



**The Motivation Factors Affecting Selection Decision of International Students
Attending Hospitality & Tourism International Programs in Thailand**

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**A Thesis Submitted in Partial Fulfilment of the Requirements for the Degree of
Master of Business Administration in Hospitality and Tourism Management
(International Program)**

Prince of Songkla University

2012

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ผู้เขียน	นายกอบชัย สัจจะสุนทรวาทิ
สาขาวิชา	การจัดการการบริการและการท่องเที่ยว (หลักสูตรนานาชาติ)
ปีการศึกษา	2551

บทคัดย่อ

วัตถุประสงค์เพื่อศึกษาตรวจสอบปัจจัยผลักดันและดึงดูดที่มีผลต่อการตัดสินใจเข้าศึกษาในคณะกรรมการบริการและการท่องเที่ยว (หลักสูตรนานาชาติ) ในประเทศไทย โดยเนื้อหาได้ประเมินผลกระทบทางลักษณะประชากรศาสตร์กับปัจจัยที่มีผลต่อแรงจูงใจของนักศึกษาต่างชาติในการตัดสินใจเลือกเข้าศึกษา การศึกษาครั้งนี้ได้นำเสนอข้อมูลเชิงปริมาณโดยใช้แบบสอบถามเป็นเครื่องมือในการเก็บข้อมูล โดยการใช้วิธีการสุ่มเพื่อหากกลุ่มประชากรตัวอย่างนักศึกษาชาวต่างชาติที่เข้าศึกษาครบตามหลักสูตรที่ประเทศไทยกำหนด

ผลการศึกษาทำให้ทราบว่า “โอกาสทางการทำงาน” เป็นปัจจัยที่มีผลผลักดันต่อการเลือกของพวกเขามากที่สุด รองลงมาคือ “ประเทศที่จะไปศึกษาและค่าใช้จ่าย” และ “อิทธิพลของครอบครัวและคุณภาพทางการศึกษา” ในส่วนของปัจจัยที่มีผลดึงดูด “คุณภาพของหลักสูตร” คือปัจจัยที่สำคัญที่สุดจากการศึกษานี้ รองลงมาคือ “สิ่งอำนวยความสะดวกและชื่อเสียงของมหาวิทยาลัย” “สถานที่ตั้งและสภาพภูมิอากาศ” “ค่าใช้จ่ายและความช่วยเหลือทางการเงิน” “อิทธิพลของครอบครัวรวมทั้งเพื่อนและโอกาสในการทำงาน” นอกจากนี้ปัจจัยผลักดันและดึงดูดต่างๆยังมีความแตกต่างอย่างสำคัญระหว่างปัจจัยทางประชากรศาสตร์ เช่น เพศ เชื้อชาติ มีภูมิลำเนาอาศัยอยู่ในประเทศไทยกับไม่มีภูมิลำเนาอาศัยอยู่ในประเทศไทย และแหล่งข้อมูลที่ใช้ในการตัดสินใจ

ผลของการศึกษายังสามารถช่วยมหาวิทยาลัยไทยที่จะพัฒนาทำกลยุทธ์ทางการตลาดที่มีประสิทธิภาพเพื่อให้ตรงกลุ่มตลาดเป้าหมายโดยตรงโดยเฉพาะอย่างยิ่งในประเทศจีนและประเทศในกลุ่มอาเซียน

คำสำคัญ การบริการและการท่องเที่ยวหลักสูตรนานาชาติ นักศึกษาต่างชาติ ปัจจัยผลักดันและดึงดูด ประเทศไทย

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Major Program Hospitality and Tourism Management (International Program)

Academic Year 2008

ABSTRACT

The objectives of this study were to investigate the push & pull factors affecting the selection process for international Hospitality & Tourism students in coming to Thailand, and to assess the impact of their demographic characteristics on their motivational factors which affected their decision. A quantitative research method was employed by using a questionnaire as the instrument for data collection. Convenience sampling was used to collect the data from full-time international students.

The results showed that “Job opportunities” was rated as the most important push factor, followed by “Host country and cost”, and “Family influence and educational quality”. For the pull factors, students ranked “Quality of program” as the most important quality, followed by “Facilities and reputation of the university”, “Location and climate”, “Cost and financial aid”, “Family and friends’ influence and job opportunities” respectively. Push & pull factors were affected significantly depending upon individual demographic characteristics such as gender, nationality, resident and non-resident status, and resources of information.

The results of this study can help Thai universities to develop an effective marketing strategy to attract more international students, especially in China and within the ASEAN Economics Community (AEC) countries.

Key words: Hospitality and Tourism (H&T) international program, international student, push and pull motivation factors, Thailand

ACKNOWLEDGEMENTS

This thesis “The Motivation Factors Affecting Selection Decision of International Students Attending Hospitality and Tourism International Programs in Thailand” would not have been successfully completed without the help, special kindness, and the considerable support from many people. They deserve my thanks and acknowledgement. I would like to take this opportunity to thank everyone involved. First of all, I would like to express my sincere appreciation to my thesis advisor, Asst. Prof. Dr. Naree Weerakit for her excellent guidance, encouragement, and understanding throughout my studies and examined this thesis regarding all aspects of it from the beginning to the end. I am deeply grateful to my co-advisor, Dr. Tatiyaporn Jarumaneerat. I would like to sincerely thank for their valuable suggestions and continuous supports in having this thesis move forward towards completion. Moreover, I would like to thank all the professors: Associate Professor Manat Chaisawat and Dr. Ilian Assenov from Hospitality and Tourism Management, Phuket who provided me with the academic knowledge, vision, and valuable necessary experience.

Sincere appreciation is also expressed to my friends: Ms. Nalinporn, Ms. Arunrat, Ms. Suwanna, Mrs. Fowler, Mr. Varit and Mr. Virayah who greatly assisted in providing the feedback necessary to bring this study together and gave me invaluable assistance and kind attention. Thanks for all my IMBA friends and many others whose names are not listed here.

Thanks too to Arj. Brian Wadman for his time and patience in proofreading the final draft of my thesis.

Last but not least, special thanks to my mother and my sister who gave me the chance to study in this program and thanks for all the supporting with love and understanding as always. Without their inspirations, this thesis would not have been successfully achieved.

Kobchai Satjasoontonwatee

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CHAPTER 1

INTRODUCTION

The first chapter will discuss the introduction of the study. In the introduction, the background of the selected area and the significance of the study will be discussed to give a clear understanding of the research area for the reader to review. The research questions, objectives and scope of this study are also discussed, and at the end of the first chapter there is an appendix with definitions of key terms.

1.1 Research Background

The effects of globalization on the Hospitality and Tourism (H&T) industry have had a major impact worldwide. Primarily, there has been an increase in the flow of tourists travelling. While Thailand has been promoted as a tourist destination for many decades, more recently, due to globalization Thailand has become an even more well-established place for travelers to visit. Each year around fourteen million foreign tourists visit Thailand to enjoy its pleasant weather, beautiful scenery, and delicious food. Tourism has become one of Thailand's biggest sources of income, and is one reason why Thailand is well known around the world (The World Travel and Tourism Council, 2011).

Overall the last few years, the number of tourists has ranged from 14.5 million in 2008 to 19 million in 2011 (Department of Tourism, 2011). The high number of travellers generate a substantial amount of revenue for Thailand's tourism industry. Thailand is comparatively cheaper than other major cities and countries in Asia, such as Hong Kong, Singapore and Malaysia. This is due to cheaper labor costs, a large supply of domestic raw materials and high quality, international standards of service (Euromonitor, 2012). These factors resulted in Thailand being perceived as a great destination place to visit.

Tourism has played a significant role in the Thai economy by generating revenue in excess of 800 billion Baht per year (Tourism Authority of Thailand, 2010). As a result, Thailand's current trade balance has been impacted positively. Tourism in Thailand fuels the growth of many related industries such as hotel, restaurant, transportation, and retail industries. The expansion of these sectors correspondingly affect many areas including: the Gross Domestic Product (GDP),

unemployment rates, exportation of goods, domestic and foreign investment as well as overall government expenditures.

The World Travel and Tourism Council (WTTC) reviewed the importance of tourism on Thailand's economy; the council found that tourism revenue accounted for 1,735.5 billion baht, or 16.3 percent of GDP in 2011, and is forecast to rise by 2.1% in 2012, and again to rise by 6.4% pa to 3,286.6 billion baht by the year 2022, which means that the tourism industry will play an ever more important role in the Thai economy in the future.

The Travel & Tourism industry directly supports 1,833,000 jobs (4.7% of total employment). This is also expected to rise by 6.6% in 2012 and rise by 4.6% pa to 3,059,000 jobs (7.1% of total employment) by 2022. Due to the increase of employment in Travel and Tourism over the last 10 years, a number of overseas universities have begun opening campuses in Thailand or have made agreements with Thai universities to run dual degree programs.

The Office of the Higher Education Commission (OHEC) conducted a survey on collaborative degree programs offered by Thai higher education institutions in the year 2011. The survey revealed that there were a total of 92 collaborative degree programs, comprising 1 Diploma graduate program, 46 Bachelor's degree programs, 36 Master's degree programs and 9 Ph.D. programs between Thai and foreign higher education institutions. According to the survey, Chulalongkorn University conducted the largest number of collaborative degree programs. The country most responsible for collaborative degree programs with Thai universities was the People's Republic of China, which offered 47 collaborative degree programs. This was followed by the United States of America which offered 25 collaborative degree programs, and Germany with 13 collaborative degree programs.

As a result, Thailand now has a wide variety of international-level education options. This has attracted students from abroad who are looking for a world-class education in a country where they can be assured of a friendly welcome and a pleasant life with a low cost of living. The benefits to Thai students of having an international world-class higher education available in their own country are obvious, but there have been substantial benefits for Thailand as a whole, with the Thai Kingdom growing to become a hub in this region for international students. Students from China, Taiwan, former Eastern Europe bloc countries, and increasingly from the UK and USA are taking university courses in Thailand to enjoy the benefits of a high-standard

education at a relatively low cost while experiencing the lifestyle of Thailand. The thought of a weekend on a tropical white sandy beach after a hard week's study, or trekking and rafting through the exotic tropical jungle when the examinations are over has obvious appeal for students from overseas (TAT, 2010).

There has also been an increasing number of "educational tourists," attracted to Thailand by the variety of training courses offered. In addition to the world-renowned Thai cuisine and cookery course offered, educational tourists have come to Thailand to learn the Thai language, Thai traditional massage and Thai herbal remedies. University and international school courses and English teacher training courses have been added to the syllabus due to the increase in demand at many universities and institutions.

Due to these advantages, Thai universities have offered both Thai and International programs in Hospitality and Tourism to produce the quality human resources necessary to support the tourism industry. Over the last decade, the Bureau of International Cooperation Strategy Office of the Higher Education Commission (INTER MUA, 2011) has reported both Thai public and private universities have been offering International Programs that include Hospitality and Tourism. The number of programs has increased from 78 in 2003 to 103 universities in 2010 and the number of international students at colleges and universities in Thailand has increased from 4,170 in 2003 to 20,155 during the 2010 academic year. The overall totals of international students has increased by 5.7% from the year 2009 to 2010 as shown in table 1.

Table 1.1 The number of international student in 2003-2010

Year	Number of International students	Male	Female
2003	4,170	2,567	1,603
2004	4,334	2,530	1,804
2005	5,601	3,293	2,303
2006	8,534	4,693	3,841
2007	11,021	6,040	4,981
2008	16,361	8,685	7,676
2009	19,052	9,985	9,067
2010	20,155	9,964	10,191

Source: http://www.inter.mua.go.th/main2/files/file/foreign%20student/Interstudent_2010.pdf

Of the 20,155 international students in Thailand during the year 2010, MUA (2011) also provides details of the countries which are sending the most students. China (9,329), Laos (1,301) and Myanmar (1,310), comprised 59.22% of the total of international student enrollments. Enrollment was especially strong from Asian countries (17,193). Assumption University had the highest number of international students (3,011), followed by Mahachulalongkornrajavidyalaya University (1,274) and Mahidol University (1,251). Business Administration was the most popular field of study. There were up to 2,337 international students enrolling in this program. Thai Language and English Language programs drew 1,564 and 750 international students respectively. In terms of funding, 16,146 of the international students were self-funded, while 1,961 and 1,255 students received grants by Thai overseas organizations.

1.2 Statement of the Problem

The increasing number of international students has created an opportunity. In order to allow Thailand to play a more active and dynamic role in the Asian Pacific region and to position itself as an international education center for the Association of South East Asian Nations (ASEAN) and the world community, primary importance must be given for the educational field of tourism and hospitality. In order to continue to be an attractive source for tourism, and to enhance the volume of international students in the region, Thailand must develop this part of their academic curriculum. In light of these recent developments and the background information provided, it is the author's belief that there is an urgent need to better grasp the motivational factors which are affecting international student's decision-making when selecting a Hospitality and Tourism international program in Thailand. Identifying these factors is critical to understand the motive for international students coming to Thailand to study.

The investigation of the important motivational factors for international student to attend a particular university is an important step in allocating the right amount of resources required to attract even more of these international students. This study will be very useful for universities which are trying to develop marketing strategies to attract more international students from abroad. Most of the research to date, however, has been conducted almost exclusively in Western countries. Only a few studies have been conducted by students in Thailand.

Thus, the research which was conducted is intended to: (1) investigate the push factors for international Hospitality and Tourism students in Thailand, (2) investigate the pull factors affecting the selection process for International Hospitality and Tourism programs in Thailand, and (3) assess the impact of demographic character on the motivational factors which have influence the selection process.

1.3 Aim and Objectives

Aim: To identify the push and pull motivational factors of international students attending Hospitality and Tourism international programs in Thailand.

The objectives of this study are:

1.3.1 To investigate the push factors for international Hospitality and Tourism students in Thailand.

1.3.2 To investigate the pull factors affecting the decision process for Hospitality and Tourism international programs in Thailand.

