

# **EDUTOURISM: EXPLORING THE PUSH-PULL FACTORS IN SELECTING A UNIVERSITY**

**Jason M. S. Lam**

*Multimedia University*

**Ahmad Azmi M. Ariffin<sup>♣</sup>**

*Universiti Kebangsaan Malaysia*

**Azhar Hj. Ahmad**

*Universiti Kebangsaan Malaysia*

## **ABSTRACT**

Students around the world have recognised Malaysia as the preferred choice for college and tertiary education because of its low cost of living and high quality education. Several underlying factors also contribute to their decision in selecting a university. However, a thorough understanding of the selection process by international students in the Malaysian context has yet to be done. Hence, a preliminary study was conducted to understand the factors that motivate these students to choose Universiti Kebangsaan Malaysia (UKM) as their institute of higher learning. A total of 130 respondents ranging from undergraduate and PhD students participated in the study. From the analysis, pull factor such as “institution image” significantly influenced the satisfaction level of the international students to choose UKM. Meanwhile, push factor of “job prospect” significantly influenced these students to recommend UKM as a study destination.

**Keywords:** Educational Tourism; Customer Satisfaction; Marketing

## **1. INTRODUCTION**

The global education market is experiencing a strong pace of growth coupled with increasing incomes and opening of new institutions of higher learning in the developing countries. These global demands have increased the intakes of international students in tertiary education. From 1.8 million in 2007, the number of students is forecasted to be 7.2 millions in 2025 with 70% of them coming from India and China (Bohm et al. 2002). The value placed on an international education and the higher cost of education in home country ‘push’ many students to seek cheaper and affordable education overseas like Malaysia, Singapore, China or Australia. With the increased demand of tertiary education, institutions that have competitive edge would attract a large volume of international applicants.

---

<sup>♣</sup> Corresponding Author: Associate Professor, UKM-Graduate School of Business, Universiti Kebangsaan Malaysia, 43600 Bangi, Selangor. Tel: 03-89213780; E-mail: [azmi\\_ukm@yahoo.com](mailto:azmi_ukm@yahoo.com)

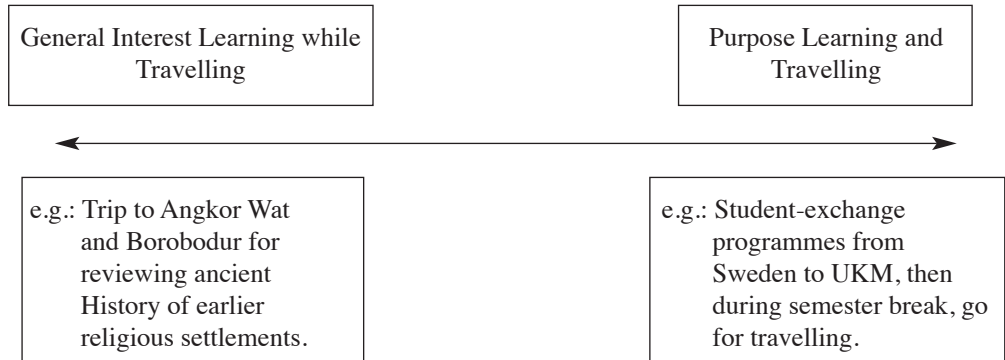
However, educational tourism has generated little excitement to date from the tourist industry and this is reflected in the gathering of research and data (Smith and Jenner, 1997). Carr (2003) also agreed that many areas have yet to be examined empirically concerning the links between education and tourism. As noted by Siti (2006), there is a critical need to thoroughly understand how the selection process of host country is actually made and what are the underlying factors chosen by the international students to choose Malaysia.

Consequently, this research is conducted to assess educational tourism in the Malaysian context. The study is fundamentally descriptive to explain the contributing or motivating factors derived from the 'push-push' model as proposed by McMahon (1992) and Mazarrol and Soutar (2002). UKM was chosen due to its credit as Research University in 11 October 2006 and UKM is ranked second among the local universities in Malaysia. In addition, this study can be a basic academic source for UKM's administration to investigate which factors motivate the international students to select the host institution.

