



EDU-TOURISM DESTINATION SELECTION MOTIVES: A FOCUS ON STUDY-ABROAD PROGRAMMES AT UNIVERSITIES IN THE WESTERN CAPE, SOUTH AFRICA

by

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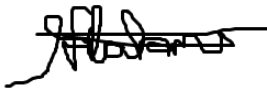
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DECLARATION

I, Elhaam Abrahams, declare that the contents of this dissertation represent my own unaided work, and that the dissertation has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology. While this work has not been submitted as part of a degree at another institution, it has informed the production of the following article:

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ABSTRACT

Destination selection motives studies cannot be over-emphasised around the phenomenon of educational tourism as such studies provide a unique platform through which to gauge the educational tourism destinations' attractiveness and strategies to improve on programmes for prospective students. Extant studies on the educational tourism industry have largely drawn on data obtained in the Global and lacking in African data. In the context of South Africa's educational tourism industry, and regarding the motivations of study-abroad students, the present study is the first of its. In this regard, the current study identified the need to focus on this gap as the researcher observed the benefit of the study abroad industry as a means of diversifying tourism activities through educational tourism. Underpinning this study was the understanding that determining the motives of study-abroad students in the Western Cape are pivotal for the future planning, management and sustainability of educational tourism as well as enhancing the industry for prospective students. Therefore, the aim of the study was to determine the motives of international students participating in study-abroad programmes at universities in the Western Cape, South Africa.

A combination of quantitative and qualitative data collection techniques, as well as primary and secondary sources was used. The target population in the study involved students participating in a study-abroad programme at universities in the Western Cape as well as key informants at various university international offices in the Western Cape, South Africa and in Baden-Württemberg Germany. A total of 75 questionnaires and five key informant interviews were administered to the participants using online resources consequent on the adverse effects of the COVID-19 pandemic.

The key findings revealed the profile of study-abroad students to be undergraduate exchange students from European countries who were financially independent, and mostly pursuing business-related qualifications. Most student respondents were between 18 to 24 years of age, seeking both a good educational and fun-packed tourism-related experience. Furthermore, the study uncovered that, when it comes to socio-psychological push factors, the excitement of living abroad, meeting new people, and gaining international exposure in their field of study often takes precedence over aspects like marketing, financial consideration, and regulatory considerations. The destination attributes pull factors were also explored through factor analysis, with five factors being generated. In order of importance, Environmental; Social; Quality; Marketing and Socio-Political factors emerged as the leading motivating factor that attracts students to the Western Cape. In addition, it was determined by the conclusion of the quantitative data that the choice to study abroad is influenced by both pull and push factors, and that addressing both is critical to the success of the sector and its capacity to recruit students. The main destination-alluring qualities should be acknowledged but marketing efforts

should include cultural experiences of the students, the viability of academic programmes, and the general appeal of the Western Cape. Furthermore, while the COVID-19 pandemic brought attention to the study abroad sector's vulnerabilities, it also highlighted the importance of resilience.

The recommendations made could lead to the improvement of the study abroad subsector and the educational tourism industry as a whole. The findings may also serve as further fodder for discussion among interested parties to revive the lucrative edu-tourism industry and develop fresh strategies for boosting the market share of study-abroad programmes in the Western Cape. The results may also be used by universities in other South African provinces to persuade them to follow the recommendations made by the Western Cape for best practices in study-abroad and to carry out original research, adding to the limited body of knowledge on edu-tourism in general and in South Africa specifically.

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DEDICATION

I dedicate this dissertation to my parents, my late father Noor Abrahams and mother Moeriesha Abrahams, as well as to my loving husband Jauhar Desai and my older sister Haanim Abrahams. Your love support and motivation encouraged me to take this journey and make it a success.

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ABBREVIATIONS AND ACRONYMS

AIFS	American Institute for Foreign Study
AR	Augmented Reality
CIEE	Council on International Educational Exchange
CPUT	Cape Peninsula University of Technology
DHBW	Duale Hochschule Baden-Württemberg
EGS GES	Environmental & Geographical Science General Education
EPITA	School of Engineering and Computer Science
ESME	Special School of Mechanics and Electricity
GDP	Gross domestic product
Gen-Z	Generation-Z
IEASA	International Education Association of South Africa
IEC	Imperial Education Consultants
IES	Institute of Education Sciences
IGNOU	Indira Gandhi National Open University
IIE	Institute of International Education
PGE	Postgraduate Certificate in Education
SKEMA	School of Knowledge Economy and Management
StatsSA	Statistics South Africa
SU	Stellenbosch University
TCL	Travel Career Ladder
TCP	Travel Career Patterns
UCT	University of Cape Town
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNWTO	United Nations World Tourism Organisation
USAC	University Studies Abroad Consortium
UWC	University of the Western Cape
VR	Virtual Reality
WHO	World Health Organization

WTTC

World Travel and Tourism Council

WYSE

World Youth Student and Educational Travel Confederation

CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

Tourism is a global phenomenon and is one of the fastest growing and largest industries in the world. It contributes to the economic, social, and environmental advancement of a country (Saayman, 2013; Loss, 2019). As noted by Saayman (2013:3), tourism can be defined as the total experience that derives from the collaboration amongst tourists, government systems, job providers and local communities in the process of providing attractions, transport and accommodation and entertainment to tourists. Thus, tourism is an industry that has a collection of businesses and individuals that organise tourists' activities (Ivanovic et al., 2009:87). Ivanovic et al. (2009:88) further state that the tourism industry consists of different sectors, namely the travel, hospitality, business, and leisure sectors.

