Psychometric Properties ofDecision to Study Abroad Attributesamong International Edu-tourists from Emerging Economies

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Abstract: This article developed and validates the psychometric properties of attributes that influences edu-tourists from emerging economies to study in emerging country (AISE) in respect to Malaysia. A survey was done on 1000 international edu-tourists from Africa, Asia and Middle-East in 13 Malaysian edu-tourism institutions. The structure of the underlying dimensions of decision to study abroad was framed based on the Push andPull theory and literature. Reliability analysis, exploratory, and confirmatory factor analysis were applied to investigate internal consistency and construct validity of the AISE model using SPSS and Analysis of Moment Structure version 22. The Composite Reliability (CR) and Average Variance Extracted (AVE) were examined to determine the construct reliability and convergent validity. Result of exploratory factor analysis showed that four dimensions emerged with 20 corresponding items. The confirmatory factor analysis confirmed a three-dimensional model with14 corresponding indicators of a good fit. Dimensions in the final model include: Social-cultural factor, Economic factor, and Career development with valid Cronbach's Alpha values and a good construct reliability. The value of the AVE shows that the AISE model has adequate convergent validity. Since the focus of the Malaysian government is to attract 200, 000 international edu-tourists by the year 2020. Factors capable of determining international edu-tourists from other emerging countries to decide to study abroad in Malaysia need to be identified. This study suggests a three-dimensional AISE model capable of explaining the decision to study abroad behaviour of international edu-tourists from emerging economies.

Keywords: Edu-tourism, International Edu-tourists, Emerging-Economy, Malaysia.

I. BACKGROUND

Tourism is the temporary movement of a person(s) to destination(s) outside their original place of residence while being motivated by perceived attractions (Wall and Mathieson, 2006). Attraction in this context defines the motive of a trip (Okoli, 2001; Cohen, 1979; Smith, 1977); hence, the motive for a trip determines the typology of tourism (Wahab and Cooper, 2001). Edu-tourism is one of the tourism typologies and it is primarily motivated by the quest for education (Ritchie et al., 2003). It refers to a form of tourism in which participants travel to a location outside their original places of domicile with the primary purpose of exploring education resources (Jiménez and Luis, 1986). Various forms of edu-tourism in practice include participation in an academic conference outside one's place of residence (Dwyer, 2002; Leipe et al., 2000; Oppermann, 1996), adult study tours / lifelong learning (Wood, 2001; Kalinowski and Weiler, 1992), participation in university study (Armstrong et al., 2014; Corigliano, 2011; Shi et al., 2010), secondary school students travel, and exchange programs (Smith and Jenner, 1997) among others. The above revealed that tourism based on the need to explore educational resources that translates to acquisition of knowledge gives rise to the concept of edu-tourism. However, the present article focuses on edu-tourism that is motivatedby quest for university education. This is because; this type of edu-tourism is gradually becoming an attractive economic activity due to its socio-economic benefits (Anthony et al., 2004). Participation in university studiesoutside one home country (i.e. International university studies) is significant in term of size and export earnings, it is knowledge intensive, and highly value added (Shank,et, al, 2005). In view of this, emerging countries and more so Malaysia are consciously improving theiruniversities infrastructure, and capacity to actively participate in exporting it as edu-tourism product (Jason et al., 2011; Foo et al., 2010). Therefore, attempt to succeed in attracting international edu-tourists to universities in emerging countries, especially Malaysia depend on understandingfactors that influencesthe decision to study abroad among international edu-tourists (Jacqueline, 2010; Siti et al., 2010).

Globally,edu-tourism system had been characterised by edu-tourist mobility from emerging countries to the West (i.e. Traditional Edu-tourist Migration, TEM) (Chen, 2007; Verbik and Lasanowski, 2007). TEM in

this context implies the decision of international edu-tourists from emerging economies to choose to study in edu-tourism institution (i.e. University) located in a developed country (Robert et al., 2010; Bodycott, 2009; Cant, 2009; Chen, 2007). This trend is now changing as many emerging countries including, Malaysia now play host to international edu-tourists from other emerging countries (i.e. Contemporary Edu-tourist Migration, CEM) (Marianne, 2014; Backer and Kolster, 2012).CEM is therefore defined as the decision of international edu-tourists from emerging economies to choose to study in edu-tourism institution located in an emerging country (Backer and Kolster, 2012; Siti et al, 2010). Due to dynamic nature of international edu-tourist's behaviour, and variation in the level of development of edu-tourist resources of countries, it was reported that factors that influences international edu-tourist's study decision in the traditional edu-tourist mobility context differs from that of the contemporary edu-tourist mobility trends and more-so in Malaysia (Marianne, 2014; Backer and Kolster, 2012).

Attempts have been made to develop instrument to measure the psychosocial dimensions underlying decision to study abroad in the context of the TEM, though, none of these instruments have undergone thorough psychometric validation (Marianne, 2014; Backer and Kolster, 2012; Roberts et al., 2010; Chen, 2007). Since the CEM is a new trend in international edu-tourist migration, there is a need to develop andvalidate the psychometric properties of attributes that influences edu-tourists from emerging economies to choose to study in emerging country (AISE). An extensive literature review shows that, at this time, no validated AISE instrument that measures attributes that influence new edu-tourist migration behaviour in the context of Malaysia is available thus, the gap to fill in the present study. The survey items in the AISE instrument and the domains in which they were grouped, were developed using previous literature, and content-validated by an extensive Delphi process using experts' knowledge on international edu-tourist management. The newly developed AISE instrument need to undergo further analysis of its psychometric properties to be considered fully valid and reliable for use in future research.