1.3.3 To assess the impact of demographic characteristics on the motivational factors affecting the decision-making process.

1.4 Significance of the Study

The result of this study will provide useful information on the motivation and selection behaviors of foreign students in Thailand for the future use of Thai universities. The study will fill, to some extent, the current research gap in information on recent Hospitality and Tourism students' developments. Finally, the study will provide guidelines for universities to strategize their marketing plans that best suit the needs of international students and their own individual programs.

1.5 Scope of the study

1.5.1 Scope of Time

Total period of collecting data was three months: July – September 2011.

1.5.2 Scope of Geography

All research was performed in Thailand. Data was collected via the distribution of questionnaires carried out at Assumption University (ABAC), Mahidol University International College (MUIC), Prince of Songkla University Phuket campus (PSU) and Suan Sunadha Rajaphat University (SSRU), Bangkok.

1.5.3 Goal of Research

Study Hospitality and Tourism International students, with an understanding of motivation and behavioral theories to identify current issues in order to find the reasons behind their decision to study in Thailand. Describe the characteristics of Hospitality and Tourism international students that are currently attending Hospitality and Tourism international programs in Thailand.

1.5.4 Scope of Demography:

The data was collected from full-time international Hospitality and Tourism students who were studying at Assumption University (ABAC), Mahidol University International College (MUIC), Prince of Songkla University Phuket campus (PSU) and Suan Sunadha Rajaphat University (SSRU) -during the period of July-September 2011.

1.6 Definition of Key Terms

1.6.1 Hospitality and Tourism (H&T) International Programs

The Hospitality and Tourism (H&T) international program includes all of the international Hospitality and Tourism programs that are conducted at universities in Thailand.

1.6.2 International Students

The term international student in this study refers to Hospitality and Tourism International full-time students who study only in Hospitality and Tourism international programs in Thailand.

CHAPTER 2

LITERATURE REVIEW

This chapter gives an overview of related literature reviews and models concerning the research problems. This chapter also defines various concepts of motivation which affected the behavior of international students in deciding to choose Thailand as their destination for studying in a Hospitality and Tourism international program. Moreover, it also addresses the push and pull motivational factors affecting the decision to study abroad in order to give a better understanding of the area of study.

Related Literature

This research aimed to investigate the factors affecting the selection process of the students in Hospitality and Tourism international programs in Thailand. The related theories and related research were applied as followed:

2.1 Concepts and Theories Related to Consumer Behavior

2.1.1 Different Types of Tourism

2.1.2 Definition of Consumer Behavior

2.1.3 Consumer Purchase Decision Process

2.1.4 Factors that Influence Consumer Behavior

2.1.5 Consumer Behavior Modeling

2.1.5.1 Behavior Modeling

2.1.6 Student Decision-making Process

2.1.7 Student Decision Making

2.1.8 Overseas Study Decision Making

2.2 Concepts and Theories Related to Motivation

2.2.1 Definition of Motivation

2.2.2 Push and Pull Theory

2.2.3 Related Studies on Push and Pull of International Students

2.1 Concept and Theories Related to Consumer behavior

2.1.1 Educational tourism

Educational tourism, or travelling to learn, has a long history, from the days when wealthy members of the Greek and Roman elites travelled to increase their understanding of the world. Centuries later came one of the greatest manifestations ever of education tourism, in Europe at least, the Grand Tour (McIntosh et al., 1997).

In recent decades, educational tourism has developed in a number of ways, of which two are perhaps particularly worthy, of note:

1. Student exchanges, where young people travel to other countries to study and learn more about the culture and language of other people. Such exchanges have developed strongly between educational institutions in North America and Europe. For example, many Americans travel to Aix-en-Provence in France to attend special courses put on for them by the local university (Swarbrooke and Horner, 2007).

2. Special interesting holidays where the motivation is a desire to either indulge in an existing interest in a new or familiar location, or develop a new interest in a new or familiar location. This type of tourism can be either the focus of the whole holiday, or a way of spending one or two days during a holiday. The main motivation for those taking a trip is to learn something new. This market has grown rapidly in recent years and now encompasses everything from painting holidays to cookery classes, gardening-themed cruises to language classes. This market is particularly strong among early retired people, the so-called “empty-nesters” (Swarbrooke and Horner, 2007).

2.1.2 Definition of Consumer behavior

Wilkie (1994) defined consumer behavior as the mental, emotional and physical activities that people engage in when selecting, purchasing, using and disposing of products and services so as to satisfy needs and desires. One of the most useful definitions of consumer behavior is that offered by Engel, Blackwell and Miniard (1990) who referred to it as “those activities directly involved in obtaining, consuming and disposing, of products and services including the decision processes that precede and follow these actions. It is a higher level of behavior, encompassing a wide range of relationships, defining consumer behavior as a wide range of activities and behaviors, the processes involved when individuals or groups select,

purchase, use or dispose of products, services, ideas or experiences.” The difficulty with this definition is that it tries to cover all possible aspects and relationships. It tends to vagueness, and is of limited practical use. It does however, reinforce, particularly in hospitality where purchases can tend to demonstrate significant emotional involvement (Gabbott and Hogg, 1998). Moreover, Mattila (2004) gives the meaning of consumer behavior as an eclectic field involving dynamic interactions and exchanges. One "official" definition of consumer behavior is "the study of individuals, groups, or organizations and the processes they use to select, secure, use, and dispose of products, services, experiences, or ideas to satisfy needs and the impacts that these processes have on the consumer and society." The American Marketing Association defines consumer behavior as “the dynamic interaction of affect, cognition, behavior and the environment by which human beings conduct the exchange aspect of their lives. Solomon (2003) suggests that consumer refers to the study of the process involved when individuals or a selected group purchase or consume a product or services, an idea that includes their experience to satisfy needs and desires. Last but not least, Belch and Belch (2004) define consumer behavior as the process and activities people engage in when searching for, selecting, purchasing, using, evaluating, and disposing of products and services so as to satisfy their needs and desires.

So in general, consumer behavior is the study of when, why, how, and where people do or do not buy a product. To understand consumers’ behavior we need to consider the stimulus-response model. Marketing and environmental stimuli enter the consumers’ consciousness. From the consumer’s perspective, when consumers decide to purchase a product, they are concerned not only with a product’s value, but also with the sales person service, the business image, and the brand equity. Therefore, consumers’ trust, satisfaction and loyalty are all important for business.

2.1.3 Consumer purchase decision process

Behind the visible act of making a purchase lies a decision process that must be investigated. The purchase decision process is the stages a buyer passes through in making choices about which products and services to buy. :

The five stages of the consumer purchase decision process:

1. Problem Recognition (awareness of need) - Problem recognition in this stage, a consumer realizes or recognizes that their desired state is different from their actual condition. The need can be triggered by internal stimuli. From previous experience the person

learned how to cope with this need and is motivated toward objects that he or she knows will satisfy it (Kotler, Bowen, and Makens, 2003). This could be as simple as “I’m naked, I need clothing”, or “I’m hungry, I need food.” During problem awareness, the consumer recognizes that the good, service, organization, person, place, or idea may solve a problem of shortage or unfulfilled desire. Many consumers are hesitant to react to unfulfilled desires because there are risks and the benefits may be hard to judge.

2. Information Search - Information Search in this stage, a consumer recognizes their need (or want) and sets forth to find a solution. If it is clothing they need to solve their problem, they look for clothing, if it is food, they look for food. Kotler et al. (2003) explained that an aroused consumer may or may not search for more information. The University of Delaware (2012) stated that information search involves listing alternatives that will solve the problem at hand and a determination of the characteristics of each. The search can be internal and/or external. As risk increases; the amount of information sought also increases. Once the information search is completed, it must be determined whether the shortage or unfulfilled desire can be satisfied by any alternative. The information search stage clarifies the options open to the consumer and may involve two steps of information search

1. Internal search

Scanning one’s memory to recall previous experiences with products or brands. Often sufficient for frequently purchased products.

2. External search

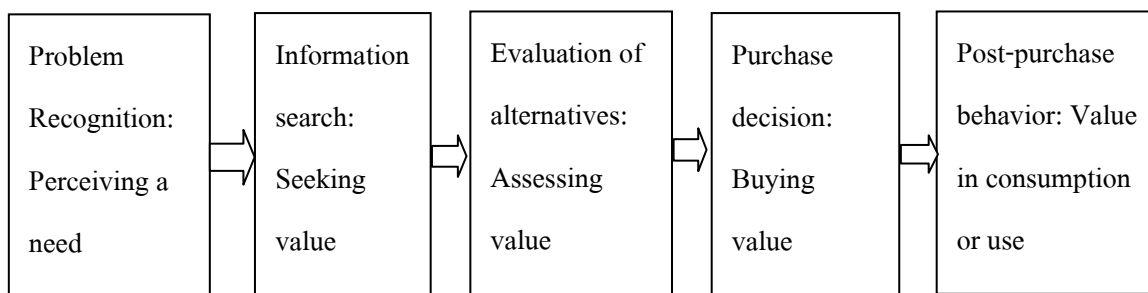
When past experience or knowledge is insufficient, the risk of making a wrong purchase decision is high. The cost of gathering information is low. The primary sources of external information are: Personal sources, such as friends and family, and public sources, including various product-rating organizations such as Consumer Reports (Kotler, Bowen, and Makens, 2003).

3. Evaluation of Alternatives – Williams (2002) stated on this stage conducted using a variety of means including memory, creativity and other factors to select the most suitable choice. A consumer has a good idea of what they want, now they are looking at the options that exists.

4. *Purchase* – This is the stage that the transaction is completed. The actual problem that was recognized is solved. The purchase act involves the exchange of money or a promise to pay for a product, or support in return of ownership of a specific good, the performance of a specific service, and so on. Purchase decisions remaining at this stage center on the place of purchase, Terms and Availability. (Kotler, Bowen, and Makens, 2003).

5. *Post-Purchase Evaluation* - In this stage, the consumer determines if they are satisfied or dissatisfied with the purchasing outcome. If the product matches expectations the consumer will be satisfied. If it falls short, the consumer will experience dissatisfaction (Kotler, Bowen, and Makens, 2003).

Figure 2.1 Consumer purchase decision process



Source: Kotler, Bowen, and Makens (2003 : 54)

Categories that Effect the Consumer Purchase Decision Process

A consumer, making a purchase decision will be affected by the following three factors:

1. Personal Unique to a particular person. Demographic Factors. Sex, Race, Age etc.
2. Psychological Concentrate on psychological and cognitive processes such as motivation and need recognition.

3. Social Sociocultural influences evolve from formal and informal relationships with other people. Influences include: Personal influence, Reference groups, Roles and family, Social class, Culture and sub-culture

Psychological influences on consumer purchase decision process

Concepts such as motivation and personality; perception; learning; values, beliefs and attitudes; and lifestyle are useful for interpreting buying processes and directing marketing efforts.

1. Motivation is the energizing force that causes behavior that satisfies a need. Needs are hierarchical. Once basic physiological needs are met, people seek to satisfy learned needs. From lowest to highest, the hierarchy is: Physiological, needs which are basic to survival. Safety, needs which preserve physical well-being. Social, needs such as love and friendship. Achievement, needs which increase status, prestige, self-respect. Self-actualization, needs which provide personal fulfillment.

2. Personality is a person's consistent behavior or response to recurring situations. Research suggests that key traits affect brand and product-type preferences. Cross-cultural analysis also suggests that residents of different countries have a national character, or a distinct set of personality characteristics common among people of a country or society. Personality characteristics are often revealed in a person's self-concept, which is the way people see themselves and the way they believe others see them.

3. Perception The process by which an individual uses information to create a meaningful picture of the world by selecting, organizing and interpreting. Perception is important because people selectively perceive what they want and it affects how people see risks in a purchase.

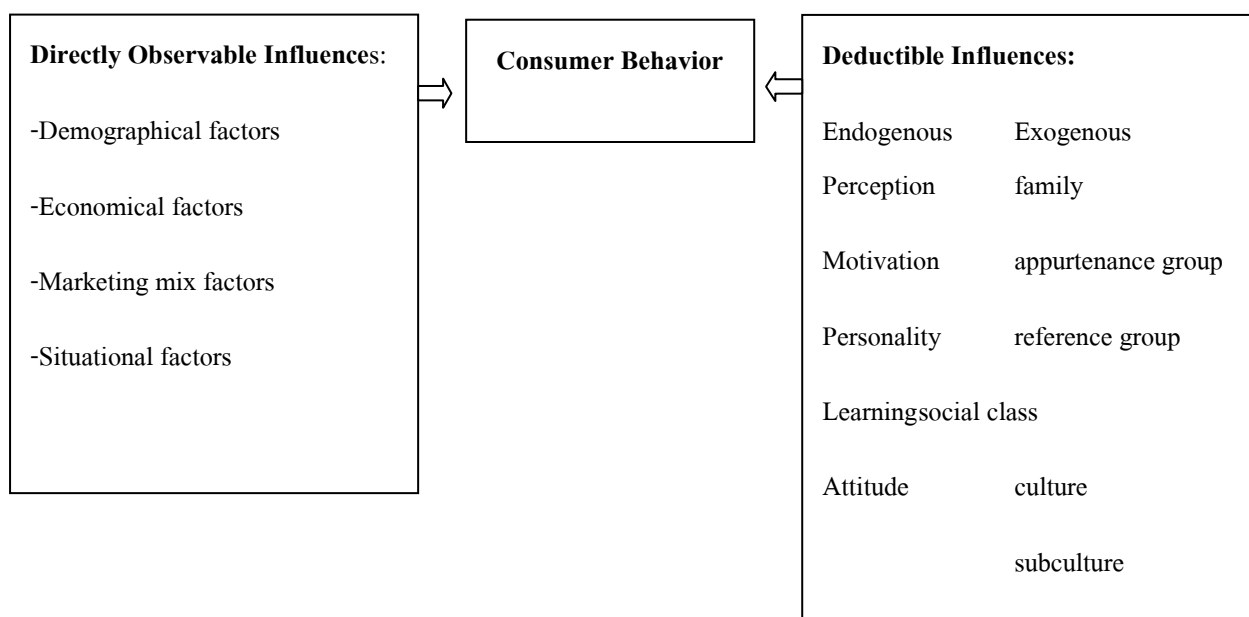
4. Learning is the process of developing automatic responses to a situation built up through repeated exposure to it. Those behaviors that result from repeated experience thinking.

