Educational Tourist Motivations, Destination Image, and Destination Selection Behavior in an Extended S-O-R Model: A Preliminary Analysis

[1]Alfian Thomas and [2]Hassnah Wee

[1]Department of Polytechnic and Community College Education Malaysia, [2]Faculty of Hotel and Tourism Management, Universiti Teknologi MARA, Cawangan Selangor, Malaysia
Corresponding Authors Email: hassnah739@uitm.edu.my

Abstract

The spread of COVID-19 has significantly impacted the travel, hospitality, and events sectors. Knowledge of educational tourists' motivations and behaviors in the wake of a pandemic is crucial for reshaping higher education as the world slowly enters an endemic transit phase. There is a significant paucity of understanding regarding the variables that encourage international students to select a destination for educational tourism and their sentiments toward it. This research aims to use a modified version of the Stimulus-Organism-Response (S-O-R) model to create a preliminary analysis reliability measurement scale for studying the relationships between educational tourism motivation, destination image, and destination selection behavior. Thirty international students from two universities answered the questionnaire. The respondents were selected at random to answer the survey questions. The reliability of the scale was determined using Cronbach's alpha statistical analysis. The results showed that the extended S-O-R model's core components reliably shaped educational tourists' actions. The study also discusses potential research avenues.
Keywords: Stimulus-Organism-Response Model, Higher Education, Educational Tourist, Motivations, Behaviors

Introduction

COVID-19's massive and profound impact has posed economic, social, and health challenges as a result of its cumulative effects, including unprecedented initiatives taken by governments to contain its spread, such as border closures, travel restrictions, and lockdown, resulting in the closure of tourism, hospitality, and events-related industries (United Nations, 2020). Higher education institutions rely heavily on international students from other countries to participate in physical classes and on-campus activities and would welcome the gradual reopening of national borders. With that notion, the government would create travel laws based on the risk categories of countries and regulate immigration protocols accordingly. As a way forward, the Ministry of Higher Education in Malaysia has specified and enforced

thirteen entry processes for international students returning to campus as part of the Movement Procedures for International Students. This project includes essential information about entering Malaysia: types of international students who can go there; the types of international students' dependents who can go there; the tests and quarantine that international students must go through when they arrive in Malaysia; a flowchart for students with a valid student pass to enter Malaysia; a flowchart for new students and students whose student pass has expired to enter Malaysia; and the procedures for entering Malaysia (Education Malaysia Global Services, 2022).

In line with that notion, the prompt response taken by policymakers and backed by higher education institutions demonstrates that tourism-related companies require substantial assistance to offset the consequences of COVID-19 and to uphold recovery. Moreover, the tourism sector can encourage educational investment and facilitate worker mobility through cross-border agreements on qualifications, standards, and certifications, as recommended by the UNWTO Sustainable Development Goals (SDGs): Tourism in 2023 Agenda. Some considerations were made that educational tourism is the leading industry in the global tourism industry due to its ability to attract millions of international tourists, indirectly contributing billions of dollars to the host country (UNESCO, 2021). Modern technologies and facilities have also given rise to opportunities for cross-border mobility for higher education, both in public universities and private institutions (Abdullateef & Biodun, 2014). They added that it is undeniable that universities with a competitive advantage will attract more international students enrolled at the particular institution. Despite this, the tourism sector has shown little interest in educational tourism, as reflected by the lack of studies and available data (Le, 2020; Rahman et al., 2021) and yet to be experimentally investigated (Tu & Zhang, 2020). Thus, the study aims to construct a preliminary analysis of educational tourism motivations, destination image, and destination selection behavior using an extended Stimulus-Organism-Response (S-O-R) model.

Literature Review
Educational Tourism
Some scholars have pointed out that it is critical to understand how the host country selection process works and the factors influencing international students' decisions to study in Malaysia (Mun et al., 2018; Ojo et al., 2016). Educational tourism activities primarily emphasize the significance of students' basic needs, which include physiology, psycho-physics, emotional expressions, social change, self-actualization, intellectual development, and the exploration and development of creative potential (Dembovska et al., 2016; Lam & Ariffin, 2019). This understanding also serves as a foundation for future research into motivations, destination images, and behavior in educational tourism research in an expanded S-O-R model. Malaysia's government has been preparing to become a global hub for higher education for tertiary students since 2014. (Bernama, 2019). However, the educational tourism sector not only generates revenue for higher education institutions; it is also gradually establishing itself as a desirable export mechanism as a result of the economic benefits to the country, as (Ojo and Yusof, 2019b). Understanding educational tourist motivations and behaviors are considered essential managerial practice in attracting international students and promoting Malaysia as the region's preferred educational tourism hub. The Ministry of Higher Education (MOHE) aims to raise tertiary enrolment rates for higher education from 48% to 70%, putting Malaysia on par with ASEAN countries. Table 1

shows the projected enrollment for the Ministry of Higher Education (MOHE) from 2012 to 2025.

