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Predictors of nursing students' intentions to participate in an internationalization-at-home program: The roles of expectancies for success and subjective task value. --Manuscript Draft--

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Abstract:	<p>Background: Internationalization-at-home programs are a unique opportunity for those who had been planning to study abroad to learn global clinical practices and cultures at home. However, the factors influencing the motivation of students to join such programs remain unexplored.</p> <p>Objective: To investigate the relationship among expectancies for success, subjective task value, and the intention to participate in an internationalization-at-home program, and to identify key factors predicting such an intention among undergraduate nursing students.</p> <p>Design: A descriptive correlational design with a predictive approach was adopted.</p> <p>Methods: A total of 522 undergraduate and postgraduate nursing students were selected in a Hong Kong university. Intention to participate in the program was assessed using the Comprehensive Relative Autonomy Index. Expectancies for success and subjective task value were assessed as potential predictors. A multiple linear regression analysis was adopted to examine the predictive effects.</p> <p>Results: The participants were aged 17-31 years (mean=20.95, SD=2.39). Those who reported having previously participated in the program ($\beta=0.10$, $p\text{-value}=.014$), greater intercultural communication competence ($\beta=0.14$, $p\text{-value}=.003$), greater perceived social competence ($\beta=0.11$, $p\text{-value}=.031$), and a higher subjective value of the program ($\beta=0.28$, $p\text{-value}<.001$) expressed a greater intention to join the program. Collectively, the three variables accounted for 14.7% of the variances in intention to participate in the program.</p> <p>Conclusions: Cultural self-efficacy, intercultural communication competence, perceived social competence, individual interest, foreign language learning motivation, and subjective value of the program were found to be key factors predicting the intention of nursing students to participate in internationalization-at-home. Future studies can provide interventions to address these factors enhance the benefits of internationalization-at-home programs.</p>
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Highlights

1. Nursing students were not motivated to join the internationalization-at-home program.
2. This study used the Expectancy-Value Theory to investigate the predictive factors.
3. Expectancies for success and subjective task value are crucial predictive factors.

Predictors of nursing students' intentions to participate in an internationalization-at-home program: The roles of expectancies for success and subjective task value.

Abstract

Background: Internationalization-at-home programs are a unique opportunity for those who had been planning to study abroad to learn global clinical practices and cultures at home. However, the factors influencing the motivation of students to join such programs remain unexplored.

Objective: To investigate the relationship among expectancies for success, subjective task value, and the intention to participate in an internationalization-at-home program, and to identify key factors predicting such an intention among undergraduate nursing students.

Design: A descriptive correlational design with a predictive approach was adopted.

Methods: A total of 522 undergraduate and postgraduate nursing students in a Hong Kong university participated in the study. Intention to participate in the program was assessed using the Comprehensive Relative Autonomy Index. Expectancies for success and subjective task value were assessed as potential predictors. A multiple linear regression analysis was adopted to examine the predictive effects.

Results: The participants were aged 17-31 years (mean=20.95, SD=2.39). Those who reported having previously participated in the program ($\beta=0.10$, p -value=.014), greater intercultural communication competence ($\beta=0.14$, p -value=.003), greater perceived social competence ($\beta=0.11$, p -value=.031), and a higher subjective value of the program ($\beta=0.28$, p -value<.001) expressed a greater intention to join the program. Collectively, the three variables accounted for 14.7% of the variances in intention to participate in the program.

Conclusions: Cultural self-efficacy, intercultural communication competence, perceived social competence, individual interest, foreign language learning motivation, and subjective value of the program were found to be key factors predicting the intention of nursing students to participate in internationalization-at-home. Future studies can provide interventions to address these factors and enhance the benefits of internationalization-at-home programs.

Introduction

Internationalization at Home (IaH) refers to programs that provide students with international experiences by using telecommunication tools, such as the Internet and electronic databases, at home without the need for in-person travel or require the presence of international students (Beelen & Jones, 2018). These programs can include, but are not limited to, online guest lectures by speakers from diverse cultures and backgrounds, digital learning, and virtual tours (Beelen & Jones, 2018).