2.1.4 Factors that Influence Consumer Behavior

The emergence and ever-increasing use of online commerce has triggered the development of new models of personal interactions and impersonal transactions, with a higher degree of interactivity and availability, which have caused mutation in favor of the more and

more informed and pretentious online consumers. Consumer behavior is influenced by different types of factors, as shown in the figure. For the most part, marketers cannot control such factors, but they must consider them. In fact, marketers must thoroughly understand both the theory and the reality of consumer behavior.

Figure 2.2. Factors that influence consumer behavior



Source: Adapted from Catoiu, Teodorescu (2004 : 89)

2.1.5 Consumer behavior modeling

The aim of studying the consumer behavior model is to attempt to give a simplified version of the relationship of the collection factors that influence consumer behavior (Kotler, 2003). Swarbrooke and Horner (2007) developed the model to identify consumer behavior with the intention of trying to control the behavioral pattern. Foxall and Goldsmith (1994) suggested that the consumption process means little in the absence of a general understanding of how consumers act. They suggest that consumer behavior is a sequence of the problem-solving stages, as follows:

- (1) development and perception of a want or need
- (2) pre-purchase planning and decision-making

(3) the purchase itself

(4) post-purchase behavior, which may lead to repeat buying, repeat sales and disposition of the product after consumption

In the part of Arnould et al (2002) generate the three general buying stages of the consumer behavior for purchasing a service are

(1) the pre-purchase

(2) the purchase and acquisition

(3) the post-purchase

However in each stage of the purchasing process there are several factors concerning the behavior of the individual. At the pre-purchase stage purchase decisions can be seen to be a continuum from complex decision-making, through to habit. Solomon (quoted in Swarboke and Horner, 1999) mentioned that at this stage consumer decides that he/she needs a product or not and what are the best sources of information to learn more about alternative choices. Williams (2002) stated that the pre-purchase stage is influenced by a number of factors, including; the consumers' preference structure, issues in respect to information searching, prior knowledge, level to which consumers are involved with products and services, and levels of perceived risk. However before any of these come into play the need for a decision or the recognition of a problem has to exist.

The purchase and acquisition stage; is the stage where the buyer is acquiring a product, this can be a stressful or pleasant experience. Swarboke and Horner (1999) stated than the purchase can say something about the consumer. However, the purchaser and user of a product might not be the same person. People may also act as influences on the buying processes. Similar to the suggestion of Williams (2002) that the decision may be made not to consume, or the decision process may be terminated or interrupted before its conclusion. Gabbott and Hogg (1998) suggested that a number of factors might lead to consumers delaying decisions or choosing not to consume, including a lack of time to make the decision, an emotional response to the product, concern about the social risk of the purchase, an ego risk, worry that the product may not work, a lack of adequate information on which to base their choice or a belief that better value will be obtained at a later stage.

Post-purchase is the result from purchasing; the product provides pleasure or performs its intended function or not. Levels of satisfaction provide the link between expectation and experience, and relate directly to repurchase decisions (Williams, 2002).

Moutinho (1987) published a behavior model of the purchase decisions as a result of three behavioral concepts:

- (a) motivation
- (b) cognition
- (c) learning

2.1.5.1 Behavior modeling

According to the research of Moutinho (2001), the modeling is described behavior that is divided into three parts:

(1) Pre-decision and the decision process: this part is concerned with the flow of events, from the consumers' stimuli to the purchase decision. These fields included preference structure (as a major process in the pre-decision phase), decision, and purchase.

(2) Post-purchase evaluation: this part has three major purposes. First, it adds to the consumers' store of experiences, and it is through post-purchase assessment that experience is taken into the tourist's frame of reference. Therefore, it broadens personal needs, ambitions, drives, perceptions and understanding. Second, post-purchase assessment provides a check on market-related decisions. Third, it provides feedback to serve as a basis for adjusting future purchasing behavior.

(3) Future decision making: It is mainly related to the study of the subsequent behavior of the tourist by analyzing different probabilities for repeat buying, particularly in choosing a vacation destination or tourist service.

Wilkie (1994) stressed that pre-purchase, purchase and post-purchase activities are all important features of the purchase process. Therefore, for the providers, considering only the stage of purchase issue will not completely succeed in understanding their buyers. Nevertheless, much literature (Wilkie, 1994; Gobbott and Hogg, 1998; Williams, 2002; Moutinho, 2001; and Arnould et al, 2002; Swarboke and Horner, 2007) has identified that purchasing behavior is a complex theory. We will focus in considering on pre-purchase stage as it is the main core concept of this research.

2.1.6 Student Decision-making Process

As people make decisions, they participate in different types of decision-making behavior. Consumers may apply effort and time in making their decisions, but this will vary according to the individual and the current environment.

The basic five-stage process outlined in Consumer purchase decision process (Kotler et al, 2003) has formed the basis for studies of consumer buying behavior (Hosler and Gallagher, 1987). It can be applied when a consumer recognizes a problem, and finishes with a purchase and post-purchase evaluation without the benefit of any direct experience of the “product”. Students do not have the opportunity to “test drive” their future Higher Education courses. Since services are associated with greater degrees of intangibility, the quantity and quality of information available to consumers is vital in allowing them to feel more confident about making a decision. Hence by asking knowledgeable friends, consumers can obtain details about experience qualities (Gabbott and Hogg, 1994; Mortimer, 1997). The acquisition of word of mouth information acts as a risk reducing strategy for those embarking on Higher Education, which by its nature requires a great deal of involvement with the student as consumer (Friedman and Smith, 1993; Stewart and Felicetti, 1991). The consumer may enter or leave at any stage. A person partaking in routine response or limited decision-making, may not employ the whole process, whereas a person engaged in extensive problem solving will usually apply each phase. For example, under extensive problem solving, the consumer (student) will perform active searching and use a lot of time in trying to appraise the alternative “brands” available. Initially, they form a “consideration set” consisting of “alternatives from which a choice is made (Engel, Blackwell and Miniard, 1995), and then they may apply a number of decision-making rules “to make a selection from the choice alternatives” (Engel et al., 1995) Due to their initial lack of knowledge of the “products”, they may spend a long time obtaining the relevant information and choosing where to take their business.

Gabbott and Hogg (1998) also refer to the model reproduced in Consumer purchase decision process in order to summarize three classifications of consumers; the cognitive consumer, the learning consumer and the experiential consumer. In terms of buyer behavior within Higher Education (HE), one is concerned with the cognitive consumer, whereby consumers when confronted with a “buy task” will adopt an organized and practical method of

solving their problem. They will therefore collect information (via prospectuses/hand-books, the Internet,) to quantify (ask teachers/parents, attend open-days.) the possible benefits linked with the alternatives present and then make a well-balance decision. Prospective students face a huge array of choices in considering universities and Colleges of Higher Education to choose from. According to Gabbott and Hogg (1998), this simplified approach permits “complex behavior to be broken down into meaningful chunks” as the consumer progresses logically throughout the sequence of events, in order to solve their problem.

The review below summarizes what we currently know about choice and decision making in Higher Education.

2.1.7 Student Decision Making

Decision making is an area that has received significant attention especially in business and commercial fields and has resulted in the growth of consumer behavior theory (Gabbott and Hogg, 1994; Crozier and McClean, 1997). Chapman (1986) and later Moogan et al. (1999) are credited with applying consumer behavior theory to education. Despite variations in the models, decision making everywhere is generally conceptualized as a five-stage process involving: the identification of a problem needing a solution; the search for information; an evaluation of alternatives; making the purchase decision; and finally evaluating the purchase decision (Kotler, 2003). In education and Higher Education in particular, a student making a decision about post compulsory education/training or employment options would be considered as engaging with the following processes: pre-search behavior involving early and sometimes passive thoughts about future progression; active search behavior where choices are prioritized and short listed; the application stage in which students develop and submit application to institutions of choice; making the choice decision, in which students accept or decline the offer and the post acceptance behavior in which the student reflects on whether the decision was the right or wrong one. Critics of consumer behavior theory castigate it for its assumption that all decision making is rational and based on careful information processing. Chisnall (1997) for example, suggests that considering decision making as a rational and sequential process is an over simplification. Others suggest that many young people do not have the patience and discipline to consider information so meticulously in their decision making and that for many chance factors play a big role in their destinies (Solomon, 2003). However, others have argued that: for such a high involvement

complex purchase as selecting a university, it might be reasonable to assume that some extended decision processes occur (Davey, 2005). Given the high-risk nature of the decision to study abroad, in terms of missed opportunities back home, family disruption, uncertainties about progress and chances of success in the course, there is a sense in which Davey's assertion that international students become involved in complex decision making needs to be used as a counter argument to those who criticize rational decision making in Higher Ed. Because of the intangible nature of the Higher Education services and its associated benefits, it is not always easy to "place things on the table" to help students in their decision making. Students often criticize institutions for not helping them make informed decisions and as Moogan et al (1999) have found in their study of Higher Education student decision making, it is not always easy to remain objective in making choices and decisions about which university to apply to and what courses to do. Often, subjective judgment and even emotion come into the decision-making process thus eroding the rationality assumptions behind the Higher Education decision-making process.

2.1.8 Overseas Study Decision Making

Most of what we currently know about overseas study decision making is based on research outside Thailand. Moogan et al. (1999), Mazzarol (2001), Mazzarol and Soutar (2002), and Gomes and Murphy (2003) among others, have investigated patterns and motivations of student migration to Western countries especially Australia including the factors which students consider important in their decision making. Critically, these studies suggest that student overseas decision making is modelled by a combination of push-pull factors. Push factors tend to be economic or political and appear to play a more significant role in the choice of country. On the other hand, pull factors such as institutional reputation, international recognition of qualification, teaching quality and locational factors appear to exert greater influence on specific institutional choice. What is interesting is that overseas students differ with European students for example in their motivations for studying abroad. Taiwanese students choose to study abroad because they consider the international acceptability and recognition of the United Kingdom Higher Education as a tremendous benefit for their long-term investment. On the other hand, European students choose to come to United Kingdom (UK) Higher Education mainly because of these motivational factors: an opportunity to improve their English language and communication

skills, the desire to experience the UK cultural traditions and fulfill parents' ambitions (Davey, 2005).

2.2 Concept and Theories Related to Motivation

2.2.1 Definition of motivation

Motivation is one part of the behavior in the part of the decision process (Moutinho 2001). It refer to a state of need, a condition that exerts a "push" on the individual toward certain types of action that are seen as likely to bring satisfaction. Motive is a driving force to reduce a state of tension and it may stem from physiological or psychological needs. In psychology and sociology, the definition of motivation is directed toward emotional and cognitive motives (Ajzen and Fishbein 1997) or internal and external motives. An internal motive is related to feelings, drives, and instincts while external motives involve mental representations such as knowledge or beliefs. From an anthropological point of view, tourists are motivated to escape the routine of everyday life, seeking authentic experiences (MacCannell 1976). Every tourist can be placed in a certain category according to their motivations for foreign travel. People engage in tourism for different purposes such as pleasure, recreation, holiday, sport, business, visiting friends and relatives, missions, meetings, conferences, health, studies, religion, etc... (Go 1997). Motivation for vacation travel is often the result of a complex system of motives, including the fun and excitement of planning and preparing for a trip. This mean that the pleasure of travel is not restricted to the period of time spent on the trip. During pre and post-vacation stages there may be pleasure in talking about it, making arrangements related to it, reporting the experience to friends afterwards etc.

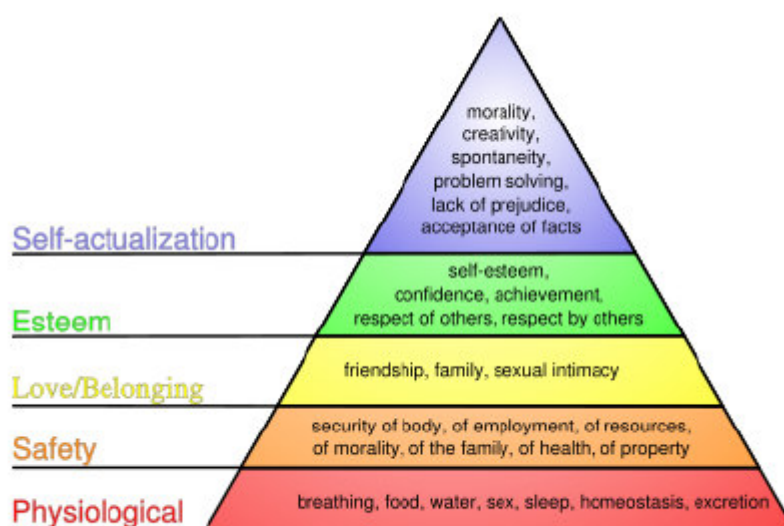
Previous research has shown that identifying tourist motivations can be a useful and effective approach for determining appropriate visitor opportunities, and further, that heterogeneous tourist segments may be easily categorized by these motivational factors.