Table 1
MOHE's 2012-2025 Projected Enrolment

Institution Projection	Private Institutions	Public Universities	TVET Institutions	Other Ministry Institutions
2012 36% tertiary enrolment. (1.4M students with 48% higher education)	455,000	545,000	248,000	172,000
Annual Growth	5.1%	2.6%	7.8%	1.4%
2025 The projected level of 53% tertiary enrolment. (2.5M students with 70% higher education)	867,000	764,000	656,000	205,000

Source: MOHE (2015)

Environment as Dimension of Stimuli (S)

One particular destination is regarded as one of the most critical aspects of the overall product since it creates an environment where the actual product or service is purchased or consumed (Kotler & Keller, 2011). Moreover, the authors stated that the ambiance of a location is more significant than the product itself in a purchasing decision. Considering the educational tourism sector as one of the service industries, the aspect of the destination termed atmospherics by Kotler and Keller (2011), which has proven to be an effective marketing strategy, is taken into account. To align with the S-O-R model, Mehrabian and Russell (1974) conceptualized environmental stimulation as the information rate of an environment, which can be applied to a wide range of physical and social environments. Hence, motivations will be treated as stimuli in this study setting.

Numerous definitions of motivation have been proposed in psychology, and Yousaf et al (2018) stated that tourism research had shifted its focus to motivations. Crompton (1979) and Heckhausen (1980) claimed that motivation is a psychological phenomenon that originates in a person's inner self, whereas push and pull elements are socio-psychological. This statement is supported by Pandita et al (2021), which defined motivation as an individual's uncertainty caused by psychological factors. However, due to extensive research on tourist motivations, push factors are regarded as intrinsic motivations, whereas pull factors are considered extrinsic motivations (Jiang, 2019). Intrinsic motivation refers to completing a task (Hashiguchi et al., 2021) and occurs when an individual works hard to achieve their own

unique life goals (Legault, 2016). According to Negm (2018), among the intrinsic motivations that push students to study abroad are the desire to escape, rest and relaxation, adventure, prestige, and social interaction. On the other hand, extrinsic motivation refers to external stimuli such as social recognition and economic achievement (Hashigushi et al., 2021), as well as the desire to receive external reinforcements or rewards from others (Legault, 2016). Among extrinsic motivations are those related to the educational system of the host country; culture; environmental features; and travel-related costs (Alipour et al., 2020; Ojo & Raja Yusof, 2015), which have been applied in this study setting.

Destination Image as Dimension of Organism (O)

The definition of destination image was provided by numerous studies from various disciplines, as destination image is multidisciplinary and has been embraced in multiple sectors, such as social and environmental psychology, consumer behavior, marketing, and sociology. For instance, Baloglu and McClearly (1999) found that the characteristics of a person shape the formation of destination images by individuals. In a recent study, Kaur et al. (2016) defined "destination image" as the current perception and view tourists have of a destination, considering that a destination is subject to change and is perceived differently over time. Based on the discussion, "destination image," in this study, refers to an interactive set of personal normative beliefs, perceptions, expectations, ideas, impressions, and feelings towards Malaysia by international students derived from their affective and cognitive evaluation. In this study, the affective image represents educational tourists' feelings and emotions. Emotions are feelings that develop due to interpersonal interactions (Hosany et al., 2020). In light of differing interpretations of emotion, several taxonomies have been developed to classify diverse emotional experiences (Mehrabian & Russell, 1974; Izard, 1977). Pleasure and arousal are the latter variables (Kaur et al., 2016).