Internationalization at Home can serve as a means to promote common values between people in different countries and cultures, increase cooperation between tertiary institutions in their internationalization efforts, while also enhancing the educational quality of the sector and human resources through mutual learning, comparison and exchange of good guidance and practice (Almeida et al., 2019). IaH is widely believed by researchers to have the same or greater beneficial effects in developing international and intercultural perspectives in students as many overseas exchange programs (Soria & Troisi, 2014).

IaH is particularly useful for nursing students since it fosters intercultural readiness, which is crucial to providing culturally congruent and quality care to patients from diverse cultures (Sercu, 2022). IaH programs have been able to increase cultural sensitivity in clinical practice in both medical and nursing students, lead to greater opportunities for language training, and result in the adoption of higher-quality nursing practices (Kor et al., 2022). A study found that intercultural interaction through IaH had a positive impact on the intercultural competence of nursing students and prompted them to consider international dimensions when planning their future career (Jon, 2013). Chan and her colleagues (2017) has implemented an IaH program that involved nursing students between Sweden and Hong Kong and found that the students have increased knowledge about both their own and the other's culture. They were also able to translate some of their understanding, including open attitude and eagerness to learn, through intercultural communication into their nursing practices. IaH plays a crucial role in assisting nursing students to realize shared nursing values through online discussions and enact values of professional practice in national and global healthcare systems (Leung et al., 2020).

Although widely adopted during the pandemic as an alternative approach to intercultural learning to promote the cultural competence and professional growth of nursing students, overseas students have paid less attention to IaH than to overseas exchange programs. Unlike overseas exchange programs, IaH lacks the essence of face-to-face interactions and sight-seeing, which are more highly valued by some students (Kor et al., 2022). A recent UK study revealed that only half of the 1,400 nursing students who registered for an IaH program attended and completed it (Universities UK International, 2021). Because overseas programs were discouraged during the pandemic, and nursing students did not express much intention to join IaH, they had limited chances to become exposed to people from diverse nations and cultures. This

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4 might ultimately hinder their development into interculturally competent healthcare
5 professionals. It is thus crucial to identify the factors hindering and/or facilitating
6 nursing students from participating in IaH.
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9 The Expectancy-Value Theory may provide a basis for understanding the factors
10 influencing nursing students' motivation to join the IaH program. This theory posits that
11 two factors determine the motivation of students to engage in intercultural tasks:
12 expectancies for success and subjective task value (Eccles et al., 1983). The first refers to
13 students' beliefs regarding their ability to complete upcoming intercultural tasks (Eccles
14 et al., 1983). Those with high cultural self-efficacy will perceive themselves as having the
15 ability to function effectively under culturally diverse situations, which may promote
16 their engagement in such activities (Wigfield et al., 2016). Other factors such as
17 language proficiency, social competence, and professional competence (i.e., nursing
18 skills, knowledge, critical thinking ability) may also affect nursing students'
19 determination of their ability to fulfill the objectives of the tasks and ultimately their
20 likelihood of joining the activities (Nilsson et al., 2018; Wong et al., 2017). On the other
21 hand, subjective task value refers to students' perceptions of the usefulness of joining
22 the activities. It involves several aspects, including attainment value (i.e., the perceived
23 importance of completing the task), utility value (i.e., the perceived usefulness of
24 completing the task), perceived cost (i.e., the sacrifice and effort necessary to complete
25 the task), and intrinsic value (i.e., personal interest and enjoyment) (Wigfield et al.,
26 2016). Students are more likely to engage in the activities if they perceive them to be
27 important, useful, and enjoyable in at least one of these aspects (Eccles & Wigfield,
28 2020).
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36 Previous studies explored factors motivating university students to engage in
37 international programs. For example, a cross-sectional study revealed that personal
38 interest and enjoyment, a desire to develop language skills, and the hope of gaining
39 insights into other cultures influenced university students' subjective task values in an
40 international program and motivated them to join the program (Marciniak & Winnicki,
41 2019). Another correlational study found that expectations regarding personal growth,
42 professional development, and intellectual growth directly affected university students'
43 intention to participate in overseas exchange programs (Bandyopadhyay &
44 Bandyopadhyay, 2015). In terms of expectancies for success, low perceived language
45 proficiency was found to impede engagement in international programs (Musa,
46 Nwachukwu, & Ali, 2016). While factors motivating university students to participate in
47 international exchange programs have been widely explored, to the best of our
48 knowledge, there is no study on the factors affecting the motivation and engagement of
49 nursing students in participating in IaH programs. Thus, the aim of this study was to use
50 the Expectancy-Value Theory to examine the roles of expectancies for success and
51 subjective task value in predicting the intention of undergraduate nursing students to
52 participate in an IaH program.
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Methods