According to the World Travel and Tourism Council (WTTC) travel and tourism contributed a total of 8.9 trillion dollars to the world's gross domestic product (GDP) in 2019 (WTTC, 2019). Moreover, for 2019, the travel and tourism industry outgrew the global economy for the ninth successive year [3.5% for Travel and Tourism versus 2.5% for global GDP] (WTTC, 2019:1). According to Loss (2019:1), travelling has been made increasingly common due to globalisation and diplomatic relations. Thus, tourists are inspired to travel more and discover new and unusual experiences. The very nature of tourism encourages the freedom of travelling and getting acquainted with diverse cultures (Ivanovic et al., 2009:45). Thus, understanding what the tourism industry is and how it works, is imperative to any country or destination.

1.2 Background of the study

Camilleri (2018:5) similarly notes that tourism purposes can be classified into three extensive categories, namely leisure tourism, business tourism and other forms of tourism, including health, educational, sport and religious pilgrimages. Travelling for education and learning is not a new phenomenon (Ritchie et al., 2003:9). Educational tourism refers to any programme through which participants travel globally to any destination as a group or individually to learn or participate in a learning experience directly related to the destination (Rodger, 1998:28). Furthermore, as stated by Ritchie et al. (2003:18), educational tourism can be formally or independently organised and can be undertaken in various man-made or natural environments. According to Tourism and More (2010:1), educational tourism is one of the fastest-expanding sectors of the travel and tourism industry and is often unnoticed by marketers and tourism professionals.

Payne (2010:8) notes that educational tourism contributes directly to a country's economy through tuition fees, living costs and student expenditure in the travel and tourism industry. Therefore, educational tourism is recognised as a vital market segment in the tourism industry (Donaldson & Gatsinzi, 2005:19). Moreover, educational tourism comprises several subdivisions including alternative “spring/winter break” travel experiences, study-abroad experiences, educational cruises, seminar vacations, school trips, and skill enhancement retreats (Tourism & More, 2010:1).

According to Tourism and More (2010:2), “study-abroad programmes provide students with anything from six-week intensive study sessions to a full year of cultural and linguistic involvement”. Study-abroad programmes serve as opportunities to study in a foreign country and experience the appeal and culture of a new destination (International Student, 2022:1). Similarly, host destinations also benefit from study-abroad programmes as international study-abroad students are important to the economy as well as contribute to the cultural and academic aspects of tertiary institutes (Aliyeva, 2015:14). Thus, international students are regarded as a significant source of diversity, revenue as well as being an important part in the cultural mix of students at universities (Eder et al., 2010:233).

According to the Centre for World University Rankings (2022:1), there are an estimated 20,000 universities in the world and South Africa has 13 universities ranked in the top 2,000 and of which three are found in the Western Cape. These are the University of Cape Town (UCT) ranked 270th, Stellenbosch University (SU), ranked 441st, and the University of the Western Cape (UWC), ranked 1186th. Though not ranked within the top 2,000 another Western Cape university is the Cape Peninsula University of Technology (CPUT). These four institutions, attract to study-abroad students (Abrahams & Bama, 2022). This highlights the fact that the Western Cape can potentially be a highly favourable study-abroad destination.

Hence, this study sought to identify the destination selection motives of educational tourism, concentrating on study-abroad programmes at the four universities in the Western Cape province in South Africa. To do so, this chapter introduces the study, while the following section defines research terms, followed by the problem statement. Thereafter, the aim of this study, the research objectives and questions, the methodology applied in this research, the significance of the research, and ethical considerations, as well as a chapter summary is provided.

1.3 Clarification of basic terms and concepts

This section presents the clarifications of basic terms and concepts in relation to the context of the study.

1.3.1 Educational tourism

Educational tourism is defined by Bodger (1998:29) as “any program in which participants travel to a location as a group with the primary purpose of engaging in learning experiences directly related to the location”.

1.3.2 Educational tourists

When focusing on edu-tourism, it should be highlighted that learning, as opposed to leisure, is the main driving force for these travellers. According to McGladdery (2016:25), educational tourists are individuals with a desire to learn, that is if the primary reason for travelling is to develop one’s knowledge, skills or values, then one may be considered to be an educational tourist. Thus, educational tourists include everyone from young children to senior citizens (McGladdery and Lubbe, 2017:2). Several authors (Arnason, 2010; Pitman et al., 2010; Richards, 2011; McGladdery and Lubbe, 2017), claim that educational tourists today are more likely to be better educated, more intellectually inclined, have more disposable cash, and care more about the environment and local cultures. Furthermore, educational tourists progressively demand an authentic, as opposed to mass-produced experience (Richards, 2011:36) and are especially cautious of the commodification of cultures (Lyons et al, 2012:370). The term "educational tourists" will be simplified as "edu-tourists" moving forward for simplicity.