On the other hand, according to Hong (2004), a cognitive image refers to an interrelated set of beliefs, knowledge, attitudes, and understanding of individuals towards a destination. The cognitive image includes attractiveness, the characteristics of locals, value for money, and gastronomy (Hong, 2004). Therefore, this study explores the affective and cognitive components as mediators between motivation and behavioral response to understand how educational tourists view Malaysia as a preferred educational tourism destination.

Destination Selection Behavior as Dimension of Response (R)

Most research on destination selection has concentrated on visitors' motivations, psychological variables, marketing, business-related benefit, and tourism management. Only a few researchers have begun examining tourists' behavior (Tang et al., 2020). This finding is consistent with Liu and Yan's (2020) statement that research on destination selection behavior over time remains deficient. *Behavioral intention* is an individual's estimated likelihood of engaging in a particular behavior in the future (Schiffman & Kanuk, 2007). They added that the value of behavioral intention had been known for a long time because it helps businesses predict how customers will act and build effective marketing strategies.

In tourism, behavioral intention is vital to achieving sustainable tourism, especially for an established tourist destination (Soonsan & Sukahbot, 2019). The authors studied that predictors of tourists' intention to revisit may differ from those used in conventional marketing due to tourists' touring new destinations. However, tourists will return if they are highly delighted with the destination. Thus, referral intention is frequently employed to

quantify destination loyalty at the operational level (Mun et al., 2018). This study examines destination selection behavior using word-of-mouth (WoM) and electronic word-of-mouth (eWoM) recommendations as responses. Westbrook (1987) defined *word-of-mouth* as informal interactions between consumers about the ownership, use, and features of specific products or services and their sellers or providers. Tourists who have visited a destination will likely act as free WoM advertising agents in the future by informally communicating with peers and possibly bringing potential consumers to a product or service (Cuesta-Valino et al., 2022; Litvin et al., 2008). The researcher sees those arguments above as potential in education tourism. Chaves et al (2020) cited that travel motivation is one of the most effective methods for deciphering tourist demands, behavior, and decision-making processes.

Methodology

The current study was cross-sectional. A non-probability sampling method was administered to select the respondents for the study. Additionally, because the researcher knows the sample size, non-probability sampling is faster and more cost-effective than probability sampling, as supported by (Hair et al., 2020). The researcher considered several criteria when deciding on the appropriate sample technique for this study, particularly the existence of responders due to the recent pandemic outbreak. The researcher used the purposive sampling method in this study because the questionnaire is only available to international students who have enrolled and traveled to the country. Purposive sampling is also significantly more cost-effective, takes less time, and is relatively simple to implement (Hair et al., 2020; Taherdoost, 2017).

Educational tourists' attitudes, feelings, and behaviors were assessed in English. The scale includes 42 items that are scored on a five-Likert scale, ranging from 1 (strongly disagree), 2 (agree), 3 (neutral), 4 (agree), and 5 (strongly agree). The negatively worded statements were reverse coded. The Research Ethics Committee (REC) of Universiti Teknologi MARA approved the protocols for the study. The questionnaires were distributed to international students enrolled in public universities and private higher institutions in Selangor, and 30 respondents were selected to elicit their experiences and perceptions of the study's remarkable variables. The participants were approached during their free time, and their participation was voluntary. The respondents completed the survey booklet in 7–10 minutes.

Results and Discussions

Conroy (2018) suggested that pilot testing requires a minimum of 30 respondents to assess the scale's reliability using Cronbach's alpha. The questionnaires were distributed for one month, from March 15 to April 15, 2022. A face-to-face data collection was conducted in strategic locations, including UiTM Selangor and Management & Science University, Shah Alam. The data was analyzed using the Statistic Package for Social Science (SPSS) Version 27 for frequency, percentage, and mean.

Based on the demographic analysis, more than half of the respondents were male (60%), and the remaining 40% were female. For the country of origin, most of the respondents originated from Southeast Asian countries, with 80% (n = 24) respondents, and only 20% (n = 6) of the respondents were from non-south-east Asian countries. Regarding their level of study, about 70% (n =21) of respondents are undergoing their studies at the undergraduate level, and the second highest is 23.3% (n =7) at the postgraduate level, and only 6.7% (n =2)

of respondents are currently doing their diploma in this country. Lastly, in terms of the status of the university, 63.3% (n = 19) of respondents are from private higher institutions, and 36.7% (n = 11) of them are from public universities.