Design, Setting, and Participants

A descriptive correlational design with a predictive approach was adopted to investigate the relationship among expectancies for success (cultural self-efficacy, intercultural communication competence, perceived social competence, nurse professional competence, English language competence), subjective task values (international interest, individual interest, foreign language learning motivation, subjective value of laH), and the intention to participate in an laH program; and to identify key factors in predicting the intentions of undergraduate nursing students to participate in laH. Nursing students from five programs (i.e., bachelor of general nursing, bachelor of mental nursing, articulated year program, undergraduate master's program, and postgraduate master's program) in a Hong Kong university were invited to participate in the program from 1 October 2022 to 31 December 2022. Nursing students were recruited if they (1) were aged between 18 and 35, and (2) had attended an orientation session about the laH program. Nursing students who (1) were not smartphone users, or (2) were residing in an area with no Internet coverage, were excluded from the study. In the program leader meetings, a trained student assistant who was not involved in analyzing the data provided the QR code to eligible and interested students. Through the QR code, the students could read about the study's aims, significance, and privacy issues, provide written consent to participate, and complete the questionnaire within 20 minutes. A power analysis was used to determine the sample size required for a multiple linear regression analysis. For an effect size of 0.15 (i.e., coefficient of determination=0.0225) as recommended by Cohen (1988), a power of 90%, and an alpha level of 0.05, at least 459 participants were required.

Instruments

Cultural self-efficacy

Cultural self-efficacy was evaluated using the Cultural Self-Efficacy Scale for Adolescents (Briones et al., 2009). This 25-item, 5-point Likert scale was designed to measure the students' perception of their own ability to live in a different culture, such as understanding other religious beliefs, overcoming homesickness, and making new friends. The scale was validated with a high Cronbach's α (0.951) (Briones et al., 2009)

Intercultural communication competence

The 20-item, 6-subscale Intercultural Effectiveness Scale was adopted to measure intercultural communication competence (Portalla & Chen, 2010). The reliability coefficient of the scale was 0.85.

Perceived social competence

The perceived social competence level of nursing students was measured by the Perceived Social Competence Scale. The instrument consists of 5 items rated on a 5-point Likert scale, from 1=not at all to 5=very much (Anderson-Butcher et al., 2014). It demonstrated acceptable factorial validity and string predictive validity.

Nurse professional competence

The short form of the Nurse Professional Competence Scale was used to measure the participants' nurse professional competence (Nilsson et al., 2018). This 35-item scale has seven options, from very low to very high degree, to describe an individual's perception of competence in performing different nursing skills and procedures. The scale revealed promising results with a six-factor structure explaining 54% of the total variance. The Cronbach's α was 0.70.

English language competence

English language competence was measured using the 11-item English Language Acculturation Scale (Salamonson et al., 2021). The scale has been applied to non-culturally diverse nursing students and has high internal consistency ($\alpha=0.96$).

International interest

The international interest of students was measured using the 14-item International Interests subscales of the Assessment of Global Learning (Musil, 2006). Individuals rated their interest in engaging in different international encounters from 1 (not at all like me) to 4 (very much like me). For example, "I spend a great deal of time thinking about international relations," and "I spend little time thinking about race relations in this country." The scale has demonstrated great internal consistency and predictive validity.