Reliability analysis determined the extent to which each underlying variables are free from random measurement errors (Kline, 2005), and yield consistent results. Reliability of a construct is examined by assessing indicators' reliability and composite reliability (Bagozzi and Yi, 2012; Hair et al., 2012). Bagozzi and Yi (2012) and Pallant (2010) suggested reporting both standardised and unstandardized coefficients. The standardised coefficients are obtained from the average correlation of standardised items-score within a dimension. Meanwhile, unstandardized coefficients are computed based on the average covariance items-score within a dimension. However, Cronbach's Alpha value could be interpreted similar to correlation coefficient with its value ranging from 1-0. The Cronbach's Alpha value which is seemed the most applied measure is applied in the present study (Bagozzi and Yi, 2012; Kline, 2011; Coakes et al., 2009). It is pertinent to state that when scales for measuring a phenomena of concern contains sub-scales that may not necessarily be combined, calculating reliability for each of the constructs separately was suggested (Pallant, 2010). In view of this, reliability analysis was conducted on each factors influencing international edu-tourist'sdecision to study abroad in respect of Malaysia. It is important to state that there is no universally accepted cut-off value for indicator and composite reliability (Bagozzi and Yi, 2012). However, composite reliability with the Cronbach's Alpha values between 0.60 and 0.70 in exploratory research and between 0.70 and 0.90 in advanced research are considered desirable (Nunnally and Bernstein, 1994).

Construct validity on the other hand explains the extent to which an instrument measures the construct it intended to measure (Pallant, 2010). Factor analysis is often applied to measure the inter-correlation of the instrument's components, which subsequently condense the number of dimensions in the instrument by grouping the related items under the same dimension (Pallant, 2010; Hair et al., 2006; Thompson, 2004). Construct validity is achieved when the scale measures the differences between contracting groups of participants (Pallant, 2010; Santos, 1999), reflects the framework hypothesised in a hypothesis testing study (Brown, 2012), and can undergo a confirmatory factor analysis which adequately establishes that the measurement model fits the data (Cudeck and MacCallum, 2012). This implies that a scale must be tested for both reliability and validity qualities in order to ensure it measures what it is supposed to measure and the measurement obtained is reproducible over time and occasion if similar attributes are being measured. As it applied to the present study, the reliability and validity evidence of the AISE scale which was developed to measure attributes that influences international edu-tourists from emerging economies to choose to study in Malaysia is investigated. It is hoped that this study will provide ample evidence to ensure that this new scale can be used as a valid and reliable instrument to identify factors that influences international edu-tourists from emerging economies to choose to study in any emerging economies.

II. RESEARCH METHODOLOGY

Attributes that Influence International Edu-Tourists from Emerging Economies to Study in an Emerging Economy (AISE)

The AISE scales was developed based on Chen's synthesis framework. Chen synthesis model is a traditional edu-tourist destination choice model that explained attributes that influences international edu-tourists from emerging economies to study in the developed economy. The Chen model was modified to propose the new AISE framework base on the Push andPull theory. Numerous empirical studies had applied the Push andPull theory in tourism motivation studies (Jason et al., 2011; Bashar and Ahamad, 2010; Foo et al., 2010; Jacqueline, 2010; Baloglu and Uysal, 1996; Lee and Tan, 1984; Crompton, 1979). The theory in the context of tourism holds that tourists are motivated to travel outside their original place of abode, because, they are pushed by their internal forces of the tourist (intrinsic factors) and the external forces (extrinsic factors) of tourist's origin country (Baloglu and Uysal, 1996; Lee and Tan, 1984). This implies that push factors are tourists' personal oriented and his origin country based. The theory also explained the pull side of tourist migration, and holds that tourists are pulled to migrate to a particular tourist destination as a result of the tourist's perception and expectations and other touristic image of the destination (Baloglu and Uysal, 1996; Lee and Tan, 1984).

As it applied to this study, the theory holds that edu-tourists from emerging countries are motivated to embark to study abroad because they are pushed by their internal (intrinsic) forces and the external (extrinsic) forces of their origin country (Foo et al., 2009, Mazzarrol and Soutar, 2002; McMahon, 1992). This implies that push factor is divided into intrinsic and extrinsic dimensions (Mazzarrol and Soutar, 2002; McMahon, 1992). The intrinsic dimension explained the personal desire, and preferences that motivate edu-tourists to seek cross border edu-tourism services (Becker and Kolster, 2012). In view of this explanation, student's characteristics attribute in the Chen's framework was modified and replaced with "edu-tourist's characteristics". This is to ensure that the proposed framework reflects edu-tourism context. Furthermore, three student characteristic indicators- academic ability, social economic status, and personal characteristics in Chen's framework were retained as items that measured edu-tourist characteristics (Chen, 2007; Mc Mahon, 1992).In addition, the attribute "significant others" in Chen's model is excluded from the proposed AISE framework as it does not reflect the intrinsic desire of edu-tourists to choose to study abroad. Thus, based on literature, the following dimensions are assumed as intrinsic push attributes that motivates international edu-tourists from emerging economies to choose to study abroad:

i. Edu-tourist characteristics (Chen, 2007; Mc Mahon, 1992),
ii. Academic learning (Becker and Kolster, 2012; Mazzarol and Soutar, 2002),
iii. Quest for career development (Becker and Kolster, 2012), and
iv. Socio-cultural factor (Rhodes, 2010; Van Hoof and Verbeeten, 2005; Mazzarol and Soutar, 2002; Carlson et al., 1990).