Analysis of the reliability was conducted using Cronbach's alpha. Table 2 presents the value of more than 0.7 on the reliability of measures for all the study variables.

Table 2
Instrument Reliability Analysis

Variable	Number of items	Cronbach Alpha Value
Intrinsic Motivations	10	0.879
Extrinsic Motivations	16	0.970
Emotions	6	0.980
Cognitive Image	4	0.970
Word of Mouth	6	0.969

(*n=30*)

As shown in Table 2, the reliability analysis for all variables used in the study showed that a Cronbach's alpha coefficient greater than 0.70 is considered appropriate for the final survey as the instrument has reached a robust scale (Hair et al., 2020; Pallant, 2013). Additionally, it shows that the motivation facets of educational tourists have a good attachment to the destination image and selection behavior.

Furthermore, the results in Table 3 below showed mean scores for each attribute in the component dimensions: motivation facets (intrinsic and extrinsic motivations), destination image (emotion and cognitive image), and destination selection behavior (word-of-mouth). These attributes gauge the behavior and measure interest in selecting Malaysia as the preferred educational tourism hub. The result showed that the level of attributes was rated between "strongly disagree" and "strongly agree," with the overall mean value ranging from 4.43 to 4.68. In addition, the questionnaire reliability analysis using Cronbach's Alpha scale has been able to indicate reliability ranges of 0.879 to 0.980, which equates to very high reliability. These are linked with an overall mean value of each dimension's attributes. It shows that each component's dimensions are important in measuring motivations, destination image, and behavior in an educational tourism context.

It can be concluded that the attributes in each component dimension were important enough for the respondents to rate their value towards Malaysia as an educational tourism destination. Hence, this preliminary study has proven that the attributes and dimensions can be used to examine educational tourist motivation facets, destination image, and destination selection behavior in an extended S-O-R model.

Table 3
Mean Score of Attributes

Dimensions	Items	Means	Cronbach Alpha Value
Intrinsic Motivation	My desire to catch up with global economic development.	4.60	.879
	My desire to develop self-competencies.	4.90	
	My desire to contribute to foreign trained-skilled labour.	4.63	
	My desire is to increase income in my country.	4.80	
	It was essential for me to achieve a higher level of education.	4.86	
	It was important to get an international impression in my area of study.	4.76	
	It creates future work possibilities in my country.	4.83	
	Advice from family motivates me to study abroad.	4.43	
	Advice from teachers motivates me to study abroad.	4.36	
	Recommendations from other students motivate me to study abroad.	4.63	
Extrinsic Motivation	Malaysia offers an opportunity to improve language skills.	4.16	.970
	Malaysia offers an opportunity to make international connections.	4.60	
	Malaysia offers an opportunity to improve communication skills.	4.43	
	Malaysia offers an opportunity for cross-cultural competencies.	4.60	
	Malaysia has a comfortable climate.	4.43	
	Malaysia provides advanced public infrastructure.	4.50	
	Malaysia's geographical similarity to my home country.	4.40	
	Malaysia has a safe environment.	4.43	
	Malaysia offers affordable travel-related costs.	4.73	
	Malaysia offers an affordable cost of living.	4.66	
	Malaysia offers affordable tuition fees.	4.43	
	Immigration procedures in Malaysia are easy to follow.	4.63	

	Malaysia offers international students the opportunity to work part-time during their studies.	4.33	
	The quality of education in Malaysia motivates me to study in the country.	4.53	
	The availability of the desired program in Malaysia motivates me to study in the country.	4.53	
	The perception that foreign graduates are believed to be better trained motivates me to study in Malaysia.	4.46	
Emotion	My visit to Malaysia was pleasant.	4.50	.980
	My visit to Malaysia was enjoyable.	4.63	
	My visit to Malaysia was fulfilling,	4.50	
	My visit to Malaysia was stimulating.	4.50	
	My visit to Malaysia was relaxing.	4.60	
	My visit to Malaysia was exciting.	4.53	
Cognitive Image	Malaysia's residents are friendly.	4.43	.970
	Malaysia's residents are easy engage in conversation.	4.43	
	Malaysia's residents have a good civic sense.	4.40	
	Malaysia provides a good quality of life.	4.46	
Word of Mouth	I will recommend my friends to travel to Malaysia.	4.50	.969
	I will share my knowledge about Malaysia with my friends.	4.60	
	I will recommend Malaysia as an educational tourism destination if my friends plan to study abroad.	4.53	
	I will share information about Malaysia on social media to help them choose educational tourism destinations.	4.43	
	I will share my experience studying in Malaysia on social media.	4.63	
	Going online is the easiest way to share my study experience in Malaysia.	4.63	