Table 2.1 Selection Definition of Motivation

Author/Year	Definition
Crompton (1979)	One of the tourist motivational theories is “Push and Pull” theory.
Kleinginna and Klinginna, (1981)	In psychology, the following definitions of motivation were collected from a variety textbook and reflect general agreement that motivation is an internal state or condition (sometimes described as a need, desire, or want) that serves to activate or energize behavior and give it direction
Dann (1981)	Psychological / biological needs and wants, including integral force that
Pearce (1982)	stimulate, direct, and integrate a person’s behavior and activity.
Uysal & Hagan (1993)	
Iso-Ahola (1982)	Developed a seeking tourism motivation theory from a psychological perspective. Psychologists suggested a motive is an internal factor that affects a person’s behavior.
Moutinho (1987)	Tourist Motivation is the characteristics of
Sirakaya (1992)	individuals that influence the choice of
Gartner (1993)	destinations, since they act as push factors leading
Sirakaya, Mclellan & Uysal (1996)	to the realization of tourist travel.
Kim & Lee (2002)	
Fodness (1994)	A dynamic process of internal psychological factors (needs, wishes and objectives) that generate an uncomfortable level of tension in the mind and body of a person, the internal needs and the resulting tension lead individuals to act to reduce the tension and thus satisfy their needs.
Backman (1995)	A state of need, a condition that serves as a driving force to display different kinds of behavior toward certain types of activities, developing preferences, arriving at some expected satisfactory outcome.
Berli and Martin (2004)	The need that drives an individual to act in a certain way to achieve the desired satisfaction.
Beech and Chadwick (2005)	The internal and external forces and influences that drive an individual to achieve certain goals.
A dictionary of business and management (2009)	The mental processes that arouse, sustain, and direct human behavior. Many studies view motivation in several ways.

As mentioned previously, motivation has been researched and many psychological theories of motivation have been developed. An early theory by Maslow (1954) proposed a hierarchy of five levels of human need to explain human behavior. Each need comprises a large number of different behaviors but those behaviors were categorized into five levels: (a) physiological needs, (b) need for security, (c) need to belong, (d) need for recognition and esteem (separated into two, self-respect and respect from others), and (e) need for self-actualization. The theory is classified as an internal and contents approach in its basic thought, and also fits the reinforcement and cognitive approaches (Thierry, 1998).

Figure 2.3 Maslow's hierarchy of need



Source: Maslow, 1954 (http://commons.wikimedia.org/wiki/File:Maslow's_hierarchy_of_needs.png)

According to Maslow's hierarchy of needs, the needs start from the very basic, low-level physiological needs to the high-level self-actualization needs. People work partly to satisfy their needs. Maslow mentioned that employees first try to satisfy their basic physiological needs, and then progress over time to safety and security, belongingness, esteem, and self-actualization needs.

1. Physiological needs refer to an individual's most basic needs for food, water, shelter, and sex, or more broadly, from an employer's perspective, the needs to care for workers' children and provide medical or dental coverage.

2. Safety and security needs describe a person's desire for security or protection. Security needs can also focus on short-term and long-term job protection, often guaranteed in union contracts.

3. Belongingness and love needs focus on the social aspects of work and non-work situations. Traditionally, organizations have held regular social activities, such as sports leagues and holiday parties, to meet social needs.

4. Esteem needs refer to a person's concern for mastery, competence, and status. Some people who show esteem need desire recognition for their accomplishments. Other people with esteem needs wish to master their work, demonstrate competence and accomplishments, or build a reputation as an outstanding performer.

5. Self-Actualization needs reflect an individual's desire to grow and develop to his or her fullest potential. An individual often wants the opportunity to be creative on the job or desires autonomy, responsibility, and challenge. Although the needs for self-actualization may be difficult to meet, managers can provide employees with the opportunity to learn on the job and grow as individuals through training or increased challenges.

The human's need also plays an important role which affects the making of decisions in terms of purchasing products and consuming services to fulfill their needs. Thus, the marketer needs to create a competitive strategy in order to overcome consumers' satisfaction by concentrating on driven and concern factors surrounding its target market.

2.2.2 Push and Pull Theory

Motivation has been referred to as psychological biological needs and wants, including integral forces that stimulate, direct, and integrate a person's behavior and activities (Dann, 1981). The Push-Pull framework provides a useful approach to understanding the motivations underlying tourists and visitors behavior (Klenowsky, 2002). Motivation in tourism has been classified into internal and external forces as "push" and "pull" (Crompton, 1979, Dann, 1977). As a result, push factors refer to traveler needs, wants and desires; these are tangible and intrinsic needs. On the other hand, pull motivation factors also affect the opinion regarding the place to visit and are related to the attributes of the destination. (Lunberg, 1990).

A significant stream of research has been amassed in an attempt to better understand the factors that influence the decision of individuals to pursue higher education overseas rather than

in their home country. There are many motivational theories which try to explain the decision making process of international students, one of the most popular is the Push-Pull theory. The push - pull model describes the decomposition of an individual's choice to study abroad into two forces. The first force pushes the student away or away from home, it attempts to model the general desire to go and be somewhere else without specifying where that may be. Push motivations can be seen as the desire for escape, adventure, excitement, prestige, health and fitness, rest and relaxation, family togetherness, and social interaction (Crompton, 1979). Kozak (2001) points out that the concept of push motivations are those intangible, intrinsic desires of a tourist to go on vacation. In short, tourists may travel to escape from their routine and search for authentic alternative experiences. The second force is the "pull" type, a region-specific lure that pulls a tourist towards a destination. This aspect encompasses tangible characteristics or destination attributes that are primarily related to the perceived attractiveness of a destination. Pull motivations are those that are inspired by a destination's attractiveness, such as beaches, natural scenery, recreation facilities, cultural attractions, entertainment, and shopping. These destination attributes may stimulate and reinforce inherent push motivations (McGehee et al. 1996).

2.2.3 Related Studies on Push and Pull of International Students

While early studies commented on the post-World War II increase in international students, Cummings (1984) was one of the first to examine patterns of migration and immigration for higher education. Subsequent research has increased the breadth of factors considered and the changes which have occurred across time.

Gorman (1976) makes a distinction between uncontrollable factors of Higher Education provision such as location, and controllable factors such as academic reputation where high standards can be established and monitored. He reported that location and size were the most frequently used in deciding which college to attend (Wright and Kriewal, 1980). "Reputation for academic quality" was of secondary importance (Anderson, 1976). The impact of location has not been widely discussed (Tight, 1996). It may however increase in importance as students face accelerating costs continuing their education, and many select to live at home and travel daily.

Using a sample of Australia students, O'Mahony et al. (2001) concluded that awareness of an interest in the hospitality industry, parental influence, and career counselors were significant push motivational factors. Pull factors are the various features or benefits a student looks for when going through the process of selecting a university as the student evaluates and chooses among a series of alternatives. Schiffman & Kanuk (1997) showed that the pull factors students use to evaluate universities are usually expressed in terms of school attributes. This finding is in keeping with earlier studies, which, even though conducted in different contexts, with different methodologies and samplings, had similar or identical findings. For example, Baird (1967) and Bower & Pugh (1972) identified "Good faculty" as an important factor for students to consider when choosing a college. Both Chapman (1979) and Murphy (1981) recognized "Cost" as the major determinant in a student's decision.

It is interesting to note that the previous five researchers identified "Quality" as an influencing pull factor though they used different terms to refer to it: "high academic standards"; "high standards"; "quality of the institution"; and "academic reputation" respectively. All the studies which were conducted in the 1990s identified "Reputation" and "Quality" as an important university attribute, suggesting that reputation and quality remain important factors influencing students though their meanings may slightly vary. For example, James et al. (1999) emphasized the quality and reputation of an institution; while Chapman (1993), Mazzarol et al. (1996), used the phrase the quality and reputation of its academics. Moreover, "Financial considerations" were also influencing factors (Joseph & Joseph, 1998). James et al. (1999), however, concluded that the costs incurred had not been a decisive factor in students' choices.

The relevant literature in the early 2000's also identified pull factors "Reputation" and "Quality" as key attributes (Soutar & Turner, 2002), (Price, 2003). Still, while "Courses and curriculum" were also reported to be important factors (Donaldson & McNicholas, 2004), (Shanka et al., 2005), "Graduate career prospects" came in as the number one priority (Holdsworth & Nind, 2005) along with "Financial considerations" (Ivy, 2001), (Mazzarol, 2002). Schmidt (2002) found that the decision to study H&T was affected by personal, demographic, psychological, and social factors.

McMahon (1992) examined the decision to study abroad by students from 18 nations. Students could be explained by both "push" and "pull" factors. The dynamics of the home

country, encompassing factors that causes the individual to seek an education abroad, “Push” factors were negatively correlated to include the home country’s relative economic strength and the lack of available educational opportunities in the home country. The “pull” model examines the dynamics of the host country and the factors that make it relatively more attractive to international students seeking a non-domestic education. Results of the “pull” model found that students’ attraction to a host country was positively correlated with the relative size of the students’ home country economy compared to the host country and the host nation political interests in the home country; whereas, host nation support via scholarships or other financial assistance was negatively correlated.

Supporting Mazzarol and Soutar (2002) that push model, the 4 nation international students; Taiwan, India, China and Indonesia, flow was dependent on the level of economic wealth, the degree of involvement of the developing country in the world economy and the availability of educational opportunities in the home country; whereas pull-factors attracting a host country were influenced by the relative sizes of the student’s home country economy compared to the host country, economic links between the home and host country, host national political interests in the home country through foreign assistance or cultural links and host national support of international students via scholarships or other assistance. The degree of involvement in international trade and the government’s educational emphasis were positively correlated “push” factors. Six factors that influence the selection of students’ host country as pull factors were: the overall level of knowledge and awareness of the host country in the home country, the level of personal recommendations that the study destination receives from friends and family, the cost issues, including the cost of fees, living expenses, travel costs and social costs, such as crime, safety etc, the environment, where study climate, physical climate and lifestyle are included, the geographic proximity of the host country to the home country, and the social links, such as if the student had family or friends that live in the destination country or if family or friends have studied there before. However, the most important among the push factors was the “Reputation of the institution,” and by far the most powerful of resources were affected their decision were “Friends and family”.

In Mazzarol and Soutar’s (2002) study, the importance of variable factors associated with the various nations supported the results of Kozak (2002) and Maoz (2007). Additionally, there

were significant differences between push factors and demographic characteristic such as, recommendations from friends and relatives, cost, environment, and social links and geographic proximity. For instance, friends and family recommendation had more influence for 3 nations than did agents but Indonesian students reflected a lower influence to this dominant factor.

Chen and Wisansing (2009), pointed out the push factors of Chinese students in China for studying abroad as “Apparent attraction”, and “Interest in a foreign country” as having the highest mean scores for their studies. This was followed by “Interest in the practical aspects”, “Job opportunity” and “Ease in studying” respectively. For the pull factors, these were categorized into 6 domains: “Financial consideration”, “Entry requirement”, “Suitability of program”, “Reputation”, “Physical aspects & facilities”, and “Graduate career prospects”. However, the pull factors; “Graduate career prospects” and “Suitability of program” were considered significantly by the student for their Hospitality and Tourism institution selection. Target respondents rated aspects of “Facilities and reputation of the university” as most important, followed by “Location and climate.” In the push factor, they expected the universities to provide excellent information on “Job opportunity”. This research mentioned that significant differences arose for push and pull motivation factors across certain demographic factors, such as gender, family income, parent’s education level, and secondary school. In the case of gender with push-pull factors, Heung, Qu and Chu (2001); identified the same significant differences in gender which were supported in the results of this study; there were difference between males and females in terms of their push motives: males are more motivated by “Job opportunities” than females. The higher the income, the higher the effected importance on “Job opportunities” on the decision to study abroad, however they found that this was not true with the highest income group (More than US\$100,000) which may be due to the fact that students from this income family study abroad and therefore are not affected by “Job opportunities.” Moreover, there were no significant differences between push motives between “parents’ educational level” when further analysis was conducted, very significant differences were found on “Entry requirement” and “Graduate career prospects”. The respondents whose parents didn’t receive higher education valued “Graduate career prospects” more highly, but measured “Entry requirement” as less important than their counterparts (Chen and Wisansing 2009).

In addition, Daily et al. (2010) studied the demographic characteristics of the international students who studied in United States of America with 17 push and pull decision factors. They found that females placed more importance on the amount of tuition than did the male respondents. "Accessibility of information on the institution" was marginally more important to the married subjects than it was to the single subjects, but not as important for those two individuals that were divorced. "Recommendation by parents/relatives" was considered more important by the married respondents than they were by the single respondents. Moreover, Mazzarol and Soutar (2002) found that "Family influences" is particularly strong among Indonesia and Taiwanese undergraduate students.

CHAPTER 3

METHODOLOGY

This chapter clarifies the method of data collection, data analysis, identification of the population size, sampling method and research instruments used.

3.1 Population and sampling group

The target group of this study were full-time international students in Hospitality and Tourism (H&T) international programs from universities at higher levels, both undergraduate and post graduate, in Thailand. The researcher sorted out all the universities/institutions from the list distributed by The Office of the Higher Education Commission (MUA) in 2011. The results found that the total number of international universities providing Hospitality and Tourism international program in the year 2011 was 20. (Appendix B). Cooperation letters from the Faculty of Hospitality and Tourism at the Prince of Songkla University Phuket Campus were mailed to the deans of these 20 universities to ask for the exact number of international students in the year 2011.

After two months, only 5 universities had replied: Assumption university (ABAC), Mahidol University International College (MUIC), Maharakham University Prince of Songkla University Phuket Campus (PSU) and Suan Sunadha Rajaphat University (SSRU). However, the letter from Maharakham university revealed that there were no full-time international students in H&T international program during that year. Both undergraduate and graduate students were targeted as potential participants from ABAC and PSU. At SSRU and MUIC there were no post graduate programs, therefore only undergraduate students were asked to participate. The total number of international students in Hospitality and Tourism international program from these 4 universities in 2011 was 658 (as shown in the table 3.1).

Table 3.1 Total Number of International Students

University	No. of international students (2011)
1.ABAC	330
2.MUIC	202
3.PSU	24
4.SSRU	2
Total	658

Yamane (1967) indicates that the required size of a sample group necessary for an accurate statistical population is the formula:

$$n = \frac{N}{1 + N(e^2)}$$

When n : Sample size

N : Size of the target population, which is the number of international students who studied in international H&T program in Thailand in 2011.

e : The level of precision (the confidence level at 95%), 0.05
population variable

Calculating the sample size of international students who studied in international Hospitality and Tourism program in Thailand:

$$n = \frac{658}{1 + 658(0.05^2)}$$

$$N = 249$$

Therefore, the sample size is 249.