The latter, "extrinsic attribute" according to the Push andPull theory emphasised on the characteristics of edu-tourists' home country that push them to decide to study overseas (Becker and Kolster, 2012; Mazzarol and Soutar, 2002). Becker and Kolster (2012) argued that due to incompatibility of Mazzarol and Soutar (2002) and Chen (2007) studies, more research is needed to gain more insight into the extrinsic attributes of international edu-tourists from emerging economies thatchoose to study in emerging country. Hence, since pull attributes does not push international edu-tourists to choose to study abroad, rather, pull attributes according to the push-pull theory represents those attributes that made an edu-tourist destination to be attractive to potential edu-tourists (Becker and Kolster, 2012). Therefore, incorporating pull attribute in Chen's framework into the new AISE framework is not necessary. Furthermore, the attribute "external pull factor (host country) - positive, and or negative" in Chen's framework is excluded from the proposed AISE model. This is because pull factors do not push international edu-tourists to choose to study abroad, rather, it represents those attributes that made a particular edu-tourist destination country and university to be attractive to potential edu-tourists (Becker and Kolster, 2012). Also modified in Chen model is the attribute "external push (home country)" as the dimension is not measured thus, excluded from the proposed AISE framework. However, based on literature, the following attributes are considered as extrinsic push attributes in the proposed AISE framework:

i. Economic factor (Mc Mahon, 1992; Agarwal and Winkler, 1985), and,
ii. Educational/academic system in edu-tourist home country (Kapur and McHale, 2005; Mazzarol and Soutar, 2002).

In view of the above information, the following six attributes (i.e. Push factors)are assumed to motivate international edu-tourists from emerging economies to choose to study in Malaysia:

i. Edu-tourist characteristics (Chen, 2007; Mc Mahon, 1992),
ii. Academic learning (Becker and Kolster, 2012; Mazzarol and Soutar, 2002),
iii.Quest for career development (Becker and Kolster, 2012), and
iv.Socio-cultural factor (Rhodes, 2010; Van Hoof and Verbeeten, 2005; Mazzarol and Soutar, 2002; Carlson et al., 1990).
v. Economic factor (Mc Mahon, 1992; Agarwal and Winkler, 1985), and,

vi. Educational/academic system in edu-tourist home country (Kapur and McHale, 2005; Mazzarol and Soutar, 2002).

The items of the six attributes were derived from literature review and discussion with the experts in tourism. Items conveying characteristics of the six dimensions most clearly were selected. About five items were selected for each of dimensions. The items undergone a process of scrutiny and evaluation, as a result, the language of the items was modified to make it simple and suitable to express the concept implied. Each item was rated using 5-likert scale answer of: 5 strongly agreed to 1 strongly not agreed to indicate how close the statement described the respondents' behaviour. The items were initially administered to a sample of 55 international edu-tourists from the Universiti Putra Malaysia (UPM). This test was done in February, 2014 to check the applicability and face validity of the items. Necessary modifications were made with the experience gained through this pilot test. The selected 30 items for the six corresponding attributes were shown in Appendix 1.

Population of the Study

The research population include 16, 205 international edu-tourists (i.e. both undergraduates and postgraduates) from the six emerging countries of People Republic of China, Indonesia, Iran, Nigeria, Sudan, and Yemen who enrolled in13 selected Malaysian universities (Public and Private). These six selected countries had consistently top the list of countries that generates international edu-tourists to Malaysian universities over the last six years based on recent available data. Aside, the Gross National Income (GNI) per capita of these selected countries shows that they are emerging countries. The 13 Malaysian universities selected for the comprised of 7 public and 6 private universities. These universities were selected based on their global recognition and popularity among international edu-tourists in Malaysia.

Sample Size and Sampling Method

The sample size for the present study is 1000 was adopted based on the suggestion of MacCallum et al. (1999) that a sample size of 1000 observations is excellent for a factor analysis. However, to determine samples to be selected from each of the 13 selected universities, the study utilized the method of proportional allocation, suggested by Kothari (1990). To achieve this, the enrolment statistics of the international edu-tourists, both the undergraduates and postgraduates, from each of the six selected countries in the 13 universities thus, the population (N) size of 16, 205 were obtained. The proportion of international edu-tourists from each of the six selected countries (i.e. Pi....5,) to be drawn from the population (N) of 16,205 edu-tourists was determined. Hence, Pi....5, / N. The sample size of each of the six selected countries (i.e. ni.....5) was determined by multiplying the sample size (n) for this study, put at 1000, with the enrolment proportion of international edu-tourists for each of the countries. Hence, Pi....5,/ n. The process was repeated in the 13 universities to determine the sample size for international edu-tourists per country, per university and level of programme.Since it is practically impossible to access the nominal register of international edu-tourists from the six selected countries at each of the target institutions, hence, the researchers opted for non-probability sampling with convenience sampling technique. The researchers personally visited each of the thirteen targeted universities in Malaysia and, thus, administered the structured questionnaires to every international edu-tourist from the targeted six countries until the sample size per countries, university, and level of programmewas filled as shown in Appendix 2, Table 1&2.

