	0.08
3. Home administrative services	4.00	4–4	4.00	3–4	655.00	2.31	.021*	0.27
4. Host campus environment	4.00	3–4	4.00	3–4	635.00	1.65	.098	0.20
5. English classes	3.00	3–4	4.00	3–4	546.00	0.29	.769	0.03
6. Accommodation	4.00	3.5–4	4.00	3–4	519.50	0.51	.610	0.06
7. Activities outside the classroom	4.00	2–4	4.00	4–4	398.50	-1.95	.051	-0.23
8. Overall program	4.00	4–4	4.00	3.5–4	500.50	-0.40	.688	-0.05

Notes. N = 71. Mdn = median, IQR = interquartile range (25th–75th percentiles), U = Mann-Whitney U statistic, Z = standardized test statistic. * $p < .05$.

In the post-survey, presented in Table 4, Item 3 “Home administrative services” showed a significant difference ($U = 655.00$, $Z = 2.31$, $p = .021$) with a moderate effect size ($r = 0.27$), indicating that the chaperone group reported higher appropriateness ratings for administrative services. Also, Item 7 “Activities outside the classroom” displayed

a near-significant pattern ($U = 389.50$, $Z = -1.95$, $p = .051$) with a medium effect size ($r = -0.23$), reflecting a tendency for lower ratings of activities outside the classroom among participants in the chaperone group. Additionally, although it is not statistically significant, Item 4 “Host campus environment” showed a marginal trend toward group differences ($U = 635.00$, $Z = 1.65$, $p = .098$), also with a small-to-medium effect size ($r = 0.20$). The group with a chaperone was slightly more positive ($M = 3.68$, $SD = 0.51$) on host campus environment than the group without ($M = 3.38$, $SD = 0.74$). All other items showed no significant differences.

Discussion

RQ1. Do student anxiety levels differ between groups with and without a chaperone?

Regarding RQ1, Mann-Whitney U test results showed no significant differences between the two groups at the pre-survey, suggesting that initial levels of anxiety and expectations were comparable. Importantly, both groups reported experiencing anxiety to a considerable extent. Thus, there is a need to increase the feeling of having support in the environment, whether there is a chaperone or not.

RQ2. Do levels of student satisfaction differ between groups with and without a chaperone?

Regarding RQ2, student satisfaction was reported in a few patterns. The results show the possibility that students in faculty-led programs tend to be satisfied with more organized programs, whereas those in programs without a chaperone may prefer less structured settings. Further qualitative research is needed to explore these patterns in greater depth.

Next, implications are discussed in relation to students’ anxiety, the need for interventions and considerations regarding students’ conception and learning practices.

Tackling Students’ Anxiety

The pre-survey of this study found that levels of anxiety did not significantly differ between students with or without a chaperone, and all of them need further reassurance. However, as shown in Table 4, students in faculty-led programs evaluated home administrative services more positively than those in programs without a chaperone in the post-survey. This pattern may indicate that not only onsite support from a faculty

member but also services by their administrative office contributed to a more secure and supportive environment, leading to higher satisfaction with administrative procedures. Taken together, these results suggest that while initial levels of anxiety were similar across groups, the support structure provided in faculty-led programs may have played a meaningful role in shaping students’ perceptions of administrative procedures after the program. Thus, two practical recommendations will be noted below.

The first recommendation is to provide potential participants with information and advice based on real experiences. Depending on the location, students may feel unsafe because of the information they receive through news and the Internet. However, such concerns can be removed by talking with students and sometimes with their families (Herbst, 2011) about the details of the program and tips on traveling the area based on experienced staff’s stories, thus reassuring students and families. Even during an SAP, a faculty member can recognize students’ physical and mental health statuses through casual conversations (Shibata, 2019). In the Australian programs in this study, the faculty chaperone talked about local customs, culture, transportation, and so on, by sharing personal experiences. For students participating in non-led SAPs at Shizuoka University, experienced students shared advice and experiences during pre-departure orientation.

The second recommendation is encouraging the use of social media as a platform for real-time communication between students studying abroad and those interested in future. A communication platform that allows students to ask questions, receive guidance, and connect with faculty or administrative staff may help to create a sense of security for students in both programs with or without a chaperone. One of the good practices of widely showing it to potential participants who feel anxious is by sharing their experiences using social network services. Ishii (2025) describes how a faculty member occasionally reported onsite activities in real time to faculty and students at the home university through Instagram, providing real images and enormous information for students who were interested in the SAP. Moreover, the practice created a communication platform between participating students and students interested in SAP, promoting active inquiries from potential participants (Francis et al., 2025; Ishii, 2025) and reassuring them.

Educational Interventions

Along with tackling student anxiety, the necessity of further educational interventions both at pre-departure and during a program should also be noted. Tran et al. (2025) stated that a transformative experience is guaranteed through SAP. However, self-

formation and social and professional development may not automatically occur but needs to be nurtured and enabled through institutional support in the home and host countries (Tran et al., 2025). Reflecting this, the results of this study suggest that students in faculty-led programs may have perceived the host campus environment slightly more positively than those in programs without a chaperone (Table 4). If the students in such programs had the opportunity to talk about their feelings toward the learning environment during the SAP, they might have been able to recognize their feelings objectively and enhance their critical thinking.