Individual interest

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4 A seven-item Individual Interest Questionnaire was adopted to measure the individual
5 interest of nursing students using a 5-point Likert scale (Rotgans, 2015). It measures
6 their predisposition and willingness to engage in IaH, their positive affect towards the
7 program, and their willingness to re-engage with the program over time. The
8 questionnaire was shown to have high reliability.
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10 11 12 13 14 Foreign language learning motivation

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16 Foreign language learning motivation was evaluated using the Foreign Language
17 Learning Motivation Questionnaire (Gonzales, 2006). It uses a 5-point scale and has 40
18 questions on the desire for career and economic enhancement, self-satisfaction in
19 learning, self-efficacy, and cultural integration; and on the desire to be global citizens
20 and to communicate and be affiliated with foreigners. The tool demonstrated high
21 reliability and validity.
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26 27 Subjective value of IaH

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29 Subjective value of IaH was measured using a revised version of the Valuing of
30 Education Scale (Hagemeier & Murawski, 2014). This 26-item scale evaluates four
31 constructs affecting nursing students' perceptions of the value of an IaH program,
32 namely, intrinsic value, attainment value, utility value, and perceived cost. The scale
33 demonstrated good internal consistency reliability and construct validity.
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39 Intention to participate in the IaH program

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41 The nursing students' intention to participate in IaH was evaluated using the 24-item
42 Comprehensive Relative Autonomy Index, rated on a 5-point Likert scale (Sheldon et al.,
43 2017). The questionnaire was used to explore the reasons why students would or would
44 not consider joining the IaH program when unable to travel overseas, for example, "I
45 want to join because I strongly value joining the program" and "I want to join because
46 joining the program is interesting." The questionnaire showed good internal
47 consistency.
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53 Background demographic data

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55 Background demographic data were collected on the participants, such as age, gender,
56 year of study, program of study, travel experience, interest in studying abroad, and
57 experience of overseas exchanges and IaH programs.
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Ethical considerations

Prior to the study, ethical approval was obtained from the ethics committee of the university. Participants were assured that their data would not be provided to persons other than the research team, and the data were encrypted in a password-protected database. They were also informed that participation was voluntary and that not joining the study would carry no consequences.

Data analysis

Data analysis was conducted using SPSS software version 26.0. The participants' demographic data and variables were presented using mean and standard deviation. Depending on the nature of the demographic data, an independent sample t-test, analysis of variance, or Pearson's product-moment correlation coefficient was adopted to examine differences in intention to join the IaH program among different demographic subgroups of nursing students. The level of significance (p -value) was set at $<.05$.

A multiple linear regression analysis was conducted to examine the predictive effects of expectancies for success and subjective task value, while controlling for the effects of the demographic variables. Prior to analyzing the data, assumptions about the absence of multi-collinearity, independence, normality, and the absence of outliers were tested. Normality was verified by the normal Q-Q plot of the studentized residual. The absence of outliers was confirmed by the maximum value of 0.003 for Cook's D. The strength of the relationship between each predictive variable and intention to join the IaH program was evaluated using the beta (β) standardized coefficient.

Results

Sample characteristic

There were 522 out of a total of 774 eligible students who participated in this study, ranging in age from 17 to 31 years (mean=20.95, SD=2.39). Sixty percent had studied nursing for at least 3 years. The majority (87.4%) had at least one overseas travel experience and 73.8% said they were interested in studying abroad. However, only 15.3% had participated in an IaH or overseas exchange program. Details are given in Table 1.

Socio-demographic data and their association with the intention to participate in the IaH program

No statistically significant associations were identified between the intention to participate in IaH and the different socio-demographic subgroups such as age and gender (Table 1). Participants with prior experience in IaH expressed a greater intention to join the IaH program than those without such experience ($t=18.1$, $p\text{-value}<.001$).

Correlation among expectancies for success, subjective task value, and intention to participate in the IaH program.

Statistically significant correlations were found between the participants' cultural self-efficacy ($r=.176$, $p\text{-value}<.001$), intercultural communication competence ($r=.208$, $p\text{-value}<.001$), perceived social competence ($r=.156$, $p\text{-value}<.001$), individual interest ($r=.182$, $p\text{-value}<.001$), foreign language learning motivation ($r=.200$, $p\text{-value}<.001$), subjective value of IaH ($r=.292$, $p\text{-value}<.001$), and intention to participate in IaH. No statistically significant correlations were identified between nurse professional competence, English language competence, international interest, and intention to participate in IaH. Details are given in Table 2.