III. METHOD OF DATA ANALYSIS

Reliability Analysis

Reliability analysis was done to determine the reliability of the questionnaire. Internal consistency of the items was measured using Cronbach's alpha coefficient. For an estimation of reliability, statistical reliability of individual items was done. Items with corrected-item total correlation value of more than 0.3 were selected and items with corrected-item total correlation value of less than 0.3 were removed. The Cronbach's alpha value of deleted item could determine which item highly contributed to reliability of each dimensions in the AISE framework. If the Cronbach's alpha value for those items-deleted decreased, it would indicate that the items highly contributed to alpha value. In contrast, if the Cronbach's alpha value for those items-deleted increased, it would indicate that the items poorly contributed to alpha value. The items of each dimensions in the AISE framework were considered to represent measure of good internal consistency if the total alpha value was more than 0.6 (Bagozzi and Yi, 2012; Hair et al., 2012; Kline, 2005; Nunnally and Bernstein, 1994).

Exploratory Factor Analysis

Collected data was analysed using Analysis of Moment Structure Software (AMOS) version 22. Factor Analysis was done to determine construct validity of the AISE framework. Kaiser-Meyer-Olkin (KMO) test and

Bartlett's test of sphericity was applied to measure the sampling adequacy and appropriateness of the factors extracted (Pallant, 2010; Coakes et al., 2009; Chatfield and Collins, 1992). The sample and factors extracted was considered as adequate and appropriate if i) KMO value was more than 0.5 and ii) Bartlett's test was significant (p-value less than 0.05). Principal Component Analysis (PCA) method was applied in extraction of components. Components with Eigen values of over 1 were retained. With the assumption that all items were uncorrelated with each other, Varimax rotation was applied in order to optimize the loading factor of each item on the extracted components. Items with loading factor of more than plus or minus 0.3 were considered as an acceptable loading factor (Pallant, 2010; Hair et al, 2006; Kline, 2005).

Confirmatory Factor Analysis

The analysis was done using Analysis of Moment Structure (AMOS) software version 22. The measurement model fit with the data was checked with model chi-square goodness-of-fit, and approximate fit indexes (Byrne, 2010). Insignificant model chi-square goodness-of-fit (set at 0.05) signifies model fit. For approximate fit indexes, Goodness of Fit Index (GFI), Adjusted Goodness of Fit Index (AGFI), Normed fit index (NFI), relative fit index (RFI), incremental fit index (IFI), Tucker-Lewis fit index (TFI) and comparative fit index (CFI) of above 0.9 would indicate model fit (Kline, 2011; Byrne, 2010). For another approximate fit index, root mean square error of approximation (RMSEA), a value less than 0.08 Root Mean Squared Residual (RMR) value less than 0.05 would signify reasonable model fit (Kline, 2011). Significance of standardized regression weight (standardized loading factor) estimates signifies that the indicator variables are significant and representative of their latent variable. Significance of estimates of correlations indicates significant two-way correlation between specified variables. Modification indices (M.I) suggested correlations between variables and the respective reductions in chi-square values should these correlations added to the model. Though reduction in chi-square values would improve model fit, following the suggestions in M.I. should be based on literature review or theoretical basis (Kline, 2011). Based on the final model, Composite Reliability (CR) and Average Variance Extracted (AVE) were calculated manually by computing formulas given by Fornell and Larckers (2015) using the Microsoft Excel 2007.

IV. RESULTS AND FINDINGS
Results of Questionnaires Distribution / Demographic Analysis of Respondents

A total of 1000 questionnaires were distributed personally by the researcher to the targeted participants. About 830 of the questionnaires out of the 1000 that was administered were filled and returned, giving a response rate of 83%. After the initial data screening, about 705 of the returned questionnaires was found usable (70.5%) thus, conformed to expectations in a face to face survey (Bateman et al., 2002). Basically, participants for the present study consist of 705 respondents of whom about 62.1% are male while 37.9% are female. In terms of marital status, 63.5% of the respondents are single, 35.5% are married, and 0.7% and 0.3% are divorcee and others respectively. The age distribution of respondents was divided into four groups, and the largest age group of the participants are between the ages 17 to 26 which comprised of 49.8% of the sampled population. Analysis of participant's distribution by education qualification shows that about 30.5%, 31.5% and 38.0% of respondents are studying for a Bachelors, Masters and Doctorate degree programmes respectively. The nationality distributions of the respondents include nationals of Iran with 42.1% of the total participants, followed by Indonesians, 19.7%, Nigerian, 14.3%, Chinese, 9.5%, Sudanese, 9.1% and Yemeni, 5.2%. Analysis of distribution of respondents' choice of edu-tourist institutions in Malaysia reveals that about 15.9% of international edu-tourists used for the study are studying at University Teknologi Malaysia (UTM), 14.6% studying at University Putra Malaysia (UPM), 12.5% at University Sains Malaysia (USM), and 10.2% of the edu-tourists studying at Universiti Malaya. Other edu-tourist institutions where international edu-tourists used for the study include International Islamic University 10.1%, Universiti Utara Malaysia (UUM), 7.0%, Universiti Kebangsaan Malaysia (UKM), 6.5%, Limkokwing, and Taylor's university, 4.8%. Multimedia university, Linton University, Asian Pacific University, and INTI University shows 4.0%, 3.4%, 3.0% and 3.3% of the participants respectively.