1.3.3 Study-abroad programme

Study-abroad programmes can be defined as “a programme of study which is located in a different country than one’s resident country” (Your Dictionary, 2022). Another author refers to study-abroad programmes as any provisions by which students’ complete part of their degree programme through educational activities outside their country of origin (Purdue University, 2015:1). Moreover, these activities include but are not limited to, classroom study, research, internships, or service-learning (Purdue University, 2015:1). According to Tourism and More (2010:1), study-abroad programmes provide students with anything from 6-week intensive study sessions to a full year of cultural and linguistic involvement. In other words, study abroad is a term given to a programme usually run through a university, which enables a student to live and attend university in a foreign country. Furthermore, it should be noted that study-abroad programmes are primarily designed to teach students about other cultures and provide them with novel experiences that can help them discover more about themselves, boost their confidence, and pick up a foreign language (Study.com, 2022:1). However, Study.com goes further to claim that the definition of study abroad is extremely wide because programmes differ greatly in terms of their objectives, the amount of time students spend abroad, and the living situation that students experience.

1.3.4 International students

According to UNESCO (2020), international students refer to individuals who have travelled internationally for education and are enrolled in educational institutions outside their country of origin. Similarly, William Paterson University (n.d) notes that an international student is defined as “an individual who is enrolled for credit at an accredited higher education institution on a temporary visa, and who is not an immigrant, or an undocumented immigrant or a refugee”.

1.3.7 University

Merriam Webster (2022:1) describes a university as an institute of advanced learning which is authorised to grant academic diplomas and degrees by providing facilities and services for teaching and research. Likewise, Oxford Lexico (2022a:1) notes that a high-level educational society in which scholars’ study for degrees and where academic research is done is known as a university. Thus, it is apparent from these definitions that a university is a place of higher education where a certificate is obtained after a course of study has been completed.

1.4 Research problem

Extant research in the area of motives for embarking on study-abroad programmes reveals no known study could be located that considers the motives for study-abroad students participating in programmes at universities in the Western Cape, South Africa. The notion of edu-tourism is not a novelty to extant research in both tourism and education and it is believed that the initial citing of this phenomenon under scholarly interest related to the term “educational travel” (Kalinowski & Weiler, 1992; Bodger, 1998) or “edu-tourism” (Holdnak & Holland, 1996). The phenomenon has been going on in South Africa for some time, although research suggests that over the years South Africa has experienced a decline in international students (ICEF Monitor, 2017). This is evident in the decline of international student numbers which decreased from 70,000 in 2011 to 57,000 in 2013 (ICEF Monitor, 2017). Furthermore, the ICEF Monitor (2017) notes that this could be attributed to various factors such as discrimination, access to affordable housing, campus protests, safety issues such as theft as well as visa challenges for international students.

In addition, the fact that in the case of the Western Cape, there is no known study to the author’s knowledge, that has considered the destination selection motives of international study-abroad students even though the province attracts a large number of study-abroad students yearly (Kotze, 2022; Ramsahar, 2022; Umwizerwa; 2022

1.5 Aim, objectives and research questions

The aim of this study was to determine the motives of international students participating in study-abroad programmes at universities in the Western Cape, South Africa

1.5.1 Research objectives

The specific objectives of this study are:

Objective 1: To identify the profile of international students participating in study-abroad programmes at universities in the Western Cape, South Africa.

Objective 2: To investigate the socio-psychological (push) factors that influence international students to study abroad.

Objective 3: To determine the destination attributes (pull) factors that attract international students to a destination such as the Western Cape in South Africa.

Objective 4: To ascertain the trends observed by stakeholders regarding international students participating in study-abroad programmes at universities in the Western Cape, South Africa.

1.5.2 Research questions

The present study was designed to address the following specific research questions:

Question 1: What is the profile of the international students participating in study-abroad programmes at universities in the Western Cape, South Africa?

Question 2: Which socio-psychological (push) factors influence international students to study abroad?

Question 3: What are the destination attributes (pull) factors that attract international students to a destination such as the Western Cape in South Africa?

Question 4: What trends do the stakeholders observe regarding international students participating in study-abroad programmes at universities in the Western Cape, South Africa?

1.6 Delineation of the study

The research focused on study-abroad students participating in studies at the four universities in the Western Cape Province of South Africa. The researcher engaged with these students to investigate the destination selection motives for choosing the Western Cape as a preferred study-abroad destination and collect invaluable data. Furthermore, a qualitative angle was introduced to ascertain the stakeholder perceptions of the evolving trends observed in the study-abroad programme sector and to further enhance the study.

1.7 Ethical considerations

Ethical concerns are those crucial ethical principles that guarantee the anonymity of research participants' identities and prevent the fabrication or falsification of data (Brittain et al., 2020:927). In simple terms, ethical considerations are important to safeguard the integrity of the study. Ethical considerations speak to a few key factors when communicating with different participants such as obtaining permission for the research, informed consent and assent of participants younger than 18, and anonymity and confidentiality, just to mention a few (Maree,

2019:48). As a result, the current study strove to preserve the truthfulness and integrity of the research. All ethical procedures were taken into consideration and applied respectively throughout the entire research process. Details of how ethical considerations were applied to the study are further discussed in Chapter 3.

1.8 Significance of the research

The research could assist the region to improve, sustain and promote edu-tourism through planning and marketing, to the benefit of the South African edu-tourism industry as a whole. Furthermore, by understanding the travel motives of study-abroad students, the South African government could implement positive changes to policies and programmes such as simplifying the student visa requirements. In addition, identifying the profile and motives of study-abroad students in the Western Cape could contribute to the prevailing body of knowledge on edu-tourism as well as develop and enhance study-abroad programmes at a university level. Furthermore, this study can be utilised as a reference to enhance students' experiences, particularly in the Western Cape region of South Africa, and it enables universities to implement and/or enhance various marketing and recruitment tactics for international students.