Predictors of intention to participate in the IaH program by expectancies for success and subjective task value

Table 3 illustrates the findings of the multiple regression analysis. Ten independent variables were incorporated into regression model 1. Among these, participation in an IaH program ($\beta=0.10$, $p\text{-value}=.014$), intercultural communication competence ($\beta=0.14$, $p\text{-value}=.003$), perceived social competence ($\beta=0.11$, $p\text{-value}=.031$), international interest ($\beta=-0.13$, $p\text{-value}=.004$), and subjective value of IaH ($\beta=0.28$, $p\text{-value}<.001$) were significant predictors of the intention to participate in IaH. Collectively, the ten variables accounted for 14.7% of the variance in intention to participate in the IaH program.

After excluding non-significant predictors and incorporating only significant variables in regression model 2, the findings were comparable to those of model 1. Participation in an IaH program ($\beta=0.10$, $p\text{-value}=.018$), intercultural communication competence ($\beta=0.14$, $p\text{-value}=.002$), perceived social competence ($\beta=0.10$, $p\text{-value}=.022$), international interest ($\beta=-0.14$, $p\text{-value}=.002$), and subjective value of IaH ($\beta=0.28$, $p\text{-value}<.001$) were significant predictors of the intention to participate in IaH. Collectively, the five variables accounted for 13.7% of the variance in intention to participate in the IaH program.

A subgroup analysis was conducted on those with no experience with IaH (n=442). The results are illustrated in Table 4. As with Table 3, regression models 1 and 2 were adopted. In model 1, intercultural communication competence ($\beta=0.13$, $p\text{-value}=0.018$), international interest ($\beta=-0.12$, $p\text{-value}=0.02$), and subjective value of IaH ($\beta=0.25$, $p\text{-value}<0.001$) were significant predictors of the intention to participate in the IaH program. Collectively, the nine variables accounted for 11.3% of the variance in the intention to participate in IaH. In model 2, intercultural communication competence ($\beta=0.13$, $p\text{-value}=0.01$), international interest ($\beta=-0.11$, $p\text{-value}=0.02$), and subjective value of IaH ($\beta=0.27$, $p\text{-value}<0.001$) were significant predictors of the intention to participate in IaH. Collectively, the three variables accounted for 9.2% of the variance in the intention to participate in the IaH program.

Discussion

Overall, statistically significant correlations were identified among experience with IaH, cultural self-efficacy, intercultural communication competence, individual interest, foreign language learning motivation, subjective value of the IaH program, and intention to participate in the IaH program. Experience in IaH appears to predict a greater intention to participate in the IaH program in the future among nursing students in Hong Kong. Additionally, intercultural communication competence, perceived social competence, international interest, and subjective value of IaH were identified as significant predictors of the intention to participate in the IaH program.

Our findings further support a previous study indicating that positive intercultural contact and intercultural communication emotions lead to positive attitudes towards interacting with international students (Mak et al., 2014). The results are consistent with those of another study, which found that dissimilarities in language reduce the motivation to engage in cross-cultural interactions (Peacock & Harrison, 2009). Intercultural communication competence is rarely mentioned in global undergraduate nursing curricula (Armah et al., 2020). Therefore, our findings indicate the importance of incorporating intercultural communication competence into nursing curriculums to promote participation in IaH.

Perceived social competence was identified as another predictor of nursing students' motivation to participate in IaH. Low perceived social competence could result in poor expectations of positive social interactions in the future, thus reducing their motivation to engage in upcoming events requiring social interaction (Devine & Apperly, 2021). Notably, university students' social skills improved with an increase in their cultural intelligence level, and students with higher social skills and cultural intelligence were expected to demonstrate more willingness to participate in learning activities (Koc & Turan, 2018). Universities should promote service-learning programs with intercultural

components, for instance, forming groups with international students, to boost nursing students' perceived social competence and enhance their confidence in working with diverse populations (Ma et al., 2018). In this way, positive intercultural encounters should be expected and there should be greater willingness to participate in IaH. Thus far, there is a lack of evidence supporting the relationship between perceived social competence and motivation to join intercultural activities, specifically IaH programs. These findings offer new directions for future research.