Reliability Analysis

The reliability of measures of dimensions of decision to study abroad among international edu-tourists in Malaysia was assessed based on Cronbach's Alpha. The Cronbach's Alpha value of all individual items for each dimensions range between .556 and .858, except for items of "Edu-tourist characteristics" and "Academic learning" with Cronbach Alpha value range of .340 and .553. Aside, the coefficients of items of "Edu-tourist characteristics" and "Academic learning" were found to be less than the overall computed reliability value for each dimension as shown in Appendix 3. The conclusion that could be reached based on these findings is that all items measure their underlying dimensions consistently except for items of "Edu-tourist characteristics" and "Academic learning". Therefore, the two dimensions: "Edu-tourist characteristics" and "Academic learning" are

dropped from the scale (Coakes et al., 2009). The composite reliability for each of the six aggregate dimensions ranges between 0.75 to 0.871 except for "Edu-tourist characteristics" and "Academic learning" with composite score of .439 and .511 respectively (See Appendix 3). This suggests that the two dimensions are not reliable. However, the composite reliability scores of the remaining four dimensions: - Career development, (α=0.775), Social cultural factor, (α=0.871), Economic factor of the origin country, (α=0.859), and education / academic system of the host country, (α= 0.704) shows that they are all statistically reliable. This implies that items for the remaining four measures of decision to study abroad among international edu-tourists in Malaysia are internally consistent (Barrett, 2007).

Exploratory Factor Analysis

The sample was adequate and appropriate as indicated by i) a KMO value of 0.882 and ii) Bartlett's test of sphericity being significant (p-value = .000). Appendix 4 showed the exploratory factor analysis results where four components were extracted without forced extraction using principal component analysis (PCA) with rotation of Varimax. The analysis showed that all the items were well loaded on the four components with factor loadings more than 0.3. These findings indicate that the AISE framework has a good construct. The total variance explained by these four components was 62.70% which was acceptable. Reliability analysis shows that the total Cronbach's alpha value of the AISE framework was >0.7 which indicated a high level of internal consistency (Hair et al. 2006; Nunnally, 1978). The Cronbach's alpha values of the Economic factor of the origin country (α=0.859), Social cultural factor of edu-tourist (α=0.871), Quest for career development (α=0.775), and Education / academic system of the host country (α= 0.704) as shown in Appendix 4. Those domains show very good level of internal consistency (Hair et al. 2006). Appendix 4 also shows that all the items has corrected-item total correlation of more than 0.3 and highly contributed to the inventory reliability as the Cronbach's alpha value decreased after deleting the items.

Confirmatory Factor Analysis
Model 1: Four-factor model with 20 items (i.e. Career Development represented by Q11, Q12, Q13, Q14and Q15; social / cultural factor represented by Q16, Q17, Q18, Q19, and Q20; economic factor represented by, Q21, Q22, Q23, Q24 and Q25 and education / academic system of home country represented by Q26, Q27, Q28, Q29, and Q30;) was analysed by the AMOS and the result revealed a poor fit with the latent constructs. The result of the initial model specification did not fit well to the data, as the normed chi-square (CMIN/DF) = 3.36; comparative fit index (CFI) = 0.796; goodness of fit index (GFI) = 0.751; root mean square error of approximation (RMSEA) = 0.058; and incremental Fit Index (IFI) = 0.797. These indicate the need for further modification of the model.

Model 2: Based on the M.I recommendation, four items (i.e. Q27, Q28, Q29, and Q30) were removed from the initial model. In view of the fact that only one item (i.e. Q26) could not justify the retention of the dimension "education / academic system of home country", hence, the dimension was removed including item Q11 in "Career Development" dimension. Three-factor model with 24 items was analysed and found a good fit with the latent constructs (X2 (df) = 266.653(74), p = 0.000, GFI (goodness of fit index) = 0.948, TLI (Tucker-Lewis fix index) = 0.951, CFI (comparative fix index) = 0.960, IFI (incremental fit index) = 0.960, and RMSEA (root mean square error of approximation) = 0.06). Since all the goodness of fit indices showed the fitness of this model, therefore it is considered as the final model for the AISE framework as shown in Appendix 5. Standardized factor loadings showed that all the items in this model well loaded on each latent construct (Appendix 5). There are good correlations between the three dimensions of edu-tourists' decision to study abroad indicating they were not exclusively independent of each other (the r value ranged from 0.54 to 0.94) (Appendix 5).

Furthermore, the final AISE measurement model was examined for convergent and discriminant validity as earlier explained, including, assessment of the model for composite reliability. Convergent validity is determined by examining the values of composite reliability (CR) and average variance extracted (AVE). Both CR and AVE computed for the model meet the cut-off minimum values of 0.7 and 0.5, respectively as shown in Appendix 6. Values in parentheses indicates correlation between the three dimensions in the AISE measurement model. Therefore, the value of CR is greater than 0.7 hence; indicate the fulfilment of composite reliability. Convergent validity is achieved when all the CR values corresponding to different dimensions exceeds their respective AVE values. The result evidences the fulfilment of this rule as shown in Appendix 6. The discriminant validity was assessed by examining both minimum shared variance (MSV) and average shared variance (ASV). The rule of thumb for achieving discriminant validity is if the values of both MSV and ASV are less than their corresponding AVE values for each of the dimensions. The evidences of this rule are met as shown in Appendix 6. Better still, discriminant validity can also be assessed by comparing the square root of

AVE values of each of the dimensions along the diagonal with the square correlation among variables (Hair et al., 2010; Teo and Lee, 2010; Fornell and Larcker, 2015). The authors opined rule of thumb for achieving discriminant validity as when the square root of respective AVE is greater than the square correlation among variables. Thus, the results showed in Appendix 6 evidence the fulfilment of this validity. In addition, the diagonal values in the last three columns of Appendix 6 shows the square roots values of AVE of respective dimensions of decision to study abroad among international edu-tourists in Malaysia. The off-diagonal values are the square correlation among the variables. Therefore, since all diagonal values are greater than off-diagonal values, hence, discriminate validity requirement is met.