1.9 The structure of the dissertation

To achieve the aim of this study, this dissertation consisted of five chapters as described in the following section.

1.9.1 Chapter 1: Introduction

Chapter 1, the introductory chapter, introduced the study, provided a background to the study and highlighted the key concepts that were addressed throughout the study. The chapter also defined the aims and objectives as well as portrayed the relevance of the study, the ethical considerations and the significance of the study.

1.9.2 Chapter 2: Literature review

Chapter 2 discussed the relevant literature on the topic, including a theoretical framework of important theories that underpinned this study. Important theories pertaining to the study included the development of edu-tourism as an industry, classifying the edu-tourism industry benefits, discussing edu-tourism trends and challenges, edu-tourism subsectors, study-abroad programmes, COVID-19 implications, profiling of study-abroad students as well as theoretical perspectives surround edu-tourism motivations.

1.9.3 Chapter 3: Methodology

Chapter 3 examined the methodology for the research and the procedures followed to collect the data from the relevant participants and how the data were analysed. The sample size was

also highlighted, research instruments discussed, and issues of ethical considerations addressed.

1.9.4 Chapter 4: Findings and discussion

Chapter 4 entails the presentation, analysis and interpretation of the results collected from the various participants. The findings are presented using bar charts, frequency tables and factor analysis.

1.9.5 Chapter 5: Conclusions and recommendations

Chapter 5 summarises the findings of the study in relation to the theoretical overview provided. Chapter 5 also discusses whether the objectives of the study were met, discussed the limitations encountered in the study and makes recommendations for future research to be conducted in line with this study.

1.10 Summary

This chapter provided an overview of the study conducted. The chapter equipped the reader with a greater understanding of the topic and key concepts. The problem statement relating to the study was clearly stated, the research objectives clearly identified, and the basic terms were defined and explained. The chapter also described the delineation and significance of the study. The next chapter outlines the theoretical framework underpinning this study.

CHAPTER 2

EDU-TOURISM DESTINATION SELECTION MOTIVES: DEFINITIONS, CONCEPTS AND FRAMEWORKS

2.1 Introduction

The notion of edu-tourism is growing continuously as people become more aware of the value of education, which has also led to a thirst for knowledge motivating people to travel around the world to learn about different concepts and technologies previously studied (Future Market Insights, n.d:1). Future Market Insights further notes that due to the benefits of "education with travel," and the fact that informal learning is regarded as more valuable than formal learning i.e., to going a destination and gaining on-site first-hand knowledge there as opposed to sitting in a corner and reading books, was two of the key factors driving the expansion of the edu-tourism sector.

This chapter presents existing literature around edu-tourism and the different perspectives and contexts surrounding the phenomenon. According to Fink (2014:3), a literature review can be defined as the investigation of books, scholarly articles, and any further sources relevant to a particular area of research, or theory, and thereby, provides a description, summary, and critical evaluation of the research in relation to the research problem being investigated. Furthermore, a literature review is a significant part of a study where correlations and linkages from the available secondary sources relevant to the study are drawn and examined (Ridley, 2012:3). From the two definitions above, it is evident that a literature review is designed to provide an overview of the sources explored while researching a particular research topic. A literature review plays a big role in providing substantial evidence to support the research topic and to demonstrate to the reader how the research fits within a broader field of enquiry (Fink, 2014:3).

This chapter provides the conceptual outline of the study as well as comprehensively discusses the theories and concepts that surround the research topic and the research questions. In this study, the literature review focuses firstly on defining edu-tourism, thereafter the history of edu-tourism is discussed, followed by an in-depth explanation of the benefits of edu-tourism. Thereafter, the trends and challenges confronting the edu-tourism industry are examined, laying the groundwork for mapping out the landscape of edu-tourism in South Africa. Next, edu-tourism subsectors are analysed, focussing on the area of interest namely, study-abroad programmes and the effects of COVID-19 on this valuable subsector of edu-tourism. Lastly, an in-depth analysis of the theoretical perspectives on the profile and the destination selection motives of international study-abroad students globally is outlined.

2.2 Defining edu-tourism

Edu-tourism is one of the most rapidly growing products of the travel and tourism industry, which has led to the raising recognition of both social and economic perspectives (Al-Shwayat, 2017:1). Tomasi et al. (2020:4) indicate that the definition of edu-tourism, and the relationship between education and tourism, has led to numerous on-going debates and discussions amongst various authors and scholars. Several definitions of edu-tourism can be found in the literature, as summarised in Table 2.1.

Table 2.1: Definitions of edu-tourism in the literature

Definitions of Edu-tourism	Authors
“Tourist activity undertaken by those who are undertaking an overnight vacation and those who are undertaking an excursion for whom education and learning is a primary (education first segment) or secondary (tourism first segment) part of their trip”	Ritchie (2003:18)
“A form of tourist experience that explicitly aims to provide structured learning in situations through active and engaged intellectual praxis. Learning is explicit and core to the delivery of the product”	Pitman et al. (2010:6)
“Organised trip led by skilled guides where leisure-travel activities and learning processes occur simultaneously through interaction between related stakeholders (participants, tour operators/leaders, and local community) as part of the total experience. The educational tourism experience occurs within a certain period of time (minimum of 24 hours away from home) and generally ensues in an informal setting.”	Sie et al. (2016:107)

Source: Author’s construct

Definitions of edu-tourism most often concern travel with either the primary or secondary purpose being learning in a unique destination (Gibson, 1998; Ritchie, 2003; Pitman et al., 2010; Sie et al., 2016). However, there is little agreement beyond travelling motivated by the desire to learn. According to the UNWTO (2019), edu-tourism is related to the travel motives of tourists who participate and engage in various training, self-improvement processes, intellectual growth, and the development of diverse skills. In concurrence with the above statement, Future Market Insights (n.d:1), claims that other titles for edu-tourism include employment growth, career enhancement, and self-actualisation experiences. Furthermore, the author notes that apart from self-improvement, the notion is that travel can be enjoyable, learning can be more pleasurable than before, and there is no age limit on learning through travel. Thus, merging the two industries, namely tourism and education has been immensely beneficial in providing mobility and opening up new horizons for tourists (Asgari & Borzooei, 2013:130).