Domestic students recognized international collaboration projects in the IaH program as valuable experiences that motivated them to work harder to impress international students, improve their soft skills (such as teamwork, dealing with pressure, and language skills), and benefit their future career (Barbosa et al., 2020). International collaborative projects should be introduced to the IaH program and emphasized when promoting the program to attract nursing students to participate. In addition, international interest was identified as a negative predictor of the intention to participate in IaH. A possible explanation might be that undergraduate students positioned the IaH program in the middle of studying abroad and domestic programs; in other words, they might perceive the IaH program as not "international enough" (Taylor et al., 2022). One study supports the idea that nursing students may regard IaH as not providing sufficient cultural experience due to the lack of face-to-face intercultural interactions and direct exposure to foreign culture (Kor et al., 2022). This offers insights for universities to reinforce intercultural components of the IaH program by providing a weekly project to foster international collaboration and conducting virtual tours to introduce local healthcare settings to both international and domestic nursing students (Wu et al., 2021)

The four-phase model of interest development posits that past experience contributes to interest development, which could affect participation in upcoming events (Wong et al., 2023). Our demographic data revealed that participants with past IaH experience were more willing to participate in the IaH program, further supporting the model. The findings are also consistent with a previous study showing that prior intercultural experience predicts an intention to join an international experience program (Cater et al., 2016). Nursing students described the IaH experience as offering enriching opportunities that opened their minds and helped them to deal with initial fears of interacting in a multicultural environment. Thus, prior IaH experience can be expected to lead to positive expectations of future IaH programs and motivate nursing students to join the IaH program (Antón-Solanas et al., 2021)

To better understand factors predicting the motivation of students with no experience of IaH to participate in the IaH program, we removed the factor of experience of joining the IaH program and re-ran the analysis (Wong et al., 2022). Greater intercultural communication effectiveness and more valuing of education were found to increase the

intention of those students to join the program. As previously mentioned, the nursing students perceived there to be limited content on intercultural communication in the nursing curricula (Armah et al., 2020). Extracurricular activities about cultural competence were also deemed to be insufficient (Antón-Solanas et al., 2021). If nursing students value intercultural competence education they may be motivated to participate in the IaH program for its positive influence on developing intercultural competence (Sercu, 2022). In a study examining the effect of high-fidelity simulation on intercultural competence, nursing students were found to overestimate their level of cultural competence, in turn possibly affecting their regard for intercultural competence education (Harder et al., 2018). It is therefore of paramount importance for universities to increase students' awareness of the importance of intercultural competence by providing ethnically and culturally integrated simulation sessions.

Limitations

This study had the following limitations. First, the survey completion rate was low, at only around 65% (522/774), meaning that the opinions of one-third of eligible participants were not analyzed. Second, other important factors not explored in this study could have influenced the intention to engage in IaH as reflected in the low R^2 value. Third, our sample was recruited mainly from one university, which may limit the generalizability of the findings. Fourth, the time required for the students to complete the questionnaire was long (i.e. 15-30 minutes), which might induce respondent fatigue and impact the reliability of the results.

Conclusions

The findings of this study supported the expectancy-value theory that cultural self-efficacy, intercultural communication competence, perceived social competence, individual interest, foreign language learning motivation, and subjective value of IaH are predictors of the intention of undergraduate nursing students to participate in an IaH program. It provides a foundation for future studies on developing interventional programs that address these factors and promote participation in IaH. This would subsequently improve the students' intercultural competence and, over time, help them to provide culturally congruent and quality care to patients from diverse cultures.

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Table 1. The association between socio-demographic characteristics and the intention to participate in the laH program (N=522)

Total n=522		Count	n (%) or mean (SD)	Association with intention to participate in laH	
				<i>r/t/F</i>	Sig.
Age		20.9	2.39	<i>r</i> =0.54	.91
Gender	Male	126	24.1	<i>t</i> =0.16	.69
	Female	396	75.9		
Year of study	1	131	25.1	<i>F</i> =0.70	.59
	2	35	6.7		
	3	168	32.2		
	4	98	18.8		
	5	90	17.2		
Program of study	Bachelor	447	85.6	<i>F</i> =1.85	.14
	Articulate year	32	6.1		
	Undergraduate Master	6	1.1		
	Postgraduate Master	37	7.1		
Registration	pre-registration	488	93.5	<i>t</i> =0.057	.81
	post-registration	34	6.5		
Travel experience	no	66	12.6	<i>t</i> =0.015	.90
	yes	456	87.4		
Interested in studying abroad	no	137	26.2	<i>t</i> =0.030	.86
	yes	385	73.8		