V. DISCUSSION OF FINDINGS

The confirmatory factor analysis showed the final model with 14 items had a good fit of constructs as all the goodness of fit indices support the model fit. The 14 items were well loaded into the three hypothetical domains (i.e. quest for career development, social cultural factor and economic factor that were proposed by Becker and Kolster, 2012; Rhodes, 2010; Mazzarol and Soutar, 2002; Mc Mahon, 1992; Agarwal and Winkler, 1985) as all the items had loading factors of more than 0.3 (Coakes et al., 2009; Barrett, 2007). This finding showed that the AISE framework has valid constructs.Furthermore, the domains were not exclusively independent from each other which are in keeping with the push pull theory (Jason et al., 2011; Bashar and Ahamad, 2010; Foo et al., 2010; Jacqueline, 2010; Baloglu and Uysal, 1996). This study provides realistic evidence to support the validity of the inventory where it measures what it should measure. Therefore, it is a valid tool to be utilized to identify internal forces of the edu-tourist (intrinsic factors) and the external forces (extrinsic factors) of their origin country that motivate them to decide to study abroad.

The reliability analysis suggested that the AISE framework demonstrated a measure of high internal consistency as its overall Cronbach's alpha value was more than 0.7. This indicated that in general the AISE framework has a good level of internal reliability (Bagozzi and Yi, 2012; Hair et al., 2012; Kline, 2011; Nunnally and Bernstein, 1994). The three domains had shown a measure of good internal consistency as their Cronbach's alpha values are > 0.7; this further prove that the internal consistency of each construct was not deteriorated as a result of item removal. They had also shown a good construct reliability and adequate convergent validity as the Composite Reliability and AVE values were more than 0.6 and 0.5 respectively (Fornell and Larcker, 2015); this was another important finding to show its construct reliability. These findings provide substantial amount of evidence to concur that the 24-items AISE framework is a reliable instrument that could be used to identify intrinsic and extrinsic factors that motivates international edu-tourists from emerging economies to choose to study in an emerging economy.

Limitations of the Study

The analyses have consistently provided satisfactory evidence to support the validity and reliability of the 14-items AISE model to measure international edu-tourist decision process to study outside their country of origin. However, the biggest limitation of this study is that only international edu-tourists from emerging economies was focused, thus, did not consider international edu-tourists from the developed economies. If this is done it may provide a more in-depth insight and more meaningful results. Edu-tourists from six countries was investigated in the current study, the sample population could be extended to other edu-tourists source countries to Malaysian universities, hence, provides better information and results. Other limitations of the study include non-investigation of leisure trips of university students in Malaysia. That is, other tourism products often demanded by international students in Malaysia aside learning at their respective universities. The number of items used to measure individual dimensions is limited to five. More indicators could have been used per dimension because some of the items were deleted during analysis, hence, resulted in loss of some dimensions in attempt to ensure that the research model fits the data.

Practical / Policy Implications

Changes in the tourism, and education industries over the last two decades have seen the convergence of these two industries with education facilitates mobility, and learning becoming an important parts of tourist's experience. Emerging countries could become more successful if they are able to link both the education and tourism industries as avenue for international exchange and learning. However, in Malaysia, the government intend to brand international trade of edu-tourism is a major sources of income, and a multi-billion dollar business. This highlight the attractiveness and importance of international students as a potential target group to fulfilling the national goal. In view of this, it is important to understand how to attract international students. Thus, knowing various reasons that influences the demand for international education is highly important to attracting edu-tourists. The present study reveals that combination of intrinsic and extrinsic push factors play key role in international edu-tourist's decision to study abroad. To be more specific, reinforced commitment for career growth, and the need to acquire international experience capable of boosting edu-tourist's career

informed their decision to study abroad. Other career development indicators that motivates international edu-tourists to decide to study outside their home country include strong desire to acquire skill sets that could enhance their career path and salary, desire to build a strong resume, and increase overall value for future employers, including, the ease to acclimate to another culture once working.   Socio-cultural factor is also identified as another important intrinsic push factor that motivated international edu-tourists to choose overseas study rather than studying locally in their home country. Thus, they want to have international connections, and develop general recognition of human conditions within a social-ecological framework. Others include desire for cross-cultural competencies, opportunity to expand communication skills, and develop international sensitivity, including, global understanding.

The economic factor of the edu-tourist's home country was also identified in the study as extrinsic factor that pushes international edu-tourists to seek for international higher education outside their countries. The study was of the view that increase demand for foreign train-skilled labour at edu-tourist's home country informed heir decision to study abroad.   The quest for human capital development of their home countries, including, desire for technological advancement are economic factors that informed their choice for overseas learning. Increase in economic wealth / per capital income in their home country, and desire of their origin countries to catch up with global economic development are economic indicators that informed their choice for international education. Thus, knowledge of these motives of international edu-tourists to study abroad may be useful in segmenting tourism, and edu-tourism market in Malaysia, including, its usefulness to designing promotional programs, and decision making about destination development.