## **2. REVIEW OF THE LITERATURE**

The growth of both education and tourism as industries in recent decades has led to growing recognition of these industries from both the economic and social perspectives. As concluded by Ankomah and Lawson (2002), countries could become more successful if they are able to link both the education and tourism industries as avenues for international exchange and learning. The changes in the tourism and education industries over the last two decades have seen the convergence of these two industries with education facilitating mobility and learning becoming an important part of the tourist's experience. Unfortunately, educational tourism has generated little excitement to date from the tourist industry and this is reflected in the lack of research and data in this area (Smith and Jenner, 1997). As supported by Carr (2003), there are many areas have yet to be examined empirically concerning the links between education and tourism.

Educational tourism has been discussed by very few tourism academicians. The major discussion on tourism research was undertaken by Kalinowski and Weiler (1992) and later by Wood (2001). However, both studies have taken a narrow view of this form of tourism by discussing primarily adult extension programmes or adult study tours and cultural educational tourism. As explained by the Canadian Tourism Commission, educational or learning tourism can be viewed as continuum ranging from general interest learning or exposure while travelling to purposeful learning and travel (Ritchie, Carr and Cooper, 2003). These two ideas have contributed to a better understanding of education tourism as described further in Figure 1. The researchers narrow the scope and focus more on the purposeful learning and travelling concept in educational tourism. This group is primarily motivated by education and learning but may be classified as tourists even if they are not perceived to be tourists or if tourism is not their primary motivation to come abroad. In short, these individuals come to a host country for education (main purpose) and during free time, they only go for travelling and leisure activities. Nevertheless, even though they may not view themselves as tourists, they experience tourist impacts and regional development implications even if their motivation may be substantially education-related.

**Figure 1:** The Learning of Travel Continuum

**Sources:** Adapted from Managing Educational Tourism (2003)

Similarly, Ritchie and his colleagues (2003) said that educational tourism is basically about activity taken by those who having an overnight stay and those who are undertaking an excursion as education and learning are primary or secondary part of their trip. The activities include general educational tourism and adult study tours, international and domestic university and school students' travel, including language schools, school excursions and exchange programmes. Educational tourism can be independently or formally organized and can be undertaken in a variety of natural or human-made settings. For instance, 40 South Korean students visited Sarawak (one of the states of Malaysia) under two-week homestay programme in Santubong to learn both Mandarin and English, while another group of 15 students and two teachers from Kunja Technical High School have their week-long exchange programme with a technical school in Sejingkat, near Santubong. While staying in Sarawak, they spent time visiting natural attractions like Mulu National Park which is a World Heritage Site. (The Star, January 10, 2010)

Agarwal and Winkler (1985) studied the demand for an international education in the United States among the students from 15 developing countries throughout the post-Second World War era. They found the proportion of the international students seeking to undertake higher education in the U.S. had declined for most countries in later years. While international student flow had risen strongly since 1950s, it then slowed down due to the rising cost of the university education and the improvements in higher education opportunities from other countries like Hong Kong, Japan, Singapore, Malaysia or even China. Besides, this study discovered that the principal factors of selecting host country include per capita income in the home country, cost of education between home and host countries, education opportunities in the home country and expected benefits of studying abroad.

Many previous researches were conducted to determine the factors that influence the demand for international education. Lack of access to higher education among many countries especially from the third world countries has been a key driver for much of the student flow that has taken place to another host country in the late twentieth century. In addition, historical or colonial

links between host and home countries have played an important role in determining the direction of the international student flow. Other factors include the commonality of language, availability of science and technology-based programmes and geographic proximity of the home and host countries. Lee and Tan (1984) said factors like the quality of tertiary education system in the home country, the relative wealth of the home country's population and the GNP growth rate in the home country all possess an impact.

McMahon (1992) had examined the flow of international students from 18 developing countries who were studying in developed country during the 1960s and 1970s, testing an outbound or "push" model and an inbound or "pull" model. The "push" model suggested that the flow was dependent on the level of economic wealth, the degree of involvement of the developing countries in the world economy, the priority placed on education by the government of the developing country and the availability of educational opportunities in the home country. McMahon's pull model even suggested that students' attraction to a host country was influenced by the relative sizes of the student's home country economy relative to the host country, host nation political interests in the home country through foreign assistance or cultural links and host nation support of international students via scholarships or other assistance like better public amenities and infrastructures. Some of the 'pull' model elements are quite similar with the previous researches done by Agarwal and Winkler (1985), and Lee and Tan (1984) which also discussed some general factors that may influence international students' decision-making process such as economic growth and public infrastructure between the host and home countries.