Furthermore, Ritchie (2003:18) explains that edu-tourism in terms of industry sectors and is based on Ritchie’s segmentation model of edu-tourism. Ritchie’s model is based on the motivational factors that drive tourists of various age groups, and thus is discussed further

because much of the research in the last decade has adopted his definition of edu-tourism. His model of the major segments of edu-tourism is presented in Figure 2.1.

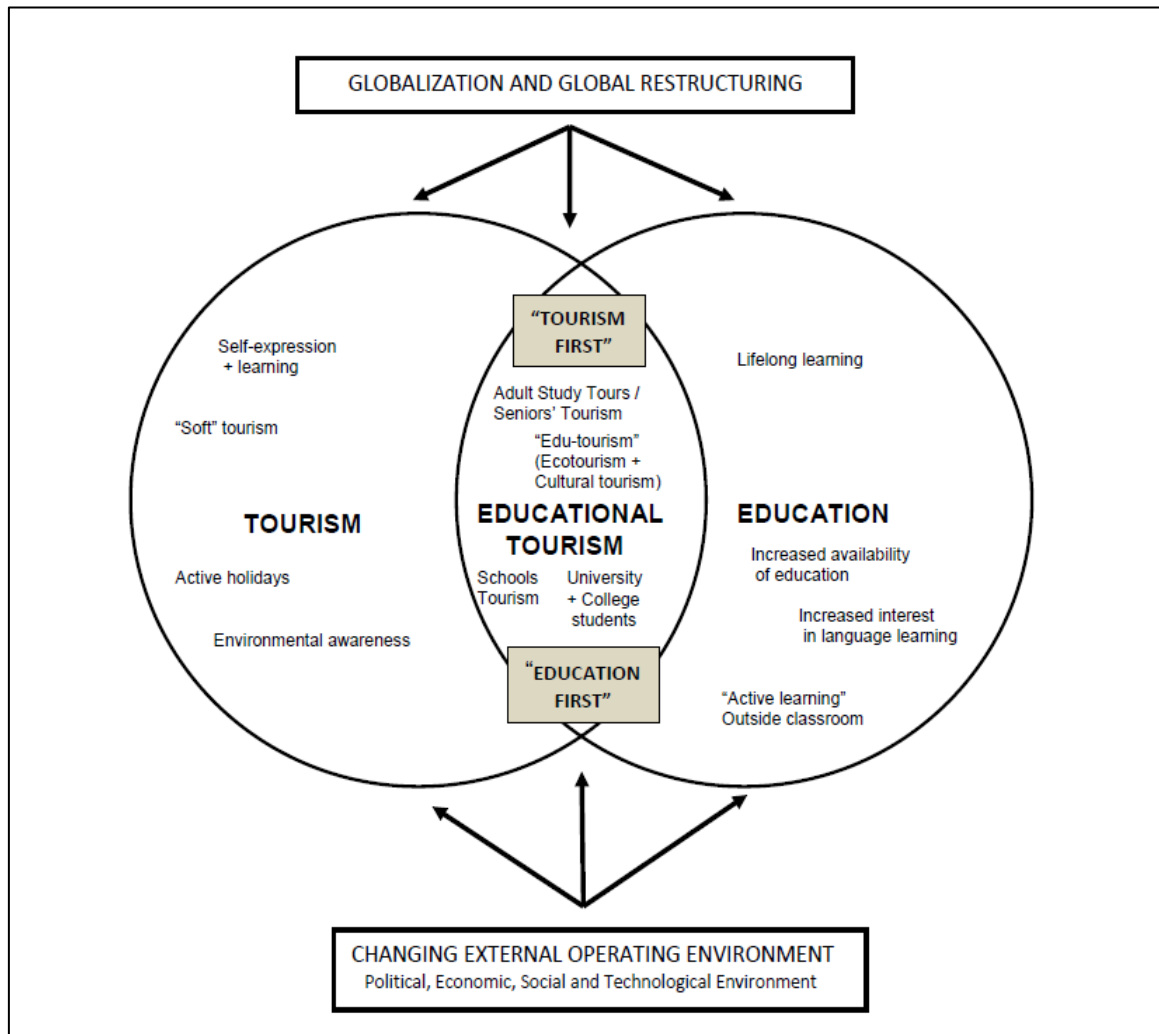


Figure 2.1: Ritchie's segmentation model of edu-tourism

Source: Adapted from Ritchie (2003:18)

According to Ritchie's model, edu-tourism consists of two main elements, the first relating to general travel for tourists where there is some type of education or training as part of their tourist experience. The other element is university and school tourism, such as language schools, school tours, and student exchange programmes, where tourist experiences come second to the educational aspect and intentions of the tourists. In this situation, education and training are the primary products of consumption, with tourism experiences serving as a supplement. Even though Ritchie's model helps to conceptualise the overlap between tourism and education and has contributed to the expanding understanding of edu-tourism as a niche tourism sector, it has a limited viewpoint.