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Appendix 1
Measures of Edu-tourist's Decision to Study Abroad

Edu-tourist Characteristics
Q1. My academic ability motivated me to choose to study abroad.
Q2. Desire to increase my socio-economic status encouraged me to decide to study abroad.
Q3. Quest for personal fulfilment motivated me to choose to study abroad.
Q4. Opportunity to gain freedom from family at origin country motivated me to study abroad.
Q5. Quest to reunite with my family abroad informed my choice to study abroad.
Academic Learning
Q6. Reinforced commitment to learn foreign language motivates me to study abroad.
Q7. Desire to learn new inventions and technology innovations motivate me to study abroad.
Q8. Dissatisfaction with quality of education at home country motivated me to study abroad.
Q9. Desire to learn a specialty not available at home country's' Universities motivated me to study abroad.
Q10. Global recognition of my previous degrees / certificates motivated me to study abroad.
Career Development
Q11. My profession requires international experience.
Q12. Reinforced commitment for career growth informed my decision to study abroad.
Q13. Desire to acquire skill sets that could enhance my career path and salary informed my decision to study abroad.
Q14. Desire to build a strong resume and increase my overall value for future employers motivated me to study abroad.
Q15. Studying abroad makes it easier to find a job and acclimate to another culture once working.
Social / Cultural Factor

Q16. Opportunity to make international connections motivated me to study abroad.
Q17. Desire for cross-cultural competencies motivated me to study abroad.
Q18. Desire to develop general recognition of human conditions within a social-ecological framework motivated me to study abroad.
Q19. Opportunity to expand communication skills informed my decision to study abroad.
Q20. Desire to develop international sensitivity and global understanding motivated me to study abroad.
Economic Factor
Q21. My home country's' desire to catch up with global economic development motivated me to study abroad.
Q22. Increase demand for foreign train-skilled labour in my country informed my decision to study abroad.
Q23. Increased economic wealth / per capital income in my country encouraged me to study abroad.
Q24. My home country's' desire to develop her human resources informed my choice to study abroad.
Q25. My home country's desire for technological advancement motivated my choice to study abroad.
Education / Academic System
Q26. High cost of education in my home country informed my decision to study abroad.
Q27. Lack of access to quality education in my home country motivated me to study abroad.
Q28. Inadequate infrastructure that supports quality education in my home country informed my choice to study overseas.
Q29. Perception that foreign university graduates are believed to be better trained informed my choice to study abroad.
Q30. Unavailability of desired program / specialization in my country's Universities motivated me to seek overseas option.

Appendix 2
Table 1: Sample Size of International Edu-tourists from Iran, Indonesia, China, Nigeria, Sudan, and Yemen in Selected Public Universities in Malaysia

		IIUM		UM		USM		UKM		UPM		UTM		UUM	
S/n Country		**P/ G**	**U/G**	**P/ G**	**U/G**	**P/ G**	**U/G**	**P/ G**	**U/G**	**P/ G**	**U/G**	**P/ G**	**U/G**	**P/ G**	**U/G**
1	Iran	4	1	35	6	74	2	23	-	89	2	86	2	0	0
2	Indonesia	23	19	20	5	4	1	29	-	5	1	20	1	17	15
3	China	3	6	15	7	3	7	2	-	3	6	2	2	2	17
4	Nigeria	12	1	7	1	25	2	2	-	32	2	21	2	16	3
5	Sudan	4	6	5	1	7	0	13	-	7	1	8	1	6	8
6	Yemen	4	12	3	1	2	0	1	-	3	0	6	1	0	0
	Total	**51**	**45**	**85**	**20**	**115**	**13**	**70**	**-**	**138**	**12**	**143**	**9**	**41**	**44**

Note: IIUM = International Islamic University, UM = Universiti Malaya, USM= Universiti Sains Malaysia, UKM = Universiti Kebangsaan, UPM = Universiti Putra Malaysia, UTM = Universiti Teknologi Malaysia, and UUM=Universiti Utara Malaysia.

Table 2: Sample Size of International Edu-tourists from Iran, Indonesia, China, Nigeria, Sudan, and Yemen in Selected Private Universities in Malaysia

S/n	Country	APU		LUM		MMU		LU		TU		INTI	
		P/ G	U/G	P/ G	U/G	P/ G	U/G	P/ G	U/G	P/ G	U/G	P/ G	U/G
1	Iran	4	10	7	12	5	12	3	10	6	10	2	8
2	Indonesia	2	4	2	5	1	4	1	5	2	4	1	4
3	China	2	5	2	4	0	3	0	4	1	5	1	5
4	Nigeria	1	2	2	3	1	2	1	3	2	2	1	3
5	Sudan	1	1	1	4	1	4	0	2	1	3	1	2
6	Yemen	0	0	1	3	1	3	1	2	1	3	0	2
	Total	**9**	**23**	**15**	**31**	**10**	**27**	**7**	**25**	**13**	**28**	**6**	**20**

Note: APU = Asia Pacific University, LUM = Limkokwing University Malaysia, MMU = Multimedia University Malaysia, LU = Linton University, TU = Taylors University, and INTI = INTI University

Appendix 3
Reliability of Dimensions and Items of Decision to Study Abroad among International Edu-tourist in Malaysia