However, the researcher was able to gather 303 samples for this study after numerous on site visits to the respective universities.

3.2 Sampling method

Time and cost are factors, so the researcher selected convenience sampling method, which is the most common of all sampling techniques. Convenience sampling is a non-probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher (Powell, 1997). This enabled the researcher to achieve the sample size of 249 Hospitality and Tourism international students in Thailand from the 658 people in a relatively fast and inexpensive way.

3.3 Research Instrument

Questionnaires were used as a research instrument for understanding the international Hospitality and Tourism students' motivations and selection behavior. The variables measured were developed from the review of previous literature. The questionnaire was divided into three parts, they were: push factors, pull factors and personal details of respondent's data.

3.3.1 The Question Feathers

There are 2 feathers comprised in the questionnaire. They are 1) checklist and 2) rating scale.

1) **The check-list** question had a minimum of two choices which allowed respondents to answer the 'most applicable' choice. The check-list questions include gender, age, nationality, country of residence, name of university/institute, degree, major, and source of information taking.

2) **The Rating scale** feature aimed at measuring the important factors based on respondents' opinions. A five point Likert scale was applied in order to investigate the respondent's opinions by obtaining their feedback about the push and pull motivational factors that affect international students decision making process. The five point scale description is as follows:

- 1 = not important
- 2 = slightly important
- 3 = important
- 4 = very important
- 5 = extremely important

3.3.2 The Questionnaire

The 3 parts of questionnaire include:

Part 1: (Q1-Q8) designed to collect basic details about an international student's demographic characteristics including:

Q1: Gender

Q2: Age

Q3: Nationality

Q4: Country of the residence

Q5: Name of university/institute

Q6: Degree

Q7: Major of study

Q8: Source of information taking

Part 2: (Q1-14) designed to determine the respondents' push motivational factors for studying in Thailand. This part was composed of fourteen questions: (Q1-Q13) closed questions and (Q14) an open question. The thirteen push variables were adopted from previous research: Daily et al (2010), Chen and Wisansing (2009) and Mazzarol (2002) The survey was designed to attempt to answer the objectives of this study regarding the push factors for international students studying Hospitality & Tourism at international programs in Thailand. The questions sought to compile data of the following push variables: (1) Host country knowledge and awareness (2) Recommendations of family and friends (3) Cost (monetary and social) (4) Geographic proximity to the home country (5) The presence of family and friends currently or formerly residing in the host country (6) Desire to experience a different culture (7) Desire to practice and improve their English (8) Aspiration to gain a competitive advantage by differentiating themselves in the job market (9) Wish to find work opportunities abroad (10) Limited choices and low educational quality in their own country (11) Fulfillment of their parents' ambitions (12) Desire to remain in the foreign country to gain permanent residence (13) Inability to gain entry to a program in their own country at a top university.

Part 3: (Q1-Q23) were associated with the external forces upon international students who had decided to study at Hospitality and Tourism international programs in Thailand. Twenty-three pull factors variables were examined in this study. All of the twenty-three variables

in this section were developed based on review of the related literature and modified to apply within the scope of this research. The questions wanted the correspondent to rate the level of importance of the following factors: (1) Cost of education (2) Financial aid from the university (3) Availability of scholarships (4) Cost of living in the area (5) Location (6) Public safety in the area (7) Facilities at the university (8) Size of the university (9) Attractiveness of the campus (10) Campus atmosphere & activities (11) Availability of quiet areas (12) Climate (13) Urban/rural setting (14) Reputation of the university (15) Public/private university (16) Quality of program & courses (17) Reputation of faculty members/lecturers/professors (18) Number of international students in the program/university (19) Friends/relatives already living in the area (20) Accessibility of information about the university (21) Opportunity for post-graduation employment (22) Recommendation by parents/relatives (23) Recommendation by an agent

3.4 Data Collection

3.4.1 Primary data

From the information on the Website of the Office of the Higher Education Commission (MUA) in 2011, there were 20 universities offering a Hospitality and Tourism international program but the number of international full-time students was not available. Therefore, the exploratory survey was conducted by sending out 20 letters. The letters were sent to any university in Thailand which offered a Hospitality and Tourism program. After 2 months, 5 universities responded, with only 4 universities confirming to have Hospitality and Tourism full-time international students enrolled in that year. As a result these universities were targeted for data collection.

Twenty questionnaires were distributed as a pilot test at the Prince of Songkla University Phuket campus. This was conducted to improve the validity and clarity of the instrument. The pilot survey helped to maximize the response rate and minimize some errors which might appear in participant responses. In short, it would correct questionnaires prior to the main survey. The questionnaires were written in English. Respondents were requested to complete the questionnaire and to give some suggestions about their push and pull motivational factors for attending an international Hospitality and Tourism program in Thailand. During July – September 2011, on site visits were conducted by the researcher to distribute the questionnaires to

the Hospitality and Tourism international students at Assumption University (ABAC), Mahidol University International College (MUIC), Prince of Songkla University Phuket campus (PSU) and Suan Sunadha Rajaphat University (SSRU). Handing out the questionnaires to international students at universities face to face is a reliable way to ensure a high return rate. It is beneficial for the researcher to collect and ask their participants to answer all questions. At the end of the data collection period 303 questionnaires were completed (as shown in table 3.2).

Table 3.2 Total Number of Responsive Questionnaires

University	No. of responsive questionnaires
1.ABAC	164
2.MUIC	113
3.PSU	24
4.SSRU	2
Total	303

3.4.2 Secondary data

Secondary data was collected for further examination of the data from the following sources:

- Tourism Authority of Thailand (TAT)
- Academic journals
- E-journals
- Textbooks
- Newspapers
- Websites

3.5 Data analysis-statistics used to analyze data

The data in this study was analyzed using the SPSS program. The researcher decided to use descriptive statistics (e.g. frequencies, percentages), the independent sample t - test, one way ANOVA, and regression analysis for understanding the results of the survey. Each section of the questionnaire was applied with proper statistical analysis to make sense of the data.

Descriptive statistics were used in order to identify international student motivational factors for studying in Thailand.

The Independent sample t-test and one way ANOVA were used to examine the impact of international student demographics on motivational factors of the decision-making process.

Regression analysis was applied to investigate the relationship between push and pull motivational factors for studying in Hospitality and Tourism in Thailand.

For the data analysis, the mean was based on the interval level calculated in the formula:

$$\begin{aligned} \text{The interval level} &= \frac{[Maximum - Minimum]}{n} \\ &= \frac{5 - 1}{5} \\ &= 0.80 \end{aligned}$$

Therefore, the researcher arranged the results of each sub - level as follows:

Motivation and Satisfaction	Meaning
1.00 - 1.80	Not important
1.81 - 2.60	Slightly important
2.61 - 3.40	Important
3.41 - 4.20	Very important
4.21 - 5.00	Extremely important

CHAPTER 4

RESULTS

This chapter summarizes the results of collected data and describes the statistical analysis of push and pull motivational factors which influence international students in choosing Hospitality and Tourism programs in Thailand. Moreover, it also indicates the differences of their demographic characteristics within the push and pull motivational factors. This research is conducted by using quantitative research.

The results of this study is based on the responses of 303 Hospitality & Tourism international students. The study aimed to investigate the motivational factors which affected their selection process in deciding to come to Thailand. The objectives of this research were: (1) to investigate the push factors for international Hospitality and Tourism students in Thailand, (2) to investigate the pull factors affecting the decision-making process for Hospitality and Tourism students in Thailand, (3) to assess the impact of demographic characteristics on their motivational factors which affected the selection process.

In this chapter, the researcher will present the findings as follows:

- 4.1 Demographic profile of respondents
- 4.2 Push factors
- 4.3 Push factor analysis
- 4.4 Descriptive statistics of the push factors
- 4.5 Pull factors
- 4.6 Pull factor analysis
- 4.7 Descriptive statistics of the pull factors
- 4.8 Independent Sample t-test on the impact of respondents' demographic characteristics and push factors
- 4.9 Independent Sample t-test on the impact of respondents' demographic characteristics and the pull factors
- 4.10 One-Way ANOVA on hospitality and tourism international students' nationality and the push factors

4.11 One-Way ANOVA on hospitality and tourism international students resources informing decision and the pull factors

4.12 One-Way ANOVA on hospitality and tourism international students' nationality and the pull factors

4.1 Demographic Profile of Respondents

The demographic information of the respondents is shown in table 4.1. There were 97 (32%) male and 206 (68%) female respondents. In terms of the age of respondents, 29% were below 20 years old, 66% were between 20-25 years old, 3% were between 26-30 years old, and 2% were 31 years or older. The data on the nationality of respondents shows that 42.6% of respondents are from China (including Hong Kong), 17.8% are from ASEAN nationalities (Cambodian, Indonesian, Laotian, Malaysian, Burmese, Filipino, Vietnamese), 31% are of other nationalities in Asia (Bangladeshi, Bhutanese, Indian, Iranian, Korean, Nepalese, Sri Lankan, Taiwanese) and the remaining 8.6% is grouped under the other category (American, Australian, Belgian, Canadian, Dutch, Ecuadorian, German, Namibian, Spanish). Most of the participants educational level consisted of students who were currently studying for their bachelor's degree 286 (94.4%), while the 17 remaining participants were studying for their master's degree (5.6%). The majority of international students' who responded to the survey were from ABAC 164 (54.1%). The second highest group was students who attended MUIC (Mahidol University International College) 113 (37.3%). The third highest sample group was PSU 24 (7.9%) and the last group was SSU 2 (0.7%). In terms of the resources informing their decision, the main resource consisted of "Family and friends" - 146 (48.2%), followed by "Host university website" - 79 (26.1%), "Home country school or university" - 72 (23.8%) and a final category listed as "Other" - 6 (2.1%) (agent, magazine/journal/newspaper).

Table 4.1 Respondents' Demographic Characteristics Profile

Respondent's demographic characteristics	Frequency	Percentage %
Gender		
Male	97	32
Female	206	68
Total	303	100.0
Age		
20 years or less	181	59.7
21-22 years	80	26.4
23 years or older	42	19.3
Total	303	100.0
Nationality		
Chinese	129	42.6
ASEAN	54	17.8
Asian (excluding China)	94	31
Other	26	8.6
Total	303	100.0
Thai Residence		
Resident	64	21.1
Non-resident	239	78.9
Total	303	100.0
Educational Pursuit		
Bachelor's degree	286	94.4
Master's degree	17	5.6
Total	303	100.0
University Selected for H& T International		
Program	164	54.1
ABAC	113	37.3
MU	24	7.9
PSU	2	0.7
SSU	303	100.0
Total		

Table 4.1 Continue

Respondent's demographic characteristics	Frequency	Percentage %
Resource informing their decision		
Host university website	79	26.1
School and university	72	23.8
Family/friends	146	48.2
Other (agent, magazine/journal/newspaper)	6	2.1
Total	303	100.0

4.2 Push factors

As shown in table 4.2

Table 4.2 Descriptive Statistics of the Push Factors for All 4 Universities

Factors	Level of agreement					Mean	SD	Level Important
	Not important	Slightly important	Important	Very important	Extremely important			
Host country knowledge and awareness	0	8	83	146	66	3.89	0.766	Very important
Recommendations of family and friends	14	16	75	128	70	3.74	1.020	Very important
Cost (monetary and social)	13	18	79	136	57	3.68	0.987	Very important
Geographic proximity to home country	27	38	68	120	50	3.42	1.168	Very important
The presence of family and friends currently or formerly residing in host country	28	28	98	110	39	3.34	1.107	Important
Desire to experience a different culture	2	14	80	110	97	3.94	0.910	Very important
Desire to practice and improve English	20	11	64	103	105	3.86	1.133	Very important

Table 4.2 Continue

Factors	Level of agreement					Mean	SD	Important level
	Not important	Slightly important	Important	Very important	Extremely important			
To gain a competitive advantage and differentiate themselves in job market	7	19	53	145	79	3.89	.941	Very important
Wish to find work opportunities abroad	1	18	83	98	103	3.94	.938	Very important
Limited choices and low educational quality in home country	37	26	95	95	50	3.31	1.206	Important
Fulfill parents' ambitions	36	43	101	81	42	3.17	1.190	Important
Desire to remain in foreign country to gain permanent residence	30	31	93	106	43	3.33	1.144	Important
Difficulty to gain entry to a program at a top university in home country	43	31	83	104	42	3.23	1.232	Important

Note: 1) Agreement ranking was based on mean scores measured on a Likert-type scale from 1 to 5 (1 = Not important, 2 = Slightly important, 3= Important, 4 = Very important, and 5 = Extremely important).

2) N = 303

4.3 Push Factor Analysis

There were 13 push factors used in this study. Principal component analysis with a varimax rotation was employed in the exploratory factor analysis to extract from the 13 push factors a set of simplified composite factors that could be used to describe the original construct to analyze the push factors of international students. First, The Kaiser-Meyer-Olkin measure of sampling adequacy was used to quantify the degree of inter-correlation amongst the variables and the appropriateness of factor analysis. As shown in table 4.4, Kaiser-Meyer-Olkin (KMO)

statistics were calculated as 0.84 for this study. Because KMO was above 0.8, the 13 push factors can be considered interrelated as sharing common underlying dimensions. Second, the Bartlett test of sphericity was conducted in order to test the significance of the correlation matrix ($\chi^2=1660.84$, $df=78$, $p<0.000$). Both tests indicated that the factor analysis was appropriate for this study.