Conclusion

The present study examined the reliability of three measures: motivation facets, destination image (i.e., emotion and cognitive image), and destination selection behavior (WoM). At a preliminary stage, this study attempted to assess the educational tourist behavior in each dimension and the continuity of previous similar studies. The initial study successfully applied the S-O-R model, forming the educational tourist behavior framework. As a result, the analysis revealed that the dimensions of each component in motivation facets, destination image, and destination selection behavior are important to developing a

preferred educational tourism destination. The finding is in line with Jeong et al. (2020) that the S-O-R model is among the most suitable frameworks to study the behaviors of tourists by considering the intangible products and services of tourism.

The preliminary study findings also support MOHE's strategy in promoting Malaysia as an educational tourism destination. The strategies include modern and progressive, world-class and quality education; strategic location; fun learning and dynamic lifestyles; affordable cost of living; multicultural and quality living experiences; safe and peaceful; and English being widely spoken (EMGS, 2022). With a considerable gap in the recent statistical data on the enrolment of international students compared to before the COVID-19 pandemic outbreak, this study proposes a student-driven and outcome-based paradigm of educational tourism. The limitations of this study include the small sample size and the selection of respondents only from public universities and private higher institutions in the state of Selangor, Malaysia. Therefore, future analysis will be reported using a larger and more diverse sample. Notably, international students from many different countries live in Malaysia. This trend indicates that research data needs to be collected from other districts to understand their motivations, expectations of the destination, and behaviors. Therefore, it is recommended that policymakers, marketers, and higher education service providers should consider the outcome of the study to keep on eyeing the current trends in educational tourist motivations and behavior.

References

Abdullateef, A. O., & Biodun, A. B. (2014). Are international students' tourists? *International Journal of Business and Globalisation, 13*(3). 298-306. http://dx.doi.org/10.1504/IJBG.2014.064677

Alipour, H., Fatemi, H., & Malazizi, N. (2020). Is Edu-tourism a sustainable option? A case study of residents' perceptions. *Sustainability*, *12*(15), 5937. http://dx.doi.org/10.3390/su12155937

Bernama. (2019, Nov 30). Maszlee: Edutourism steadily gaining popularity in Malaysia. *Malay Mail.* https://www.malaymail.com/news/malaysia/2019/11/30/maszlee–edutourism–steadily–gaining–popularity–in–malaysia/1814705

Baloglu, S., & McCleary, K. W. (1999). A model of destination image formation. *Annals of Tourism Research. 26*(4). 868-897. https://doi.org/10.1016/S0160-7383(99)00030-4

Chavez, L., Ruiz, C., Perez, R. C., & Hernandez-Cruz, B. (2020). The Role of Travel Motivations and Social Media Use in Consumer Interactive behavior: A Uses and Gratifications Perspective. *Sustainability, 12*(21), 8789. http://dx.doi.org/10.3390/su12218789

Conroy, R. M. (2018). *The RCSI sample size handbook. A rough guide.* Royal College of Surgeons in Ireland. https://doi.org/10.13140/RG.2.2.30497.51043,0.

Crompton, J. L. (1979). Motivations for pleasure vacation. *Annals of Tourism Research, 6*(4), 408–424. https://doi.org/10.1016/0160–7383(79)90004–5

Cuesta-Valino, P., Rodrigues, P. G., Garcia-Hence, B. (2022). Word of mouth and digitalisation in small retailers: Tradition, authenticity, and change. *Technological Forecasting and Social Change. 175*(1):121382. http://dx.doi.org/10.1016/j.techfore.2021.121382

Dembovska, I., Silicka, I., & Ļubkina, V. (2016). Educational tourism in the training of future tourism professionals. *Society Integration Education Proceedings of the International Scientific Conference, 4*, 245–255. https://dx.doi.org/10.17770/sie2016vol4.1561

EMGS. (2022). *Movement Procedures for International Students.* Retrieved April 28, 2022, from:
https://cdn.educationmalaysia.gov.my/wpcontent/uploads/2022/02/22151550/1902 2022 -MOVEMENT-PROCEDURE-FOR-INTERNATIONAL-STUDENTS.pdf

Hair, J. F., Page. M., & Brunsveld, N. (2020). *Essentials of Business Research Methods* (4th ed.) Routledge.