Adopting a "tourism first" or "education first" motivational contradiction can be problematic (McGladdery, 2016:33). For example, whilst lecturers at a university would perceive a semester abroad trip as being primarily educational, young adults are more likely to view

participation as primarily a fun and exciting experience to explore another country and hence in Ritchie's model, it would be categorised as "tourism first". However, McGladdery (2016:8) suggests that adopting an industry-sector approach to defining edu-tourism runs the possibility of excluding sectors of the industry in which learning may be an essential activity. For instance, by clumping ecotourism and cultural tourism together as edu-tourism, several other potential sectors, such as heritage tourism, agricultural tourism and literary tourism are being excluded (McGladdery & Lubbe, 2017:5).

Nevertheless, Smith and Jenner (1997:62) suggest that tourism broadens the mind, and therefore all forms of tourism may be considered educational. Thus, one cannot imagine the world without either education or tourism as the two activities are linked to each other. Travel is a fundamental aspect of any of the definitions of edu-tourism as it plays a significant part in the entire experience (Tomasi et al., 2020). This is because travel satisfies a desire to learn about the customs and culture of a destination and this makes learning possible through direct experiences (Universities UK, 2017). Furthermore, the relationship between education and tourism is explored in-depth and it is found that edu-tourism is described as a three-dimensional product: (a) the educational experience at the host destination resulting in learning benefits (the main product); (b) the tourist package, which meets the needs of the tourist (the actual product); (c) along with the tangible and intangible features of the tourism experience, which are added to the primary service (the additional product) (Nugroho & Soeprihanto, 2016:295). However, one cannot fully grasp the concept of edu-tourism without delving into its history which is detailed in the following section.

2.3 History of edu-tourism

Travelling in search of either academic qualifications or general learning precedes modern times by several centuries. It is believed that the linkage between learning and travel began centuries earlier with the ancient Chinese and Western philosophers who mentioned the benefit of learning from travel as quoted by Brodsky-Porges (1981) (Stone & Petrick, 2013:5). In contrast, Ritchie (2003:10) and McGladdery (2016:25) claim that the link between education and tourism dates to ancient times, with the "Grand Tour" generally cited as the origin of edu-tourism.

The "Grand Tour" was conceived during the mid-16th century, where young aristocratic British men and their tutors known as *peregrinationes academicae* (academic pilgrims) (De Wit & Merckx, 2012:44) would travel throughout Western Europe for three years on average, primarily for educational and recreational purposes. (Towner, 1985:310). The "Grand Tour" was aimed at teaching and civilising the participants through a series of study tours such as foreign languages, fencing, riding, dancing, and foreign affairs which lasted up to several years in European destinations such as France, Germany, and Switzerland (Ritchie, 2003:10).

However, towards the end of the 19th century the “Grand Tour” dissipated (Towner, 1985:311) and owing to the Industrial Revolution and its related infrastructural growth and development, mass tourism emerged, and tourists’ interests became more diverse and sophisticated (Colbert, 2014; Gordon, 2014).

By 1820, North America had followed in the footsteps of Europe by implementing the “Fashionable Tour”, which was a cheaper and more accessible alternative to the “Grand Tour” for Americans and Canadians (Gordon, 2014:83). Historian Richard H. Gassan (2002:74) has written about the earliest decades of American tourism, focussing on the “Fashionable Tour” that connected New York City, Saratoga Springs, Niagara Falls, the New England States through to Quebec City in Canada. Furthermore, tourism's popularity in the 1820s and 1830s, according to Gassan (2002:3), triggered a major societal shift that set America firmly on the path to an emerging consumerist culture, as well as defining the concept of tourism, establishing what became national norms for middle-class tourist participation and consumption. Interestingly, the development of the “Fashionable Tour” concurred with the creation of guidebook itineraries and walking tours, which supported tourists of that period with learning about local history and culture whilst walking through the city (Gordon, 2014:83).

As more and more tourists engaged in travelling for educational reasons, the Institute of International Education (IIE), an institute that was founded and established in 1919 in the United States of America became one of the first institutes to advocate for university study-abroad programmes from America to Europe with the purpose to foster peace and understanding between nations (IIE, 2021). This creation of the IIE probably represented the break-away point between international education and edu-tourism because, unlike edu-tourism which may be utilised at any stage of life, international education is typically thought of as a tertiary-level phenomenon (McGladdery, 2016:28). Furthermore, the IIE also formulated regulations, sourced funding, and launched international educational programmes, such as the famed Fulbright Program and the Gilman Scholarships, with the help of governments and the corporate sector (IIE, 2021). By the end of the century, almost two million students were studying around the world (UNESCO, 2013) and the nature of study-abroad programmes had diversified to include work experience and internship programmes, foreign language and culture learning and volunteer or service learning (Van Klooster, 2014; McGladdery, 2016).

As a result, edu-tourism has attracted increased interest, with researchers like Ritchie observing the fusion of the education and tourism sectors, with "education promoting mobility and learning becoming an integral element of the tourist experience" (Ritchie, 2003:1). Since then, edu-tourism continued to evolve and has become an increasingly important and recognised segment of travel activity and experiences, with an increasing amount of tourists’ activity encompassing some form of formal or informal education and/or learning (Ritchie et

al., 2003:11). The next section briefly discusses the benefits of edu-tourism to host destinations and edu-tourists alike.