Dimensions	Initial Overall Cronbach Alpha	Initial Items Alpha	Individual Cronbach	Overall Cronbach Alpha	Final Items Alpha	Individual Cronbach
Edu-tourists' Characteristics	-	-		**.439**		-
• EDUCH 1						.396
• EDUCH 2						.340
• EDUCH 3						.409
• EDUCH 4						.372
• EDUCH 5						.403
Academic Learning	-	-		**.511**		-
• ACDLN 1						.553
• ACDLN 2						.443
• ACDLN 3						.468
• ACDLN 4						.377
• ACDLN 5						.420
Career Development	**.769**		-	**.775**		-
• CARDV 1			.775			-
• CARDV 2			.727			.768
• CARDV 3			.695			.680
• CARDV 4			.699			.669
• CARDV 5			.738			.760
Social Cultural Factor of Origin Country	-	-		**.871**		-
• SOICF 1						
• SOICF 2						.858
• SOICF 3						.830
• SOICF 4						.835
• SOICF 5						.848
						.848
Economic Factor of Origin Country	-	-		**.859**		-
• ECOFA 1						.834
• ECOFA 2						.821
• ECOFA 3						.831
• ECOFA 4						.826
• ECOFA 5						.838
Education / Academic System of Origin	**.673**		-	**.704**		-

|		
• EDUAS 1	.704	-
• EDUAS 2	.537	.570
• EDUAS 3	.555	.556
• EDUAS 4	.648	.697
• EDUAS 5	.640	.718

Appendix 4
Measures of Edu-tourist's Decision to Study Abroad among International Edu-tourists in Malaysia

Items	Economic Factor of Origin Country	Socio-Cultural Factor of Origin Country	Career Development	Education / Academic System of Origin Country
Increase demand for foreign train-skilled labour in my country motivated me to study abroad.	0.818			
Increased economic wealth / per capital income in my country motivated me to study abroad.	0.788			
Home country's' desire to develop her human resources motivated me to study abroad.	0.759			
Home country's desire for technological advancement motivated me to study abroad.	0.754			
Home country's' desire for global economic development motivated me to study abroad.	0.745			
Desire for cross-cultural competencies motivated me to study abroad.		0.816		
Desire to develop general recognition of human conditions within a social-ecological framework motivated me to study abroad.		0.802		
		0.761		
Opportunity to expand communication skills motivated me to study abroad.		0.748		
Desire to develop international sensitivity and global understanding motivated me to study abroad.		0.663		
Opportunity to make international connections motivated me to study abroad.				
Desire to build a strong resume and increase my overall value for future employers motivated me to study abroad.			0.817	
Desire to acquire skill sets that could enhance my career path and salary			0.783	

motivated me to study abroad.			
Studying abroad makes it easier to find a Job and acclimate to another culture once working		0.643	
Reinforced commitment for career growth motivated me to study abroad.		0.631	
Inadequate infrastructure that supports quality education in home country motivated me to study abroad.			0.837
Lack of access to quality education in home country motivated me to study abroad.			0.836
Unavailability of desired program / specialization in country's universities motivated me to study abroad.			0.651
Perception that foreign university graduates are believed to be better trained motivated me to study abroad.			0.505
Eigenvalue	5.983	2.249	1.932	1.122
% Variance	33.24	12.50	10.73	6.23
Cronbach's Alpha (Composite Scores)	.859	.871	.775	.704

Appendix 5
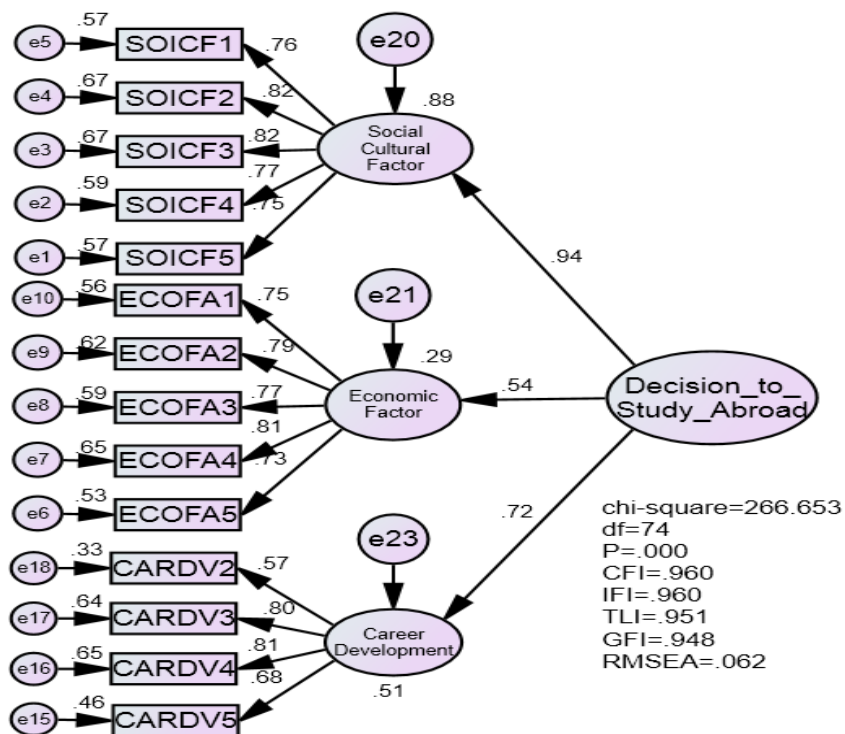
Standardized Factor Loading of the Final AISE Measurement Model

Appendix 6
Validity and Reliability of Dimensions of the AISE framework

	CR	AVE	MSV	ASV	Career Developm	Socio cultural	Economic Factor

					ent	factor	
Career Development	.821	.698	.377	.252	**.836**		
Socio cultural factor	.808	.678	.468	.422	.614	**.823**	
Economic Factor	.775	.540	.468	.298	.357	.684	**.735**

Note: Average variance was extracted from the square multiple correlation estimates based on the formula given by Fornell and Larcker (2015).

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