Table 4.3 KMO and Bartlett's Test for Push Factors

Kaiser-Meyer-Olkin Measure of Sampling Adequacy	0.837
Bartlett's Test of Sphericity	
Approx. Chi-Square	1660.840
df	78
Sig.	0.000

After the validity of the factor analysis was determined, an exploratory factor analysis using principle component analysis with a varimax rotation was used to identify the underlying factors which according to H&T international students were reported as important push factors in making their decision to study in Thailand. In general, when factors have an eigenvalue equal to or greater than 1, they can be considered statistically significant. In this study, the competencies with a factor loading of 0.4 or higher were clustered together; the results of the factor analysis produced a clear factor structure with relatively appropriate factors combined together. Only one out of thirty-six factors were excluded from this process. The results of the factor analysis are shown in table 4.4.

From the varimax-rotated factor matrix, three push factors were extracted that explain 60.76% of the overall variance. These 3 push factors were named as "Family influence and educational quality", "Host country and cost", and "Job opportunities". All of these factors were named based on the common characteristics of the items in each factor.

Table 4.4 Results of Push Factor Analysis

Push Factor	Factor Loading	Eigen value	Variance Explained	Cronbach's Alpha
F1: Family influence and educational quality (eigenvalue = 5.14, % of variance = 39.50)		5.14	39.50	0.88
Recommendation of family and friends (Q2)	0.57			
Geographic proximity to home country (Q4)	0.63			
Presence of family and friends currently or formerly residing in host country (Q5)	0.73			
Limited choice and low educational quality in home country (Q10)	0.77			
Fulfill parents' ambitions (Q11)	0.78			
Desire to remain in foreign country and to gain permanent residence (Q12)	0.70			
Difficulty to gain entry to program at top university in home country (Q13)	0.88			
F2: Host country and cost (eigenvalue = 1.58, % of variance = 12.19)		1.58	12.19	0.63
Host country knowledge and awareness (Q1)	0.65			
Cost (monetary and social) (Q3)	0.67			
Desire to experience a different culture (Q6)	0.77			
F3: Job opportunities (eigenvalue = 1.18, % of variance = 9.07)		1.18	9.07	0.60
Desire to practice and improve English (Q7)	0.48			
Desire to gain a competitive advantage and differentiate self in job market (Q8)	0.82			
Wish to find work opportunities abroad (Q9)	0.72			

Remark: 1) F* = Factor Loading

2) () is the question number in Section 2 of the questionnaire.

The first factor is given the highest eigenvalue (5.14), and it represents 39.50% of the explained variance. The example attributes included in this factor were “recommendations of family and friends”, “geographic proximity to home country”, “presence of family and friends currently or formerly residing in the host country”, “limited choices and low educational quality in home country”, “Fulfill parents’ ambitions”, “Desire to remain in foreign country and to gain permanent residence”, and “difficulty to gain entry to a program at a top university in home country”. Therefore, these factors were named “Family influence and educational quality” factors. The second highest eigenvalue (1.58) was “Host country and cost” factors. These factors represented 12.19% of the explained variance in the sample. These factors included “Host country knowledge and awareness”, “Cost (monetary and social)”, and the “Desire to experience a different culture” factors, The last factor was “Job opportunities”. It contained 3 attributes including: “Desire to practice and improve English”, “Desire to gain a competitive advantage and differentiate self in job market”, and “Wish to find work opportunities abroad”.

In the case of three factors, summated scales were constructed, all of the push factors loading highly on each factor were combined, and the average scores of the variables were used as replacement variables. Cronbach’s Alpha Test was used to calculate the reliability of these summated scales. Generally, the agreed upon lower limit for Cronbach’s Alpha Test is 0.60 (Hair et al., 1998). In this study, the reliability analysis of Cronbach’s Alpha Test shows that only the first of the reliability values exceeded the recommended level of 0.60 (see table 4.4).

4.4 Descriptive Statistics of Push Factors

The descriptive analysis results are shown in table 4.5. After analyzing the overall mean value of three push factors on the decision making process to study outside of participants’ home country, a list was compiled in ranking descending order of the mean value ranging from “1” as “not important” to “5” as “extremely important”. The respondents agreed that the three derived push factors were vital in their decision to study abroad, but each at differing degrees of importance. Among all these factors, the push factors labeled “Job opportunities” was rated as the highest by respondents, followed by “Host country and cost”, and “Family influence and educational quality”.

Table 4.5 Descriptive Statistics of Push Factors

	Mean	SD	Ranking
F3: Job opportunities	3.8977	0.75137	1
F2: Host country and cost	3.8383	0.67699	2
F1: Family influence and educational quality	3.3645	0.88396	3

Note: Importance rankings were based on mean scores measured on a Likert-type scale from 1 to 5 (1 = not important, 2 = slightly important, 3 = important, 4 = very important, and 5 = extremely important).

4.5 Pull Factors

As shown in table 4.6

Table 4.6 Descriptive Statistics of the Pull Factors for All 4 Universities

Factors	Level of agreement					Mean	SD	Agreement level
	Frequency							
	Not important	Slightly important	Important	Very important	Extremely important			
Cost of education	18	19	89	114	63	3.61	1.067	Very important
Financial aid from university	31	27	89	98	58	3.41	1.192	Very important
Availability of scholarships	21	38	63	124	57	3.52	1.139	Very important
Cost of living in the area	16	18	90	121	58	3.62	1.029	Very important
Location	5	10	82	124	82	3.88	0.901	Very important
Public safety in the area	6	19	66	129	83	3.87	0.952	Very important
Facilities of the university	3	18	58	137	87	3.95	0.897	Very important
Size of the university	19	41	102	111	30	3.30	1.029	Important
Attractiveness of the campus	8	30	84	119	62	3.65	0.998	Very important
Campus atmosphere & activities	6	9	79	140	69	3.85	0.875	Very important

Table 4.6 Continue

Factors	Level of agreement					Mean	S.D.	Agreement level
	Frequency							
	Not important	Slightly important	Important	Very important	Extremely important			
Availability of quiet areas	17	24	80	133	49	3.57	1.033	Very important
Climate	13	28	80	131	51	3.59	1.012	Very important
Urban/rural setting	6	42	118	96	41	3.41	0.955	Very important
Reputation of the university	6	9	76	134	78	3.89	0.892	Very important
Public/private university	27	18	70	113	75	3.63	1.177	Very important
Quality of program & courses	2	9	57	130	105	4.08	0.842	Very important
Reputation of the faculty members/lecturers/professors	6	18	59	138	82	3.90	0.935	Very important
The number of international students in the program/university	21	27	72	130	53	3.55	1.093	Very important
Friends/relatives already living in the area	43	30	78	96	56	3.30	1.279	Important
Accessibility of information about university	10	21	80	141	51	3.67	.948	Very important
Opportunity for post-graduation employment	11	23	63	112	94	3.84	1.062	Very important
Recommendation by parents/relatives	29	34	55	127	58	3.50	1.198	Very important
Recommendation by agent	46	33	81	92	51	3.23	1.283	Important

Note: 1) Agreement ranking was based on mean scores measured on a Likert-type scale from 1 to 5 (1 = Not important, 2 = Slightly important, 3= Important, 4 = Very important, and 5 = Extremely important).

2) N = 303

4.6 Pull Factor Analysis

There were 23 pull factors used in this study. Principal component analysis with a varimax rotation was employed in the exploratory factor analysis to extract from the 23 pull factors a set of simplified composite factors that could be used to describe the original constructs in order to analyze the pull factors of international students. First, The Kaiser-Meyer-Olkin test was used to measure the sampling adequacy and to quantify the degree of inter-correlation amongst the variables and the appropriateness of factor analysis. As shown in table 4.4, Kaiser-Meyer-Olkin (KMO) statistics calculated 0.86 for degree of reliability of this study. Because KMO was above 0.8, the 23 pull factors could be considered interrelated and as sharing common underlying dimensions. Secondly, the Barlett test of sphericity was conducted in order to test the significance of the correlation matrix. ($\chi^2=3620.250$, $df=253$, $p<0.000$). Both tests indicated that factor analysis was appropriate for the study.

Table 4.7 KMO and Bartlett's Test for Pull Factors

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.860
Bartlett's Test of Sphericity	
Approx. Chi-Square	3620.250
df	253
Sig.	0.000

After the validity of the factor analysis was determined, an exploratory factor analysis using principle component analysis with a varimax rotation was used to identify underlying factors which H&T international students evaluated the importance of pull factors in making their decision to study in Thailand. In general, when factors have an eigenvalue equal to or greater than 1, then they can be considered statistically significant. In this study, the competencies with a

factor loading of 0.4 or higher were clustered together; the results of the factor analysis produced a clear factor structure with relatively appropriate factors combined together. Only one out of twenty-three factors were excluded from this process. The results of the factor analysis is shown in table 4.8.

From the varimax-rotated factor matrix, five pull factors were extracted that explain 63.73% of the overall variance. These 5 pull factors were named as “Family and friends’ influence and job opportunities”, “Cost and financial aid”, “Location and climate”, “Quality of program” and “Facilities and reputation of the university”. All of these factors were named based on the common characteristics of the items in each factor.

Table 4.8 Results of the Pull Factor Analysis

Pull Factor	Factor Loading	Eigen value	Variance Explained	Cronbach’s Alpha
F1: Family and friends’ influence and job opportunities (eigenvalue = 8.20, % of variance = 35.66)		8.20	35.66	0.83
The number of international students in the program/university (Q18)	0.58			
Friends/relatives already living in the area (Q19)	0.70			
Accessibility of information about the university (Q20)	0.67			
Opportunity for post-graduation employment (Q21)	0.56			
Recommendation by parents/relatives (Q22)	0.72			
Recommendation by agent (Q23)	0.58			

Table 4.8 Continue

Pull Factor	Factor Loading	Eigen value	Variance Explained	Cronbach's Alpha
F2: Cost and Financial Aid (eigenvalue = 2.32, % of variance = 10.07)		2.32	10.07	0.87
Cost of education (Q1)	0.47			
Financial aid from the university (Q2)	0.67			
Availability of scholarships (Q3)	0.65			
Cost of living in the area (Q4)	0.47			
F3: Location and climate (eigenvalue = 1.61, % of variance = 7.00)		1.61	7.00	0.71
Location (Q5)	0.52			
Climate (Q12)	0.56			
Urban/rural setting (Q13)	0.62			
F4: Quality of Program (eigenvalue = 1.34, % of variance = 5.81)		1.34	5.81	0.75
Public safety in the area (Q6)	0.69			
Facilities in the university (Q7)	0.66			
Quality of program & courses (Q16)	0.43			
Reputation of faculty members/lecturers/professors (Q17)	0.55			
F5: Facilities and reputation of the university (eigenvalue = 1.20, % of variance = 5.19)		1.20	5.19	0.80
Size of the university (Q8)	0.63			
Attractiveness of the campus (Q9)	0.65			
Campus atmosphere & activities (Q10)	0.52			
Availability of quiet areas (Q11)	0.67			
Reputation of the university (Q14)	0.48			

Remark: 1) F* = Factor Loading

2) () is the question number in Section 3 of the questionnaire.

The first factor is given the highest eigenvalue (8.20), and it represents 35.66% of the explained variance. The example attributes included in this factor were “The number of international students in the program/university”, “Friends/relatives already living in the area”, “Accessibility of information about the university”, “Opportunities for post-graduation employment”, “Recommendation by parents/relatives”, and “Recommendation by agent”. Therefore, this factor was named as “Family and friends’ influence and job opportunities” factor. The second highest eigenvalue (2.32) was “Cost and financial aid” factor and it contained 4 factors: “Cost of education”, “Financial aid from the university”, “Availability of scholarships”, and “Cost of living in the area”. This second factor represented 10.07% of the explained variance in the sample. The “Location and Climate” factor contained 3 pull factors: “Location”, “Climate”, and “Urban/rural setting.” It explained 7% of the variance with an eigenvalue of 1.61. On the other hand, the “Quality of program” factor, consisting of: “Public safety in the area”, “Facilities of the university”, “Quality of program & courses”, and “Reputation of the faculty members/lecturers/professors” had an eigenvalue of 1.34, and it presented 5.81% of the explained variance. The last factor was “Facilities and reputation of the university” factor which contained 5 attributes: “Size of the university”, “Attractiveness of the campus”, “Campus atmosphere & activities”, “Availability of quiet areas”, and “Reputation of the university”.

In the case of the five factors, summated scales were constructed, all of the competencies loading highly on each factor were combined, and the average score of the variables were used as replacement variables. Cronbach’s Alpha Test was used to calculate the reliability of these summated scales. Generally, the agreed upon lower limit for Cronbach’s Alpha Test is 0.70 (Hair et al., 1998). In this study, the reliability analysis with Cronbach’s Alpha Test as shown in table 5 displays that all of the reliability values exceed the recommended level of 0.70.

4.7 Descriptive Statistics of Pull Factors

The descriptive analysis results are shown in table 4.9. After analyzing the overall mean value of the five pull factors in the decision making process to study outside the participants home country, rankings of the important factors were listed in descending order of mean value ranging from “1” as “not important” to “5” as “extremely important”. The respondents agreed that the five derived factors were necessary in their decision making process to study abroad, but

in differing degrees of importance. Among all of these factors, the pull factors in “Quality of program” was rated as the highest by the respondents, followed by “Facilities and reputation of the university”, “Location and climate”, “Cost and financial aid”, and “Family and friends’ influences and job opportunities”.

Table 4.9 Descriptive Statistics of the Pull Factors

	Mean	SD	Ranking
F4: Quality of program	3.9488	0.68742	1
F5: Facilities and reputation of the university	3.6521	0.72078	2
F3: Location and climate	3.6282	0.76315	3
F2: Cost and financial aid	3.5404	0.93620	4
F1: Family and friends’ influence and job opportunities	3.5149	0.84422	5

Note: Importance rankings were based on mean scores measured on a Likert-type scale from 1 to 5

(1 = not important, 2 = slightly important, 3 = important, 4 = very important, and 5 = extremely important).

4.8 Independent Sample t-test on Impact of Respondents’ Country of Residence and Push Factors

Based on the independent sample t-test, the results in table 4.10 show that there were statistically significant differences between male and female gender in the factor which influenced their decision. The selection process of female international students at H&T international programs were more strongly influenced than male international students in the categories of “Family influences and educational quality” and “Job opportunities”.