Mazzarol, Kemp and Savery (1997) discovered six factors that can influence student selection of a host country. First, overall level of knowledge and awareness of the host country in the student's home country, which was influenced by the overall availability of the information about the potential destination country and the ease with which students could obtain the information. The destination's reputation for quality and the recognition of its qualifications in the student's home country also formed a part of this factor. Second, the level of referrals or personal recommendations that the study destination received from parents, relatives, friends and other "gatekeepers" prior to making the final decision. This is very important especially if someone had gone to the host country before and gained some experience that could position some judgment related to the host country for the potential candidates who are going to select a host country.

The third factor relates to cost issues, including the cost of fees, living expenses, travel costs and social costs, such as crime, safety and racial discrimination. The presence of their peers from the same home country (social cost) and the availability of the part-time work (financial costs) also formed part of this factor. The fourth factor relates to the environment, which is the perception about the study "climate" in the destination country as well as its physical climate and lifestyle. The fifth factor is geographic proximity, which relates to the geographic (and time) proximity of the potential destination country to the student's country. The final factor is social links, which relates to whether a student has family or friends living in the destination country and whether family and friends have studied there previously.

In conclusion, the decision process which the international students make when selecting a final study destination appears to involve at least three distinct stages. First, the student must decide to study internationally rather than locally. As noted, this can be influenced by a series of “push” factors within the home country. Once the decision to study abroad has been made, the next decision is the selection of host country. Second, “pull” factors become important, making one host country relatively more attractive than another. Finally, in stage three the student selects an institution. A variety of additional “pull” factors make a particular institution more attractive than its competitors. Such factors include institution’s reputation for quality, market profile, range of courses, alliances or coalitions, offshore teaching programmes, staff expertise, degree of innovation, use of information technology, resources, size of the alumni base and promotion, and marketing efforts (Mazzarol, 1998).

### 3. METHODOLOGY

#### 3.1. Sampling and Research Instrument

Questionnaire survey was employed as the main method of data collection. Each item in this model has been categorized with five-point Likert scale answers by circling the appropriate answers. The answers ranged from “Not Important at All (1)” to “Extremely Important (5)” for the most important determinants in selecting the host country for educational destination. The research framework of the study is shown in Figure 2 where the push and pull factors act as variables in the selection of the host educational institution. The items were developed based on the pull-push dimensions as proposed by McMahon (1992) and Mazarrol and Soutar (2002). Push is the internal motivating factors that drive the respondents to take actions while pull is referring to the appeals of the destination attributes.

**Figure 2:** Research Framework of the Study



The respondents of the study include international students studying at both the undergraduate and postgraduate levels in UKM. The respondents were selected based on convenience sampling technique due to time constraint and to reduce cost effectively. A total of 220 questionnaires had being distributed but, only 135 questionnaires were returned or 61 percent response rate. A total of 130 questionnaires were useable for further data analysis. This sample size should be considered adequate for exploratory analysis in discovering tourism behaviour within the respondents and a larger sample would be needed to validate the study (Bejou, Emnew and Palmer, 1998).

### 3.2. Data Analysis

Descriptive analysis such as frequency and mean score of the research items were conducted. Additional statistical analysis includes the Independent-Sample T Test to compare the means for two groups of cases. The process was required to test the various push-pull contributing factors that lead to satisfaction in selecting the host institution.

Meanwhile, multiple regression analyses were performed to simultaneously investigate the effect of two and more independent variables on a single interval-scaled dependent variable. In this study, all the push and pull factors would be tested for any significant influence towards level of satisfaction (dependent variable). Coefficient of partial regression would analyse the percentage of the variance in the dependent variable as explained by a single independent variable which significantly influence the dependent variable. Then, the coefficient of multiple determination would indicate the percentage of variation in dependent variable as explained by the variation in the independent variables by using the R-Square.

## 4. FINDINGS

### 4.1. Respondents' Profiles

The respondent's profiles are summarised in Table 1. The male respondents represented a higher percentage of the whole sample (58.5%) compared to the female respondents (41.5%). The majority of the respondents were younger adults (i.e., 20-30 years) followed by those in the middle aged group of 31 to 40 years. Most of the respondents in this study were single (62.3%) as compared to married students (37.7%). The majority of the respondents were studying in the second year (60.7%) at UKM and 67.7% of them were Master's students. About 67.7% of the respondents used their own personal funding to further their studies.