2.4 Benefits of edu-tourism

The benefits of edu-tourism are twofold in that both the tourists and the host destination are positively impacted. According to Sharma (2015:9), edu-tourism is a tool for fostering growth at the local level in any region, state, or country. Likewise, Tourism Beast (2021:2) claims that global exposure as well as the discovery of hidden areas within the host destination can be achieved by edu-tourism. The economic and social benefits of edu-tourism to host destinations are significant (Tomasi et al., 2020:10). Furthermore, the author notes that the presence of edu-tourists provides more opportunities for local entrepreneurs, economic benefits for small enterprises, and employment opportunities for local people. According to Sharma (2015:9-10) and Tourism Beast (2021:6), the benefits of edu-tourism for a host destination are:

- Encouragement to investment
- Development of infrastructure
- New training courses
- More employment opportunities
- Availability of skilled manpower
- Entrepreneurship development
- Exploration of hidden places
- Social welfare and development
- Cultural exchange
- International collaboration
- Image building of the region
- Global reorganisation of destination

Moreover, the benefit of edu-tourism is not limited to only the host destination, as edu-tourists are also positively impacted by travelling abroad. According to Attaalla (2020:34), edu-tourism is one of the most effective ways to help students and adults gain a better understanding of the world and learn about new cultures and experiences. Furthermore, Attaalla claims that traveling to different countries develops individual information about the countries visited, by communicating with the locals or visiting popular attraction sites and learning about the culture of the host destination. Edu-tourists often gain and/or improve in skills such as language, interpersonal skills, gaining knowledge in academic disciplines and growing socially and emotionally, as travelling abroad allows for growth to be more independent, mature, and self-confident (Tomasi et al., 2020:9). Furthermore, Segar (2021:1) opines that edu-tourist can build intercultural competency, which means gaining knowledge about the host destinations culture,

gain an understanding of cultural differences, overcome preconceptions, and broaden awareness of the world. Providing edu-tourists with international teaching experiences is a critical component in preparing future citizens to be culturally and globally literate to tackle the challenges of the 21st century (Attaalla, 2020:35). Furthermore, it is also worth noting that students who have had the opportunity to study abroad become personal and professional more ambitious (Attaalla, 2020:35). Since the edu-tourism sector provides so many beneficial aspects for both the host destination and edu-tourists, it is important addressing the industry's recent trends and challenges, which are mentioned below.

2.5 Edu-tourism: Trends

Edu-tourism is considered to be one of the trends within the greater tourism sector that has seen rapid growth in recent years (Zarzuela et al., 2013; George, 2014; Future Market Insights, n.d.). The rise in edu-tourism can be ascribed to factors such as increased growth in higher and further education globally, as well as the desire of many tourists to receive meaningful experiences as part of the vacation (George, 2014:570). Thus, mentioned below are a few trends that have led to the edu-tourism industry's effective progression from 2018 to the present (2022).

2.5.1 Edu-tourism destinations

The worldwide edu-tourism industry has been defined by strong edu-tourists movement from emerging countries to the west, particularly English-speaking countries such as the United States, United Kingdom, and Australia, illustrating a conventional edu-tourism mobility pattern (Verbik & Lasanowski, 2007; Ojo & Yusof, 2019). In this context, traditional edu-tourism mobility patterns explain the edu-tourism destination choice behaviour of international edu-tourists from growing economies in favour of destinations in developed economies (Ojo & Yusof, 2019:498). However, according to Becker and Kolster (2012:5), this tendency is evolving, as many nations that originally only sent students abroad have begun to improve the quality of the nations' own higher education and establish plans and policies to recruit edu-tourists. As a result, distant locations ranging from a developed country to a small island state have become educational and research hotspots. China, South Korea, Mexico, and – to a slightly lesser degree – Russia, Taiwan, Thailand, Brazil, Argentina, and Chile are among these countries (Becker & Kolster, 2012:5).

Surprisingly, experiential travel, as well as the advent of solo travellers, provide prospects for edu-tourism (Wesgro, 2020:4). Experiential travel is driven by a desire to truly connect with a location, its culture, and its residents (Fáilte Ireland, 2016; Hochbaum, 2017; Lew, 2017). It is more concerned with immersing oneself in the environment, interacting with people, stimulating the senses, and absorbing the history and legends of the location than with simply

seeing or doing activities (Fáilte Ireland, 2016; Lew, 2017). Experiential learning is an important part of the tourism experience, and it is especially important in edu-tourism, where the learning component is essential (Kolb, 1984; McGladdery, 2016). Several scholars have investigated experiential learning in the context of tourism (Ritchie, 2003; Pitman et al., 2011; McGladdery, 2016; Segar, 2021). Thus, experiential learning is inevitable when traveling. Furthermore, it is argued that edu-tourism, which includes ecotourism, cultural tourism, and agricultural tourism, can be transformative and experience-based, involving learning and personal growth (Richards, 2011; Pine & Gilmore, 2013).