Table 4.10 The Independent Sample t-test on Gender of Hospitality & Tourism International Students on Push Factors

Push Factor	Mean	SD	t-value	p-value
F1: Family influence and education quality			-3.004	<u>0.003*</u>
male	3.15	0.844		
female	3.47	0.886		
F2: Host country and cost			0.488	0.626
male	3.87	0.669		
female	3.83	0.681		
F3: Job opportunities			-2.125	<u>0.035*</u>
male	3.75	0.873		
female	3.97	0.678		

Remark: 1) t-test two tailed probability < 0.05,

2) * indicates statically significant differences between groups,

3) N = 303

4.9 Independent Sample t-test on Impact of Respondents' Demographic Characteristics and the Pull Factors

Based on the independent sample t-test, the results in table 4.11 showed that there were statistically significant differences between residents and non-residents in the categories of "Family and friend's influence and job opportunities" and "Quality of program". The decision making process of residents were more strongly influenced than non-residents in the categories of "Family and friend's influence" and job opportunities" and "Quality of program".

Table 4.11 Independent Sample t-test Results of Residents and Non-Residents Respondents'
Demographic Characteristics on Pull Factors

	Mean	SD	t-value	p-value
F1: Family and friends' influence and job opportunities			2.023	<u>0.045*</u>
residents	3.63	1.085		
non-residents	3.82	1.037		
F2: Cost and financial aid			-1.103	0.271
residents	3.43	0.896		
non-residents	3.57	0.946		
F3: Location and climate			-0.529	0.598
residents	3.58	0.758		
non-residents	3.64	0.766		
F4: Quality of program			2.305	<u>0.023*</u>
residents	4.10	0.584		
non-residents	3.91	0.708		
F5: Facilities and reputation of the university			0.989	0.324
residents	3.73	0.648		
non-residents	3.63	0.739		

Remark: 1) t-test two tailed probability < 0.05,

2) * indicates statistical significance of difference between groups,

3) N = 303

4.10 One-Way ANOVA on H&T International Students' Nationality and Push Factors

In terms of nationality, the ANOVA results in table 4.12 showed that there was significant differences between Nationality and Push factors only in “Family influence and educational quality: ($p < 0.05$).

Table 4.12 The One-Way ANOVA on H&T International Students' Nationality on the Push

Factors	F-Test	p-value
F1: Family influence and educational quality	6.745	<u>0.001</u>*
F2: Host country and cost	0.444	0.642
F3: Job opportunities	0.433	0.649

Remark: 1) p-value = Level of statistical significance (2 tailed),

2) N = 277

As seen in table 4.13, when multiple comparisons (LSD) were calculated, the results showed that the respondents who are Chinese or from ASEAN countries were significantly affected by the “Family influence and education quality” factors. However, the respondents who designated themselves as Asian (excluding ASEAN countries and China) were more strongly affected by the “Family influence and educational quality” factor than the respondents who are Chinese or from ASEAN countries.

Table 4.13 Multiple Comparisons (LSD) on Nationality of H&T International Students on the “Family influence and educational quality” factor

Nationality	N	Mean	SD	Letter*
China	129	3.357	0.148	a
ASEAN	54	3.164	0.148	a
Asia	94	3.653	0.009	b
Total	277			

* Means with the same letter are not significantly different (at the 5% level), when “a” = “China”, and “b” = “Asia”.

Based on the independent sample t-test, the results in table 4.14 show that there are statistically significant differences between the male and female gender in the category of “Quality of program”. The decision making process of females were more strongly influenced than males in the category of “Quality of program”.

Table 4.14 The Independent Sample t-test on Impact of Gender on the Pull Factors

	Mean	SD	t-value	p-value
F1: Family and friends’ influence and job opportunities			-1.232	0.183
Male	3.43	0.850		
Female	3.56	0.840		
F2: Cost and financial Aid			-1.053	0.294
Male	3.45	1.027		
Female	3.58	0.889		
F3: Location and climate			1.087	0.352
Male	3.70	0.783		
Female	3.64	0.766		
F4: Quality of program			-2.170	<u>0.035*</u>
Male	3.82	0.708		
Female	4.01	0.671		
F5: Facilities and reputation of the university			-1.517	0.789
Male	3.56	0.752		
Female	3.70	0.703		

Remark: 1) t-test two tailed probability < 0.05,

2) * indicates statically significant differences between groups,

3) N = 303

4.11 One-Way ANOVA on H&T International Students' Resource on Decision Making

Process and the Pull Factors

In terms of resources which affected the decision, the ANOVA results in table 4.15 show that there were significant differences between the resources which influenced the participants decision and pull factors in the categories of “Cost and financial Aid” and “Facilities and reputation of the university”: ($p < 0.05$).

Table 4.15 One-Way ANOVA on H&T International Students Resources which Influenced the Decision Making Process and Pull Factors

	F-Test	p-value
F1: Family and friends' influences and job opportunities	2.765	0.065
F2: Cost and financial aid	3.505	<u>0.031*</u>
F3: Location and climate	2.822	0.061
F4: Quality of program	0.285	0.752
F5: Facilities and reputation of university	3.100	<u>0.047*</u>

Remark: 1) p-value = Level of statistical significance (2 tailed),

2) N = 297

As seen in table 4.16, when multiple comparisons (LSD) were calculated the results show that the respondents who used the host university website and talked with their family and friends about their decision ranked the “Facilities and reputation of the university” factor as equally important. However, the respondents who selected the “Host university website” and “Family and friends” as a resource in their decision making process were affected by the “Facilities and reputation of the university” factor more importantly than the respondents who used the resources of “School and university”. The users of the “Host university website” as a resource viewed “Cost and financial aid” as less important than the respondents who used “Family and friends” as a resource. However, the “School and university” resource respondents viewed this pull factor as more important than the “Host university website” users, but less important than the respondents who used the resource of “School and university”.

Table 4.16 Multiple Comparisons (LSD) on Source of Information of H&T International Students on the “Cost and Financial Aid” and “Facilities and reputation of the university” factors

Source of Information	N	Mean		SD		Letter*	
		Pull 2	Pull5	Pull 2	Pull5	Pull 2	Pull5
Host university website	79	3.743	3.731	0.867	0.639	a	a
School and university	72	3.614	3.483	0.952	0.706	ab	b
Family/friends	146	3.416	3.708	0.923	0.717	b	a
Total	297	3.551	3.659	0.923	0.699		

* Means with the same letter are not significantly different (at the 5% level), when “a” = “Host university website”, “ab” = “School and university” and “b” = “Family/friends”.

* Pull 2 = Cost and financial Aid, Pull 5 = Facilities and reputation of university.

4.12 One-Way ANOVA on H&T international Students’ nationality and the Pull factors

In terms of source of decision, the ANOVA results in table 4.17 showed that there were significant differences between the resources influencing the decision and pull factors in “Cost and financial Aid” and “Facilities and reputation of the university”: ($p < 0.05$).

Table 4.17 The One-Way ANOVA on H&T International Students’ Nationality on Pull Factors

	F-Test	p-value
F1: Family and friends’ influence and job opportunities	6.257	<u>0.002*</u>
F2: Cost and financial aid	0.225	0.799
F3: Location and climate	5.551	<u>0.004*</u>
F4: Quality of program	3.401	<u>0.035*</u>
F5: Facilities and reputation of the university	7.075	<u>0.001*</u>

Remarks: 1) p-value = Level of statistical significance (2 tailed),

2) N = 277

As seen in table 4.18, when multiple comparisons (LSD) were calculated the results showed that Asian participants (excluding China) perceived “Family/friend’s influences and job opportunities” and “Location and climate” factors more importantly than Chinese and participants from ASEAN countries. Chinese students viewed “Quality of program” and “Facilities and

reputation of the university” less importantly than other students from Asia (excluding China). However, students from ASEAN countries viewed these factors more importantly than Chinese students but less significant than respondents who were from Asia (excluding China).

Table 4.18 Multiple Comparisons (LSD) on Nationality of H&T International Students and Pull Factors

Nationality	N	Factors	Mean	SD	Letter*
Chinese	129	Pull 1	3.473	0.849	A
ASEAN	54	Pull 1	3.367	0.724	a
Asian	94	Pull 1	3.789	0.758	b
Total	277		3.560	0.810	
Chinese	129	Pull 3	3.548	0.827	a
ASEAN	54	Pull 3	3.482	0.714	a
Asian	94	Pull 3	3.844	0.675	b
Total	277		3.635	0.769	
Chinese	129	Pull 4	3.907	0.698	a
ASEAN	54	Pull 4	3.968	0.659	ab
Asian	94	Pull 4	4.133	0.554	b
Total	277		3.996	0.651	
Chinese	129	Pull 5	3.547	0.706	a
ASEAN	54	Pull 5	3.633	0.659	ab
Asian	94	Pull 5	3.891	0.561	b
Total	277		3.681	0.697	

* Means with the same letter are not significantly different (at the 5% level), when “a” = “Chinese”, and “b” = “Asian (exclude China)”.

This chapter indicates that push motivational factors in the category of “Job opportunities” was the prime reason which affected international students in their decision making process. This was followed by “Host country and cost”, and “Family influence and Educational quality”. For the pull factors, “Quality of Program” was rated as the most important factor. This was followed by “Facilities and reputation of the university”, “Location and climate”, “Cost and financial aid”, “Family and friends’ influence and job opportunities”.

However, the demographic characteristics in terms of the respondents' gender, nationality, resident and non-resident status, and the resources which influenced the decision had an affect on the push and pull motivation factors. In the next chapter, the conclusions, discussions, recommendations, limitations and suggestions for further study will be presented.

CHAPTER 5

SUMMARY

This chapter is the conclusions of the research entitled “The Motivation Factors Affecting Selection Decision of International Students Attending Hospitality & Tourism International Programs in Thailand”. In this chapter divides into four sections: summary of the key findings, discussions, recommendations, and limitations and suggestions for the further study. The results are discussed base on the objectives of this research as follow;

1. To investigate the push factor for international Hospitality and Tourism students in Thailand.

2. To investigate the pull factor affecting the selection decision for Hospitality and Tourism international program in Thailand.

3. To assess the impact of demographic characters on their motivation factors affecting selection decision.

This study aims to identify the push and pull motivations of the international students attending in Hospitality and Tourism international program in Thailand. This research is a quantitative study. A questionnaire was used to collect data. The questionnaire was created in English. After finishing the design of the questionnaire, the pilot study was conducted with twenty Hospitality and Tourism international students in Prince of Songkla University Phuket campus with the objective of improving the content comprehensibility and clarity of the questionnaire. The target population of this study was Hospitality and Tourism international students in Thailand. Convenience sampling method was applied in this study. The Hospitality and Tourism international students were requested to complete the questionnaire. Finally, 303 completed questionnaires were returned for this study, representing a response rate of 46.05%.

The data from this study was analyzed using the SPSS program. Descriptive statistics were used in order to identify push and pull levels for the Hospitality and Tourism international students. Factor analysis was applied as a data reduction or structure detection method. It was used to classify a large number of variables or detect structure in the relationships between variables and explained variability among observed push & pull variables in terms of fewer unobserved variables called factors. An independent sample t-test and one way ANOVA were

used to examine the impact of Hospitality and Tourism international students' demographics on the decision making towards push & pull factors and the way things are in Thailand.

5.1 Conclusions of the Main Findings

5.1.1 The Demographic Profile of the International Students

There were 97 (32%) male respondents and 206 (68%) female respondents. 29% of the respondents were below 20 years old, 66% were between 20-25 years old, 3% were between 26-30 years old, and 2% were 31 years or older. The nationality of respondents showed that 42.6% of were from China (including Hong Kong), 17.8% were from ASEAN countries (Cambodia, Indonesia, Laos, Malaysia, Burma, The Philippines, Vietnam), 31% were from other nations in Asia (Bangladesh, Bhutan, India, Iran, Korea, Nepal, Sri Lanka, Taiwan) and the remaining 8.6% of respondents included the remaining counties in the world consisting of: America, Australia, Belgium, Canada, The Netherlands, Ecuador, Germany, Namibia, and Spain.

Most of the students who responded were studying for their bachelor's degree 286 (94.4%) while the remaining students were enrolled in master degree programs 17 (5.6%). The majority of international students' responses were collected from ABAC 164 (54.1%). The next highest amount of respondents were students from MUIC 113 (37.3%). There were 24 (7.9%) participants from PSU and finally SSU had only 2 respondents (0.7%). In terms of their sources of information which affected their decision, the main source students noted were family and friends 146 (48.6%), followed by the hosts' university website 79 (26.1%), home country school and university 72 (23.8%) and finally all other resources of information (Agent, Magazine/Journal/Newspaper) 6 (2.1%).

5.1.2 The Push Motive Factors of the International Students

From the results of this study, in terms of the push motivational factors, international students in Thailand were affected by a variety of factors which influenced their decision to attend Hospitality and Tourism international programs in Thailand. The results of the study revealed the push motivational factor which had the highest rating was "**Job opportunities.**" This was followed by "Host country and cost", and "Family influence and educational quality". The push motivational factors showed significant differences amongst demographic characteristics (gender and nationality).

5.1.3 The Pull Motive Factors of the International Students

This section draws conclusion regarding the pull motive factors of Hospitality and Tourism international students in Thailand. The results of the study indicated that among all these five factors, **“Quality of program”** was the highest rated by the respondents, followed by “Facilities and reputation of the university”, “Location and climate”, “Cost and financial aid”, and “Family and friends’ influence and job opportunities”.

5.1.4 The International Students’ Demographic Characteristics Affection by the Push Motive Factors

The independent sample t-test which measured international students’ demographic characteristics upon the push factors showed that there were statistically significant differences based upon gender and nationality. The results showed that there were significant differences in two push factors relating to international students gender. First, females were seen to have been more directly affected by the resource listed as “Family influence and educational quality” than males, as well as in the category listed as “Job opportunities.”