**Table 1:** Demographic Profile of the Respondents, (N = 130)

Details	Frequency	Percentage (%)
<i>Gender</i>		
Male	76	58.5
Female	54	41.5
<i>Age</i>		
20-30	93	71.5
31-40	27	20.8
41-50	10	7.7
<i>Status</i>		
Married	49	37.7
Single	81	62.3
<i>Current Year</i>		
1st Year	48	36.9
2nd Year	79	60.7
3rd Year	3	2.3

**Table 1:** Demographic Profile of the Respondents, (N = 130) (*Con't*)

Details	Frequency	Percentage (%)
<i>Level of Programmes</i>		
Bachelor Degree	11	8.5
Master Degree	88	67.7
PhD / Doctorate	31	23.8
<i>Source of Funding</i>		
Personal	88	67.7
Government	25	19.2
Scholarship	17	13.1

To gain better representation, the study comprises respondents from Europe, Asia and African regions such as Nigeria and Libya. Indonesian students (56.9%) make up the most number of respondents followed by students from Iran (12%) and China (10%).

#### 4.2. Descriptive Analysis for Push-Pull Model

Reliability test shows that Cronbach's Alpha for both pull (0.848) and push (0.769) factors are considered above 0.700, which is the minimum acceptable level for internal consistency (Nunnally, 1978). This indicates that the items of both factors are considered to be reliable in giving consistent results. As shown in Table 2, the overall mean score for the push factors which consists of 10 items is 3.76. With the mean of 4.04, the results showed that the most important push factor was "Can help enhance my future job prospects" while the least important was "Enable to practice my religion, beliefs or principles freely" with a mean score of 3.47. None of the items in the push factor scored below 3.0.

**Table 2:** Mean Score of Push Factors

Item	Mean (5-point scale)
1. Can help enhance my career prospects	3.83
<b>2. Can help enhance my future job prospects</b>	<b>4.04</b>
3. Can help provide higher status for myself in future	3.86
4. Enable me to experience different culture better	3.78
5. Enable me to improve my language skills easily	3.82
6. Enable to contact my family members easily back in hometown	3.50
7. Enable to practice my religion, beliefs or principles freely	3.47
8. Offer more travelling activities attractively	3.50
9. Have better environment to study	3.93
10. I have more confident to study here due to the good establishment	3.83
Mean Score	<b>3.76</b>

Table 3 shows that the pull factors has an overall mean score of 3.57 with “Academic and research quality of the institution” as the most important factor. “Opportunity of working part-time during the study” is the least important pulling factor with the mean scores of 2.95. Only two items have mean values of below 3.0.

#### 4.3. Influence of Pull Factors towards Overall Satisfaction Level

Multiple regression analysis was conducted to assess the ability of the 24 perceived predictors of pull model to predict the perceived level of overall satisfaction. As shown in Table 4, the correlation coefficient, R of the 24 items was 0.533, indicating that international students have a positive and medium satisfaction levels towards the underlying factors. Coefficient of determination, ( $R^2 = 0.284$ ) indicated that 28 percent of the international students’ overall satisfaction as explained by the twenty-four factors.

Based on casewise diagnostics (three standard deviation) and Mahalanobis Distance ( $\times 20.001, 24 = 51.18$ ), six cases had been excluded from the further analysis (Tabachnick and Fidell, 2007). Preliminarily assumption testing to check for normality, linearity, homoscedasticity and multicollinearity, indicated no serious violations noted. Hence, the model is statistically significant,  $F(24, 99) = 1.64$ ,  $p < 0.05$ , with only one significant variable at 5 per cent of level of significance.

#### 4.4. Beta Coefficient of Pull Factors

The relative importance of the 24 underlying pull factors in terms of their contribution to the variance in international students’ overall satisfaction could be explained by Beta Coefficient. The results in Beta Coefficient of pull underlying factors revealed that only one factor remains significant contributing different weights to the variance of the travelers’ overall satisfaction as compared to other variables (refer to Appendix 1).

The beta weight suggested that perception of “institutional image” contributes the most in predicting the perceived level of satisfaction with  $Beta = 0.419$ . This result indicated that a unit of increased in the institutional image of the university would lead to 41.90 percent increased in the international students’ overall satisfaction in their decision to choose Malaysia for education and traveling destination with the other factors were held constant.