As Ikeda (2014) stated, educational interventions must be consistently implemented. By providing interventions that enable students to reflect on daily events, articulate and confront them, students can internalize their experiences (Ikeda, 2014). Just as the faculty member serving as the chaperone in this study interacted with participants, educational interventions were often conducted by a faculty member in a faculty-led SAP (Ishii, 2025; Shibata, 2019; Yamaguchi et al., 2016). However, educational interventions can be conducted online (Ikeda, 2014), particularly for students in programs without a chaperone when they experience uncertainty and are seeking reassurance and guidance. Francis et al. (2025) introduced hybrid advising centers at multiple universities which allowed students to communicate with not only their peers but also advisor staff online. Although there is no resource to implement online interventions at the university in this study, the practices of Francis et al. (2025) are desirable for a student group without a chaperone onsite, which should be considered in the future.

Conception and Practice of Learning

Since students' capabilities vary and their activities are dynamically and divergently different (Tran et al., 2025), a supportive learning environment should take several forms. Students in this study expressed a range of different needs. Some students expected an SAP to be fully set up with sufficient information and organized guidance by home administrative services. These characteristics align with Fabregas-Janeiro et al. (2012), in which students evaluated the quality of the program's organization highly. The other students felt satisfied with sufficient space to plan activities on their own. These students seemed to feel satisfied with less structured settings, aligning with the findings of previous studies that autonomy increased student engagement (Herbst, 2011; Shibata, 2019).

Graham and Crawford (2012) found that students in a faculty-led SAP recognized learning outside the curriculum the least, indicating that they tended to perceive

learning opportunities as built into the study-abroad curriculum. However, engagement in SAPs has changed students' conceptions and practices of learning and brought about a broader awareness of learning styles and techniques (Graham & Crawford, 2012). Through SAPs, with or without a faculty member, students recognized multiple pathways to learning (Graham & Crawford, 2012), that may be facilitated by educational interventions or discovered through individual exploration without being guided. Providing continuous support in ways that align with the students' concepts of learning is essential to enhance their satisfaction with SAPs.

Conclusion

This study found that students in both short-term SAPs with and without a chaperone reported similar levels of pre-departure anxiety and showed few differences in satisfaction across program components, with only administrative support and activities outside the classroom. These results suggested that the presence of a chaperone alone does not substantially shape student experiences. Instead, consistent support and thoughtful program design play a more essential role. This study was significant in terms of helping to design a program better aligned with students' needs to eventually promote internationalization at one university.

However, the sample size of this study was very limited, and the survey lacked detailed investigation of gender information and program destinations. These factors probably influenced the selection of destinations and satisfaction with faculty-led SAPs. Future research should include those elements and also analyze students' free descriptions, enabling a mixed-method approach with qualitative insights to examine the impact of faculty-led SAPs from multiple perspectives.

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Bio Data

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Appendix

Pre-Survey Instruments

(originally in Japanese language, translated by the author)

I. Which program will you participate in?

- A program in Australia (with a chaperone)
- A program in United Kingdom (without a chaperone)
- A program in Canada (without a chaperone)
- A program in Malaysia (without a chaperone)
- A program in Hawai'i (without a chaperone)

II. Regarding the study abroad program in which you will participate:

Q1–3: Rate the degree to which you agree with the following statements on a scale of 1 (Disagree), 2 (Somewhat disagree), 3 (Somewhat agree), or 4 (Agree).

- Q1. The number and content of the pre-departure briefings were adequate. [Briefings]
- Q2. The materials distributed prior to the program contained all the necessary information. [Information in advance]
- Q3. The administrative service counter at the home university provided prompt and appropriate assistance. [Home administrative services]

Q4–8: Choose the answer that best describes your feelings on a scale of 1 (Anxious), 2 (Somewhat anxious), 3 (Somewhat excited), or 4 (Excited).

- Q4. About university environment (campus facilities, transportation access, etc.) [Host campus environment]

- Q5. About English classes [English classes]
- Q6. About accommodation (homestay/hotel) [Accommodation]
- Q7. About activities after school or on weekends [Activities outside the classroom]
- Q8. About overall program [Overall program]

Post-Survey Instruments

(originally in Japanese language, translated by the author)

I. Which program did you participate in?

- A program in Australia (with a chaperone)
- A program in United Kingdom (without a chaperone)
- A program in Canada (without a chaperone)
- A program in Malaysia (without a chaperone)
- A program in Hawai'i (without a chaperone)

II. Regarding the study abroad program in which you participated,

Q1–3: Rate the degree to which you agree with the following statements on a scale of 1 (Disagree), 2 (Somewhat disagree), 3 (Somewhat agree), or 4 (Agree).

- Q1. The number and content of the pre-departure briefings were adequate. [Briefings]
- Q2. The materials distributed prior to the program contained all the necessary information. [Information in advance]
- Q3. The administrative service counter at the home university provided prompt and appropriate assistance. [Home administrative services]

Q4–8: Choose the answer that best describes your feelings on a scale of 1 (Dissatisfied), 2 (Somewhat dissatisfied), 3 (Somewhat satisfied), or 4 (Satisfied).

- Q4. About university environment (campus facilities, transportation access, etc.) [Host campus environment]
- Q5. About English classes [English classes]
- Q6. About accommodation (homestay/hotel) [Accommodation]
- Q7. About activities after school or on weekends [Activities outside the classroom]
- Q8. About overall program [Overall program]