Hashiguchi, N., Sengoku, S., Kubota, Y., Kitahara, S., Lim, Y., & Kodama, K. (2021). Age–dependent influence of intrinsic and extrinsic motivations on construction worker performance. *International Journal of Environmental Research and Public Health, 18*(1), 111. https://doi.org/10.3390/ijerph18010111

Heckhausen, H. (1980). Motivation und Handeln. Lehrbuch der Motivationspsychologie. Heidelberg, Germany: Springer.

Hong, K.-W. (2004). The role of involvement in an integrated satisfaction model: The case of special event tourism. Unpublished PhD Dissertation: The Pennsylvania State university.

Hosany, S., Martin, D., & Woodside, A. G. (2020). Emotions in tourism: Theoretical designs, measurements, analytics, and interpretations. *Journal of Travel Research.* Advance online publication. https://doi.org/10.1177/0047287520937079

Izard, C. E. (1977). *Human emotions.* New York: Plenum

Jiang, W. (2019). The relationship between motivation to use airbnb and guests' repurchase intention: Moderating effect of consideration set. *UNLV Theses, Dissertations, Professional Papers, and Capstones.* 3729. http://dx.doi.org/10.34917/16076269

Jeong, Y., Kim, E., & Kim, S-K. (2020). Understanding Active Sports Tourist Behaviours in Small-Scale Sports   Events: Stimulus-Organism-Response Approach. Sustainability 12(19). http://dx.doi.org/10.3390/su12198192

Kotler, P., & Keller, K L. (2011). Marketing management (14th ed.). Upper Saddle River, NJ: Pearson-Prentice Hall

Kaur, A., Chauhan, A., and Medury, Y. (2016). Destination Image of Indian Tourism Destinations: An Evaluation Using Correspondence Analysis. *Asia Pacific Journal of Marketing and Logistics. 8*(3): 499-524. http://dx.doi.org/10.1108/APJML-05-2015-0074

Lam, J. M. S., & Ariffin, A. A. M. (2019). Do travel images affect international students' on–site academic value? New evidence from the Malaysia's 'higher edu–tourism' destination. *Journal   of   Vacation   Marketing, 25*(4),   499–514. https://doi.org/10.1177/1356766719842274

Le, N. (2020). *Educational tourism: A profitable business. Cost calculation and profitability prediction for a summer language camp in Finland, hosted by Finnish Academy Oy* (Unpublished   degree's   thesis). https://www.theseus.fi/bitstream/handle/10024/354741/Final.%20Educational%20to urism_%20a%20profitable%20business.%20Ngoc%20Le%20-%2016122020.pdf?sequence=2&isAllowed=y

Legault, L. (2016). Intrinsic and extrinsic motivation. In V. Zeigler–Hill & T. K. Shackelford (Eds.), *Encyclopaedia of personality and individual differences* (pp. 1–4). Springer.

Litvin, A., Goldsmith, R. E., & Pan, B. (2008). Electronic word-of-mouth in hospitality and tourism   management.   *Tourism   Management.   29*(3):   458-468. http://dx.doi.org/10.1016/j.tourman.2007.05.011

Liu, E. J., & Yan, X. Y. (2020). A universal opportunity model for human mobility. *Scientific reports*, *10*(1), 1–10. https://doi.org/10.1038/s41598–020–61613–y

Ministry of Education Malaysia. (2015). *Executive Summary Malaysia Education Ministry of Education Malaysia 2015–2025 (Higher Education).* https://www.um.edu.my/docs/um–magazine/4–executive–summary–pppm–2015–2025.pdf

Mun, Y. W., Aziz, Y. A., & Bojei, J. (2018). Mediating Impact of Perceived Destination Image on Intention to Recommend Malaysia as a Key Educational Hub. *International Journal of Academic Research in Business and Social Sciences, 8*(16), 1–14. http://dx.doi.org/10.6007/IJARBSS/v8-i16/5115