**Table 3:** Mean Score of Pull Factors

	Item	Mean (5-point scale)
1.	Similar cultural distance from home country	3.29
2.	Geographical distance from home country is not far	3.32
3.	Overall country’s academic reputation is good	3.77
4.	Basic infrastructure and public amenities	3.30
5.	Macroeconomic development	3.25
6.	Microeconomic development	3.19



**Table 3:** Mean Score of Pull Factors (*Con't*)

<b>Item</b>	<b>Mean (5-point scale)</b>
7. Overall cost of living	3.64
8. Immigration procedures is less complexity and students' friendly	3.65
9. Opportunity of working part-time during the study	2.95
10. Safety and security	3.46
11. Friendly local community	3.67
12. Foods	3.01
13. Institution's image and reputation	4.01
14. Institution's learning atmosphere and environment	3.95
15. Institution's academic infrastructure and facilities	4.02
16. Institution's non-academic infrastructure and facilities	3.53
<b>17. Academic and research quality of the institution</b>	<b>4.06</b>
18. Programmes suitability	3.98
19. Tuition fees	3.92
20. Programmes recognition throughout worldwide	3.97
21. Study programmes quality	3.89
22. Duration of the courses	3.71
23. Attractiveness of the university's location	3.31
24. University foreign students' agent availability	2.98
Mean Score	<b>3.57</b>

#### 4.5. Beta Coefficient of Pull Factors

**Table 4:** Goodness-Of-Fit Regression Model for Pull Factors

Multiple R	0.533
R Square	0.284
Adjusted R square	0.110
Standard Deviation	0.496
Durbin Watson	1.965

*Notes:* F-ratio = 1.636, F-significant = 0.048

The relative importance of the 24 underlying pull factors in terms of their contribution to the variance in international students' overall satisfaction could be explained by Beta Coefficient. The results in Beta Coefficient of pull underlying factors revealed that only one factor remains significant contributing different weights to the variance of the travelers' overall satisfaction as compared to other variables (refer to Appendix 1).

The beta weight suggested that perception of “institutional image” contributes the most in predicting the perceived level of satisfaction with Beta = 0.419. This result indicated that a unit of increased in the institutional image of the university would lead to 41.90 percent increased in the international students’ overall satisfaction in their decision to choose Malaysia for education and traveling destination with the other factors were held constant.

#### 4.6. Influence of Push Factors toward Overall Satisfaction Level

For the push model, multiple regression analysis is further conducted to assess the ability of 10 perceived predictors of push model to predict the perceived level of overall satisfaction. From Table 5, the correlation coefficient, R of the 10 perceived variables was 0.546, indicating that international students have a positive and medium satisfaction levels towards the underlying factors. Coefficient of determination ( $R^2 = 0.298$ ) concluded that approximately about 30 percent of the variation of the international students’ overall satisfaction was explained by the 10 factors.

**Table 5:** Goodness-Of-Fit Regression Model for Push Factors

Multiple R	0.546
R Square	0.298
Adjusted R square	0.236
Standard Deviation	0.461
Durbin Watson	2.151

*Notes:* F-ratio = 4.833, F-significant 0.000

Based on the casewise diagnostics and Mahalanobis Distance, any cases more than three standard deviation and critical chi-square value ( $\chi^2_{0.001,10} = 29.59$ ) are identified as outliers and exclude from analysis (Tabachnick and Fidell, 2007). Five cases had been excluded from further analysis. Preliminary assumption testing to check for normality, linearity, homoscedasticity and multicollinearity indicated no serious violations. Therefore, the model is statistically significant,  $F(10, 114) = 4.83$ ,  $p < 0.001$ , with only three variables significantly contribute to the prediction at 10 per cent of level of significance.

#### 4.7. Beta Coefficient of Push Factors

The relative importance of the 10 underlying push factors in terms of their contribution towards the international students’ overall satisfaction could be explained by Beta Coefficient. The beta weights suggested perceived perception “job prospect” contributes the most in predicting the perceived level of satisfaction followed by “language skill” (refer to Appendix 2). This result indicates that a unit increased in the “job prospect” gained by studying in this university would lead to 24.6 percent increased in the international students’ overall satisfaction in deciding to select Malaysia for education and traveling, with the other factors were held constant.