Prior participation in IaH programs	no	442	84.7	$t=18.01$	<.001*
	yes	80	15.3		
Experience on overseas exchange	no	433	83.0	$t=0.006$.94
	yes	89	17.0		

Note: * p -value<.05 is significant

Table 2. The relationships between intention to participate in an IaH program and expectancies for success and subjective task value (N=522)

Variables	Mean (<i>SD</i>)	<i>r</i>	<i>p</i>
Cultural self-efficacy	3.52 (0.5)	.176	<.001*
Intercultural communication competence	62.3 (6.1)	.208	<.001*
Perceived social competence	3.80 (0.6)	.156	<.001*
Nurse professional competence	69.3 (13.6)	.062	.078
English language competence	27.1 (7.3)	.043	.16
International interest	39.0 (4.8)	.008	.43
Individual interest	3.32 (0.7)	.182	<.001*
Foreign language learning motivation	150.4 (19.7)	.200	<.001*
Subjective value of IaH	84.3 (12.6)	.292	<.001*

Note: **p*-value<.05 is significant

Table 3. Predictors of nursing students' intention to participate in an laH program (N=522)

Model 1.

Variables	b	β	t	p	R ²	Adjusted R ²
Constant	-22.6		-5.00		14.7%	13.1%
Participation in laH	2.29	0.10	2.45	.014*		
Cultural self-efficacy	-0.49	-0.03	-0.51	.61		
Intercultural communication competence	0.18	0.14	2.94	.003*		
Perceived social competence	1.48	0.11	2.17	.031*		
Nurse professional competence	-0.05	-0.09	-1.91	.057		
English language competence	-0.02	-0.01	-0.31	.76		
International interest	-0.22	-0.13	-2.85	.004*		
Individual interest	0.62	0.06	1.10	.27		
Foreign language learning motivation	0.02	0.05	0.97	.33		
Subjective value of laH	0.18	0.28	5.54	< .001*		

Note: *p-value<.05 is significant

Model 2.

Variables	b	β	t	p	R ²	Adjusted R ²
Constant	-22.3		-5.23		13.7%	12.8%
Participation in laH	2.20	0.10	2.38	.018*		
Intercultural communication competence	0.18	0.14	3.14	.002*		
Perceived social competence	1.34	0.10	2.29	.022*		
International interest	-0.23	-0.14	-3.09	.002*		
Subjective value of laH	0.18	0.28	6.33	< .001*		

Note: *p-value<.05 is significant

Table 4. Predictors of nursing students' intention to participate in an IaH program, excluding those with experience in an IaH program (N=442)

Model 1.

Variables	b	β	<i>t</i>	<i>p</i>	<i>R</i> ²	Adjusted <i>R</i> ²
Constant	-17.33		-3.65		11.3%	9.4%
Cultural self-efficacy	-.71	-.045	-.72	.47		
Intercultural communication competence	.16	.13	2.38	.018*		
Perceived social competence	1.35	.10	1.89	.059		
Nurse professional competence	-.045	-.08	-1.48	.14		
English language competence	-.035	-.03	-.67	.50		
International interest	-.20	-.12	-2.40	.017*		
Individual interest	.67	.063	1.14	.25		
Foreign language learning motivation	.025	.063	1.09	.28		
Subjective value of IaH	.16	.25	4.63	< .001*		

Note: **p*-value<.05 is significant

Model 2.

Variables	b	β	<i>t</i>	<i>p</i>	<i>R</i> ²	Adjusted <i>R</i> ²
Constant	-14.78		-3.38		9.2%	8.6%
Intercultural communication competence	.17	.13	2.84	.005*		
International interest	-.18	-.11	-2.33	.020*		
Subjective value of IaH	.17	.27	5.50	< .001*		

Author Statement

All authors: Conceptualization

AC: Funding acquisition

AW and AC: Writing - original draft

AW and AC: Writing - review & editing



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Supplementary Material

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