Negm, E. M. (2018). Investigating the Power of social media in Stimulating Push and Pull Factors, Encouraging Students' Intents to Study Abroad. *International journal of Learning and Teaching, 4*(3). http://dx.doi.org/10.18178/ijlt.4.3.216-223

Ojo, B. Y., Yusof, R. N., Ab Aziz, Y., & Awang, K. W. (2016). Choice of Malaysia as an edu–tourist destination among international edu–tourists: An exploratory factor analysis. *Social Sciences & Humanities, 24*(S), 63–84. https://www.academia.edu/31692930/

Ojo, B. Y., & Yusof, R. N. (2019a). The contemporary edu–tourism destination selection process: A structural regression model. *Journal of Tourism and Management Research*, *4*(2), 497–514. http://doi.org/10.26465/ojtmr.2018339524

Ojo, B. Y., & Raja Yusof, R. N. (2019b). Edu–tourism destination selection process in an emerging economy. *Journal of Tourism Management Research*, *6*(1), 45–59. http://doi.org/10.18488/journal.31.2019.61.45.59

Ojo, B. Y., Yusof, R. N., Ab Aziz, Y., & Awang, K. W. (2015). Benchmarking Malaysian Edu-tourism policy strategies, and instruments with other Edu-tourist destinations in the Southeast Asia: Implications for sustainable Edu-tourism industry in Malaysia. In H. J. Ammer, R. H. Siti & S. A. Muhammad (Eds.), *CIB Trends in Hospitality and Tourism* (pp: 20-40). Universiti Putra Malaysia Press.

Pallant, J. (2016). *SPSS survival manual: A step by step guide to data analysis using SPSS program* (6th ed.). McGraw–Hill Education.

Pandita, S., Mishra, H. G., & Chib, S. (2021). Psychological impact of covid–19 crises on students through the lens of stimulus–organism–response (SOR) model. *Children and Youth Services Review*, *120*(5). https://doi.org/10.1016/j.childyouth.2020.105783

Rahman, M. M., Haque, A., Suib, F. H., & Md Humayun Kabir, S. (2021). Students' learning need and perceived value in selection of educational institutions mediated by satisfaction from edu–tourism context in Malaysia. *International Journal of Innovative Research and Publications, 1*(1), 12–25. https://doi.org/10.51430/IJIRP.2021.11.002

Schiffman, L. G., & Kanuk, L. L (2007). *Consumer Behavior. Kentucky*: Pearson Prentice Hall.

Soonsan, N., & Sukahbot, S. (2019). Testing the role of country and destination image effect on satisfaction and revisit intentions among Western travellers. *African Journal of Hospitality Tourism and Leisure. 8*(4).

Taherdoost, H. (2017). Determining sample size; how to calculate survey sample size. *International Journal of Economics and Management Systems, 2*, 237–239. https://papers.ssrn.com/sol3/Delivery.cfm/SSRN_ID3224205_code2177801.pdf?abstracti d=3224205&mirid=1

Tang, X., Wang, D., Sun, Y., Chen, M., & Waygood, E. O. D. (2020). Choice behavior of tourism destination and travel mode: A case study of local residents in Hangzhou, China. *Journal of Transport Geography*, *89*, 102895. https://doi.org/10.1016/j.jtrangeo.2020.102895

Tu, J., & Zhang, D. (2020). Does tourism promote economic growth in Chinese ethnic minority areas? A nonlinear perspective. *Journal of Destination Marketing & Management*, *18*, 100473. https://doi.org/10.1016/j.jdmm.2020.100473

UN. (2020). *Policy Brief: Education during COVID-19 and Beyond*. Retrieved May 7, 2022, from http://www.un.org/development/desa/dspd/wpcontent/uploads/sites/22/2020/08/sg_po   licy_brief_covid-19_and_education_august_2020.pdf

United Nations Educational, Scientific and Cultural Organisation. (2021). *Global Flow of Tertiary-Level Students.* http://uis.unesco.org/en/uis-student-flow

Westbrook, R. A. (1987). Product/consumption-based affective responses and post-purchase processes. *Journal of Marketing Research*. *24*(3). 258-270. doi:10.2307/3151636

Yousaf, A., Amin, I., & Santos, J. A. C. (2018). Tourist's motivations to travel: A theoretical perspective on the existing literature. *Tourism and Hospitality Management, 24*(1), 1–5. http://dx.doi.org/10.20867/thm.24.1.8