## 5. DISCUSSIONS AND IMPLICATIONS

### 5.1. *Push Factor*

The main factor that motivates the international students to study overseas is “job prospect”. Most respondents felt that the education received in the host country could enable them to get higher position, earn better salaries and promotions. During the survey, some PhD students claimed that they were instructed to study for higher education level in order to enhance their job prospects back in their home country. Besides, some respondents wanted to study at UKM as the quality education here would ensure them with more marketable position in the corporate field. For instance, the MBA program is designed for those seeking to advance their job prospects in business and management disciplines. Earlier research done by Bourke (2000) also found that enhanced job prospects and higher status as the implied factors of studying abroad. Other works with similar findings include from Qureshi (1995) and Lin (1997).

### 5.2. *Pull Factor*

The main pull factor that perceived to be important by the majority of respondents was the “academic and research quality of the institution”. Currently, UKM seeks to continually enhance the quality of its research to boost its research strength. UKM believes that excellence in research contributes to excellence in teaching and is conscious of the intense competition for research grants from various governmental and non-governmental sources. These benefits have drawn a number of research-focused international students to study at UKM.

As supported by Anderson and Sullivan (1993), the customers’ decision are influenced by their expectations and perceived quality. For higher education, quality perception in research works was a core and strategic element for university to lure more potential customers to study into that particular university (Peters, 1992). Thus, some higher education institutions have changed their quality management systems to convey stronger quality image (Ford, Joseph and Joseph, 1999). Another pulling factor is the physical quality in a host higher institution. Most of the respondents chose UKM for its good library facilities, availability of computer usage, and accessibility areas for self study. The other important factor related to facilities was social life at the university and its surroundings. Institution with high standard facilities is considered as a relevant factor in influencing the students’ selection of the institution where they will pursue their studies (Price et al., 2003)

Lastly, a positive institution image can strongly influence the decision to attend an educational higher institution. Most of the Indonesian and Iranian respondents prefer UKM because of their family members and peers’ influence. Their peers who studied in UKM before had brought all perceived images about UKM back to their home country after completing their study. These images would also well-reached with the fast pace in technologies. The international students would be motivated to check out UKM’s overall images through the Internet and other related media. Besides, previous and current achievements of UKM would also deliver important images to the respondents while making decision. The institution image was the sum of opinions, ideas and impressions that prospective students have of the institution (Kotler and

Fox, 1995). Their opinions about the image of the institution were formed from word of mouth, past experience, and marketing activities of the institution (Ivy, 2001).

Students are becoming extremely critical and analytical when choosing their educational institutions. Due to the growing competence in international education, institutions need to maintain and develop a distinctive image in order to reach a competitive advantage. Quality of reputation and branding are two important sources for this purpose to capture the international students' market. Since the findings from these multi-country studies vary between Asian regions to African regions, the study suggests that the host government and education institutions need to consider the importance of the push-pull factors that influence students' study destination choice.

## **6. SUGGESTIONS FOR FUTURE RESEARCH**

As a preliminary study, convenient sampling design with small samples (130 respondents) was used to gather the data. Hence, the findings could not be better generalised. Therefore, quota sampling or area sampling design is strongly recommended. Quota sampling design is one of the purposive sampling in the non probability sampling technique. It can assure that one particular group is represented in the research by the use of quota. This quota sampling is almost similar with proportionate stratified random sampling design, but quota sampling respondents are collected through the convenience of the sample taken while proportionate stratified random sampling design respondents are gathered through the percentage of each group in the population. In addition, quota sampling is needed to include the characteristics of the population such as their ethnic, gender, and education. In this present study, the undergraduate respondents were under-represented.

Another alternative way to collect data for non probability sampling is area sampling design. Area sampling design can be prepared through geographically only if the population of the research are identified, such as total population of the home country, states, city, districts, counties, and so forth. Area sampling design is the cheapest way compared to any other types of probability sampling method. Since this present study was conducted in Malaysia, area sampling design could be prepared based on international students' availability in every university from different states such as Universiti Sains Malaysia (USM) in Penang, Universiti Teknologi Malaysia (UTM) in Johore, Universiti Utara Malaysia (UUM) in Kedah, Universiti Malaysia Sarawak (UNIMAS) in Sarawak and so forth. The combination of the area sampling and quota sampling designs can help improve the finding of the research to be more generalised.