The one-way ANOVA results, which measured respondents’ nationality influence on push factors, showed that Chinese and ASEAN students were directly affected by the resource “Family influence and educational quality” at an equal level. However, students from other countries in Asia ranked “Family influence and educational quality” as more important than respondents from China and ASEAN countries.

5.1.5 The International Students’ Demographic Characteristics Affection by the Pull Motive Factors

Based on the independent sample t-test between respondents’ demographic characteristics and pull factors, the results showed that there were statistically significant differences in gender, nationality, resident and non – resident status, and resources affecting decision. The results showed that there was a significant difference in the pull factor labeled “Cost and financial aid”. Additionally, there was also a significant difference between resident and non-residents in regards to their pull motivational factors. The data showed a significant difference in two pull factors: “Quality of program”, and “Family and friends’ influence and job

opportunities”. Additionally, there also was a significant difference between the sources which affected the decision to come to Thailand amongst residents in the categories of “Cost and financial aid” and “Facilities and reputation of the university”.

The one-way ANOVA tested respondents’ nationality upon the pull factors. The results showed that Asian students (excluding: China) perceived “Family/friends influence and job opportunities” and “Location and climate” factors as more important than students from China and ASEAN countries. Chinese students viewed the “Quality of program” and “Facilities and reputation of the university” as less important than other students from Asia (excluding China). However, students from ASEAN countries viewed these factors as more important than Chinese students, but less so than students from Asia (excluding China). Finally, the one-way ANOVA results in regards showed that international students who used the “Host university website” as well as those who talked with “Family and friends” were equally affected in their decision to study in Thailand by the “Facilities and reputation of the university” factor. However, international students who used the “Host university website” and talked with “Family and friends” about their decision were more affected by the “Facilities and reputation of the university” factor than the students who used “School and University” as their primary source.

5.2 Discussions

The purpose of this study is to identify the push and pull motivational factors of international students attending Hospitality and Tourism international programs in Thailand. This section involves a summary of critical findings of the study. The findings are discussed based on the objectives of the study.

5.2.1 To Investigate The Push factor for International Hospitality and Tourism Students in Thailand.

The result of this study support the research of Chapman (1992), Murphy (1981) and O’Mahony et al... which found that “Job opportunities” was the most important push motivational factor. In contrast, Wright and Kriwal (1980) found that “Host country’s location

and size” was the most significant motivational factor. In the present study, “Host country location” was the second most important motivational factor for international students in Hospitality and Tourism programs in Thailand. The category “Family influence and educational quality” was the least important motivator in this study, contrasting with the study conducted by Mazzarol and Soutar (2002) which showed that “Reputation of the institution” was the single most important influence among push factors for international students in Australia. Due to the fact that the hospitality and tourism industry worldwide plays an important role in the world economy, the result of these studies are important for universities. The chance to work in this industry is more wide open for new people to participate

5.2.2 To Investigate The Pull Factors Affecting the Decision Process for Hospitality and Tourism Programs in Thailand.

The results of this study in relation to the pull factors which influenced students to study in Thailand confirm previous research, especially James et al. (1999), Mazzarol et al. (1996), Chapman (1993), Soutar & Turner (2002), Mazzarol and Soutar (2002), Price (2003), and Chen and Wisansing (2009). It is interesting to note that previous researchers in the 1990s and 2000s identified “Quality” and “Reputation” as the most important factors. The results of the study confirmed the previous research, especially the motivators that pulled international students away from their home country.

Participants of the study ranked the “Quality of program” as the most important factor, followed by “Facilities and reputation of the university”, “Location and climate”, “Cost and financial aid”, and finally “Family/friend’s influence and job opportunities” respectively. The expansion of the higher education system in Thailand from 78 to 103 universities from the years 2003-2010 (INTER MUA, 2011) has increased the number of choices for international students. It has brought fierce competition between Thai universities who are creating good quality programs to pull international students from the world education market.

However, the results of this study are slightly different from Ivy (2001), Mazzarol (2002), and Holdsworth and Nind (2005) who stated that “Job opportunities” and “Financial aid” were the most important priorities for their participants.

The second most important factor for participants of the study was “Location and climate”, which is no surprise considering that Thailand is recognized as one of the most attractive places in the

world. This confirmed the research by Wright and Kriewal (1980) which found this factor as the most influential in their result.

5.2.3 To Assess the Impact of Demographic Characteristics on the Motivational Factors Affecting Decision-Making Process.

When reviewing the results of the demographic background of students in their push and pull factors, it is clear that there is no difference between the educational level of students. Both, bachelor degree students and master degree students were affected equally in terms of their motivational factors. However, there are some differences in gender. Females were most concerned about the factors: “Family influence and Educational quality”, “Job opportunities”, and “Cost and financial aid”. These results show that at the present time, female students pay more attention to their career prospects upon graduation than male students. This contrasts with the results of the previous study by Chen and Wisansing (2009) which found that males students were also greatly influenced by their post graduation career prospects. It can be presumed that because the research was conducted in China and their culture expects male to be the leader of the family, the participants of that study were affected by different motivational factors. According to the research, females who study abroad tended to be motivated by their expectation to gain a competitive advantage and differentiate themselves in the job market.

The other remarkable difference between gender groups were the factors: “Family influence” and “Cost and financial aid”. Females still rated these factors as very important while males rated these factors much lower. It can be concluded that since most respondents who were female were in the age group between 17- 25 years old, that at this stage, financial support of international educational study is primarily given by their family. More educational study for females would be likely if they could find more financial aid. In considering the importance of the international students’ family and friends recommendations to study in Thailand, it should be noted that a strong alumni base can be a valuable source of referral for universities.

The “Family influence and educational quality”, “Location and climate”, and “Facilities and reputation of the university” are critical factors which showed significant differences based

on the nationality of the respondents. This confirmed the previous result of Mazzarol and Soutar (2002). The “Location and climate” factor also influences the attractiveness of a host country. Focus group discussions with students suggested that this environment was a significant influence. The results from the questionnaire indicate that international students are looking for a safe place with a good quality learning environment. Students from China view Thailand as a preferred destination to the UK, United States or Canada because the weather is warmer and more similar to their own country.

5.3 Recommendations

The findings from this study suggest that international students choosing H&T as their major are influenced by intrinsic motivations such as interest in the foreign culture, love of academic field, or recognition of the attractiveness of a career in the hospitality and tourism industry. Students are anticipating a challenge from the experience of studying in an H&T program in Thailand. It is important for educational administrators to note all the push-pull factors identified by this study.

Generally, students at the initial stage need an impetus to study abroad. Universities play a vital role in providing the relevant information and promoting to the student who is making that decision as the initial push factor. If universities promote the areas of intercultural skills students will learn, information about job opportunities in the H&T industry, and the cost of fees and living abroad in their message, it would attract more students to overcome the initial motivational stage. One significant result from this study is that half of the respondents had contemplated studying abroad. The primary reasons for wanting to be educated overseas were: “Desire to experience a different culture”, “Desire to practice and improve their English”, and to “Gain a competitive advantage and differentiate themselves in the job market”. The implication of this finding is that Thai universities and institutions could convince and establish courses relevant to internationalization to attract and retain this target group of international students. Due to globalization the middle-class of many Asian countries is allowing them a standard of living unknown previously to this group of people. The hospitality and tourism industry is developing rapidly in Asian countries to satisfy this larger and expanding market. The university or agents should promote the quality, reputation and location of an Asian country so that it will attract more

students. Universities should increase the number of courses being offered and improve the quality of the courses as well as the teachers and staff. The university should create a friendly and international environment; encourage students to interact with each other so that they can exchange information and cultural behaviors with their student body from the host country itself and other countries as well. This would not only push students to continue their education process, but also pull new students to come to their universities. Universities must improve their website design because students find most information from there and they prefer a good design homepage that is easy to access and follow.

International students from different countries were affected by the influence of push-pull factors in different ways. It can be concluded that the need for international education and the what guides the decision making process for each group of students is dissimilar. It is recommended that marketing strategies be used to create and support a higher demand for international education, and to assess its value amongst three groups of international students.

In conclusion, educational universities and institutions, as well as national, regional and local governments must engage in attracting international students by strengthening their positive image, eliminating weaknesses and thus increasing their possibilities of being chosen as a destination for consumption of higher educational services.

5.4 Limitations and Suggestions for Further Study

There were some limitations in this study: (1) due to the small sample size of Hospitality & Tourism international students who study in Thailand; 4 universities out of 20 universities. Data was collected from 4 universities and it represented only 20% of the population. The results of this study cannot be generalized, (2) most respondents in this study were Chinese students so biases could have occurred, (3) Due to the convenience sampling method, the results of this study are only a reflection of those respondents who participated in the survey. The representativeness and generalizations of the findings are limited to the target population.

In 2015, the ASEAN Community (AC) is expected to be completely implemented. Due to this fact, future research should focus on specific nationality, especially in ASEAN countries and China as we can expect more internalization of education to occur amongst these countries. Additionally, a wider variety of push-pull factors should be considered to understand the

motivational factors more precisely. The results of this will have a significant implication for destination competitiveness and type of product development which will help the marketing departments of universities. Further study in this area could help Thailand to develop more appropriate educational products and to market these products and the images associated with them in a manner that maximizes the destination's appeal to the targeted markets.

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APPENDIX

APPENDIX A



Questionnaire

The Motivation Factors Affecting Selection Decision of International Students Attending Hospitality & Tourism International Programs in Thailand

The research of “The motivation factors affecting selection decision of Hospitality & Tourism Students attending Hospitality & Tourism International Programs in Thailand” is on behalf of Master degree in Faculty of Hospitality and Tourism, Prince of Songkla University (International Program). The objective of this study is to investigate the push and pull factors for international students attending the Hospitality & Tourism program in Thailand. The result of this study will be useful for universities offering international H&T programs in Thailand to understand the international Hospitality and Tourism students’ motivations and selection behaviour.

Thank you very much in advance for your kindness
participation.

Kobchai Satjasoontonwatee,
Researcher

Part I: Personal Information

1. Gender

 Male Female

2. Age Years

3. Nationality

4. My country of residence

5. Name of University/Institute.....

6. Program you taken in this university

 Bachelor degree Master degree Doctoral degree

7. Please state your Major

 Hotel Management Tourism Management Hotel & Tourism Management Hospitality Management Hospitality & Tourism Management Others, please specify

.....

8. What is the main source of information you used before you made a decision to study at this university?

 University website Agent Your home country

school/university

 Family/Friends Magazine/Journal/Newspaper Others, please specify**Objective 1:** To investigate the push factors for international Hospitality and Tourism students in Thailand.**How important did these factors affect your selection decision to study outside your home country?**

5 = "Extremely important", 4 = "Very important", 3 = "important", 2 = "Slightly important",

1 = "not important"

Part II: Push Factors	5	4	3	2	1
1. Host country knowledge and awareness					
2. Recommendations of family and friends					
3. Cost (monetary and social)					
4. Geographic proximity to the home country					
5. The presence of family and friends currently or formerly residing in the host country					
6. Desire to experience a different culture					
7. Desire to practice and improve their English					
8. Aspiration to gain a competitive advantage by differentiating themselves in the job market					
9. Wish to find work opportunities abroad					
10. Limited choices and low educational quality in their own country					
11. Fulfillment of my parents' ambitions					
12. Desire to remain in the foreign country to gain permanent residence					
13. Inability to gain entry to a program in their own country at a top university.					

14. Are there any other push factors affecting your decision? If yes, please specify.

.....

.....

.....

.....

Objective 2: To investigate the pull factors affecting the decision process for Hospitality and Tourism international programs in Thailand.

How important did these factors affect your selection decision to study in this university?

5 = "Extremely important", 4 = "Very important", 3 = "important", 2 = "Slightly important",

1 = "not important"

Part III: Pull Factors	5	4	3	2	1
1. Cost of Education					
2. Financial aid from the university					
3. Availability of scholarships					
4. Cost of living in the area					
5. Location					
6. Public safety in the area					
7. Facilities at the university					
8. Size of the university					
9. Attractiveness of the campus					
10. Campus atmosphere & activities					
11. Availability of quiet areas					
12. Climate					
13. Urban/rural setting					
14. Reputation of the university					
15. Public/private university					
16. Quality of program & courses					
17. Reputation of faculty members/lecturers/professors					
18. Number of international students in the program/university					
19. Friends/relatives already living in the area					
20. Accessibility of information about the university					
21. Opportunity for post-graduation employment					
22. Recommendation by parents/relatives					
23. Recommendation by an agent					

Thank you very much for your kind participation!

APPENDIX B

List of 20 Universities providing Hospitality & Tourism international program by the Office of
the higher Education Commission (MUA) in 2011

University Name	Degree
1.Assumption	Bachelor, Master, Doctoral
2.Bangkok	Bachelor
3.Bhurapha	Bachelor
4.Christian	Bachelor
5. Dhurakij Pundit	Bachelor
6. Dusit Thani	Bachelor
7.Mahasarakham	Bachelor
8.Mahidol International	Bachelor
9.Naresuan	Bachelor
10.Payap	Bachelor
11.Prince of Songkla	Bachelor, Master
12.Rangsit	Bachelor
13.Rajamangala University of Technology Thanyaburi	Bachelor
14.Siam International	Bachelor
15.Silpakorn	Bachelor, Master
16.Sripatum	Bachelor
17.Stamford	Bachelor, Master
18.St. Theresa	Bachelor
19.Suan Sunandha Rajabhat	Bachelor
20.Ubon Ratchathani	Master

VITAE

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Bachelor of Arts: English	Prince of Songkla Pattani campus	2001

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Kobchai Satjasoontonwatee and Asst. Prof. Dr. Naree Weerakit (2013).

The Motivation Factors Affecting Selection Decision of International Students Attending
 Hospitality & Tourism International Programs in Thailand.

The 1st Annual PSU Phuket International Conference 2012. January 10-12, 2013, Phuket,
 Thailand