Further research is needed to confirm the findings by focusing on three areas regarding about images of destination. First, research could usefully be carried out into the dimensionality of the brand image construct to confirm the four-dimensional structure suggested by this study that only one dimension receive the highest mean score. Second, a more rigorous comparative study should be conducted into the similarities between the brand image attributes associated with leisure and educational tourism. Finally, given the global reach of the tourism industry, future research could focus profitably on the impact of culture on the perceptions of destination images and their associated brand attributes.

## REFERENCES

- Agarwal, U. & Winkler, D. R. (1985). Foreign demand for United States higher education: A study of developing countries in the eastern hemisphere. *Economic Development and Cultural Change*, 33(3), 623-44.
- Anderson, E. & Sullivan, M. (1993). The antecedents and consequences of customer satisfaction for firms. *Marketing Service*, 12(2), 125-43.
- Ankomah, P. K. & Lawson, R.T. (2002). Education tourism: A strategy to sustainable tourism development in sub-Saharan Africa at <http://unpan1.un.org/intradoc/groups/public/documents/idep/unpan002585.pdf> (accessed on June 2, 2010).
- Bejou, D., Emnew, C. & Palmer, A. (1998). Trust, ethics and relationship satisfaction. *International Journal of Bank Marketing*, 16(4), 170-75.
- Bohm, C., Doris, G., Meares, S. & Pearce, L. (2002). Global student mobility 2025: Forecasts of the global demands for international higher education. *IDP Education Australia*, at [www.idp.com/marketingandresearch/](http://www.idp.com/marketingandresearch/) (accessed Dec 2008).
- Bourke, A. (2000). A model of the determinants of international trade in higher education. *The Service Industries Journal*, 20(1), 110-138.
- Carr, N. (2003). University & college students' tourism. In: Ritchie, B. (Eds.), *Managing educational tourism* (pp. 181-225). Clevedon, UK: Channel View Publications.
- Ford, J. B., Joseph, F. & Joseph B. (1999). Importance-performance analysis as a strategic tool for service marketers: The case of service quality perceptions of business students in New Zealand and the USA. *The Journal of Services Marketing*, 12(2), 171.
- Ivy, J. (2001). Higher education institution image: A correspondence analysis approach. *The International Journal of Educational Management*, 15(6/7), 276-82.
- Kalinowski, K., & Weiler, B. (1992). Review educational travel. In: B. Weiker and C. Hall (Eds), *Special Interest Tourism*. London Bellhaven.
- Kotler, P. & Fox, K. (1995). *Strategic Management for Educational Institutions*. 2nd Eds. Englewood Cliffs, NJ: Prentice-Hall.
- Lee, K. H. & Tan, J. P. (1984). The international flow of third level lesser developed country students to developed countries: Determinants and implications. *Higher Education*, 3(6), 687-707.
- Lin, L. (1997). What are student education and educational related needs? *Marketing and Research Today*, 25(3), 199-212.
- Mazarrol, T. & Soutar, G. (2002). Push-pull factors influencing international student destination choice. *The International Journal of Educational Management*, 16(2), 183-195.
- Mazarrol, T. W. (1998). Critical success factors for international education marketing. *International Journal of Education Management*, 12(4), 163-175.

- The Star. (2010). Edutourism gaining ground: South Koreans come to learn languages. *10 January, 27*.
- Mazarrol, T., Kemp, S. & Savery, L. (1997). International students who choose not to study in Australia: An examination of Taiwan and Indonesia. *Australian International Education Foundation*, Canberra.
- McMahon, M. E. (1992). Higher education in a world market: An historical look at the global context of international study. *Higher Education, 24*(4), 465-82.
- Nunnally, J. C. (1978). *Psychological Theory*, 2nd Eds. New York: McGraw Hill.
- Peters, M. (1992). Performance indicators in New Zealand higher education: Accountability or control? *Journal of Education Policy, 7*(3), 267-83.
- Price, L., Matzdorf, F., Smith, L. & Agahi, H. (2003). The impact of facilities on student choice of university. *Facilities, 21*(10), 212.
- Qureshi, S. (1995). College accession research: New variables in an old equation. *Journal of Professional Services Marketing, 12*(2), 163-70.
- Ritchie, B., Carr, N. & Cooper, C. (2003). *Managing Educational Tourism*. Clevedon: Channel View Publications.
- Siti Falindah Padlee (2006). *Factors Influencing International Students Satisfaction in Choosing Malaysian Private Higher Educational Institutions as Their Study Destination*. Retrieved from Website [www.sps.utm.my/sps/academic/Resources/abstract-of-thesis/2006/siti-falindah-binti-padlee](http://www.sps.utm.my/sps/academic/Resources/abstract-of-thesis/2006/siti-falindah-binti-padlee).
- Smith, C. & Jenner, P. (1997). Educational tourism. *Travel and Tourism Intelligence, 3*, 60-75.
- Tabachnick, B. & Fidell, L. (2007). *Using Multivariate Statistics*, 5th Eds. New York: Allyn & Bacon.
- Wood, D. (2001). The winners and losers of participation in praxis: A case study of strategic tourism planning in Australia's North West. *Paper for the World Planning Schools Congress*, Shanghai, China, 11-15 July 2001.

**Appendix 1: Beta Coefficient of Push Underlying Factors**

Model	Unstandardized coefficient		Standardized Coefficient	t	sig	Collinearity statistics	
	B	Standard error	Beta			Tolerance	VIF
Constant	2.397	0.515		4.653	0.000		
Cultural distance	-0.062	0.068	-0.118	-0.910	0.365	0.430	2.324
Geographical distance	-0.003	0.057	-0.006	-0.047	0.963	0.463	2.160
Reputation	-0.208	0.096	-0.259	-2.165	0.033	0.506	1.978
Infrastrutere	-0.019	0.068	-0.041	-0.278	0.781	0.338	2.961
Macroecon	0.038	0.102	0.056	0.375	0.709	0.326	3.070
Microecon	0.123	0.103	0.174	1.204	0.231	0.345	2.900
Livingcost	-0.130	0.078	-0.216	-1.658	0.100	0.428	2.338
Immigration	0.077	0.068	0.136	1.127	0.263	0.498	2.010
Part time opportunity	-0.081	0.061	-0.162	-1.328	0.187	0.486	2.059
Security	0.065	0.062	0.143	1.034	0.304	0.379	2.642
Local friendliness	0.114	0.084	0.150	1.363	0.179	0.589	1.698
Food	0.031	0.057	0.060	0.543	0.588	0.586	1.708
Institution image	0.419	0.146	0.548	2.879	0.005	0.200	5.008
Atmosphere	-0.205	0.103	-0.279	-1.987	0.050	0.366	2.735
Academic infrastrutere	0.046	0.094	0.064	0.493	0.623	0.430	2.326
Nonacademic infrastrutere	-0.041	0.070	-0.066	-0.588	0.558	0.583	1.716
Research quality	0.018	0.107	0.022	0.165	0.869	0.412	2.429
Programmes suitability	0.184	0.122	0.222	1.509	0.135	0.333	3.006
Fees	0.069	0.080	0.108	0.867	0.388	0.463	2.158
Recognition	-0.081	0.118	-0.103	-0.683	0.496	0.317	3.151
Programmes quality	-0.065	0.102	-0.092	-0.639	0.524	0.348	2.876
Duration	-0.007	0.099	-0.009	-0.059	0.946	0.425	2.354
Attractiveness	0.059	0.075	0.088	0.790	0.431	0.588	1.702
Agent availability	-0.060	0.061	-0.124	-0.969	0.335	0.442	2.263

**Appendix 2: Beta Coefficient of Push Underlying Factors**Coefficient<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.		
	B	Std. Error	Beta				
1 (Constant)	1.897	.360		5.267	.00		
Career Prospect	-.006	.082	.009	-.074	.941	.405	2.469
Job Prospect	.246	.094	.334	2.612	.010	.376	2.661
Status Prospect	.120	.072	.173	1.677	.096	.580	1.724
Cultural Experience	.071	.068	.103	1.033	.304	.615	1.625
Language Skills	.118	.057	.204	2.090	.039	.650	1.539
Cinnection	-.148	.051	-.296	-2.909	.004	.594	1.684
Beliefs	.013	.042	.030	.299	.766	.595	1.680
Travelling Activities	-.034	.051	-.058	-.663	.509	.794	1.259
Good Environment	-.050	.077	-.069	-.650	.517	.543	1.840
Confidence	.057	.073	.082	.771	.442	.542	1.844