Moreover, 'Millennials' and 'Generation-Z (Gen-Z)' travellers are progressively looking for destinations that provide opportunities for personal growth (Wesgro, 2020:4). The Cambridge Dictionary (2022:1) refers to a millennial as "a person who was born in the 1980s, 1990s, or early 2000s" and Gen-Z as the generation born between the late 1990s and around 2010 (Dictionary.com, 2022:1). From the definitions above it is evident that both 'Millennials' and 'Gen-Z' are young adults whose ages range from teenagers to the early-30s. According to the World Youth Student and Educational (WYSE) Travel Confederation (2022), approximately half of 'Millennial' and 'Gen-Z' travellers participate in experiential travel such as employment abroad, language study, higher education, au pairing, and volunteering (WYSE, 2020). These adventurous young people tend to stay longer and spend more money (Wesgro, 2020:4). Interestingly, 'Millennials' are the most popular travel demographic in South Africa, accounting for more than half of all international visitors between the ages of 18 and 34 in 2019 (Wesgro, 2020:4).

2.5.2 *Edu-tourism through a virtual reality platform*

Tourists are beginning to value new ways of learning about different tourist destinations, therefore the learning opportunities are expanding dramatically (Zarzuela et al., 2013:382). Moreover, the most popular approach to learning about any city is through brochures given by the Office of Information and Tourism (Zarzuela et al., 2013:382) and through relevant website or blogs on social media. In this way, these marketing platforms can encourage a more appealing manner to learn about the various features of the city. However, Augmented Reality (AR) and Virtual Reality (VR) technologies can be leveraged to enhance the user experience in this learning process even further (Goffredo et al., 2013:711). According to Immersion (2022:1), VR refers to interactive images or films that allow the spectator to explore a scene in all 360 degrees. In contrast to a standard photograph or video, which is shot from a fixed point of view, VR production captures every aspect of a site. Moreover, VR can be applied in the travel business to capture popular edu-tourism destinations and the popular attractions found there in a unique and immersive way, giving the user the ability to be in the midst of the scene, making it easier for them to visualise themselves there (Immersion VR, (2022:2).

AR, on the other hand, is a digital technology that alters a person's experience of the physical environment when viewed through a certain gadget (Revfine, 2022:1). Revfine notes that although AR has similarities with VR, AR does not replace the real-world environment, but rather augments it by projecting digital components on top of it. Typically, AR is accessed via a smartphone, tablet, or similar device, working in tandem with other mobile technology, such as cameras and GPS tracking, making it less expensive for consumers than most of the VR-enabled headgear or gadgets (Revfine, 2022:1). According to Chatterjee (2019:2), a potential tourist never plans a trip without thorough research. As such, AR and/or VR capacitates the tourist by providing platforms with the ability to enhance search experiences by providing alluring and interactive information (Chatterjee, 2019:2). In recent years, AR and VR technology has been widely used in a range of industries, including retail (Chiu et al., 2021:2), construction (Harikrishnan et al., 2021:1), healthcare (Klinker et al., 2020:1419), education (Yousef, 2021:966), entertainment (Fakhour et al., 2020:2) and edu-tourism (Andri et al., 2018; Nayyar et al., 2018). Furthermore, an edu-tourism service such as a virtual campus tour at an institution can be developed by employing AR and VR technology (Liang et al., 2021:354).

Whilst the benefits of VR and AR in the travel and tourism industry have increased substantially over the last few decades with useful apps and systems for hotel tours, booking enabling information, no language barriers as well as superior navigation (Shah, 2019:1), the same could not be said for the edu-tourism industry. Although AR and VR technology are used widely by university campus tours worldwide (Liang, 2021:354), as well as on educational sites like museums (Bafadhal & Hendrawan, 2021:76), its full potential has not yet been realised. However, immersive technology use has increased as a result of the COVID-19 pandemic (Maximize Market Research, 2022; XR Guru, 2022). The global market for virtual reality in education is predicted to reach \$18.71 billion by 2027, according to a report by Maximize Market Research (2022).

2.5.3 *Edu-tourism and sustainability*

For the last four decades, the notion of sustainable tourism has been the subject of research and discussion as it was realised that mass tourism is not a neutral occurrence, rather, it negatively and positively influences the entire socio-ecological ecosystem (Guslev, 2015:23). On a more modern topic, education as a distinct element of tourism attraction can be the cornerstone of knowledge exchange, with a focus on both the formal and informal sectors (Budayasa et al., 2018:1213). Furthermore, education as a theme can be viewed as an intentional and objective endeavour to develop human resources to make individuals better people (Malihah et al., 2014:2). It means that the development of edu-tourism might be a beginning point for a community that cares about the living environment (Ayuningtyas et al., 2019:632). Sharma (2015:8) notes that this is because when a tourist visits a destination, he

or she will encounter a variety of communication, cultural, and safety issues, which could be avoided by edu-tourism. Furthermore, McGladdery and Lubbe (2017:12-13) note that edu-tourism is ideally equipped to address the “compassion gap”. The “compassion gap,” as the authors put it (Aurora Prize, 2016:15), refers to the disparity between what people claim to understand and experience about global issues and what they are willing to do about them. The findings of the inaugural global Humanitarian Index indicate the urgent need to integrate global learning into edu-tourism offerings (Aurora Prize, 2016). Thus, any form of edu-tourism that has an international or intercultural component might include global learning as an objective (McGladdery & Lubbe, 2017:12-13). Furthermore, McGladdery and Lubbe note that edu-tourism could potentially resolve negative concerns surrounding authenticity, the continuation of cultural stereotypes, and the commodification of cultures by carefully considering affective results, and thereby assisting the growth of global tolerance and peace.

Thus, according to Tomasi et al. (2020:8), to be sustainable, the development of edu-tourism practices in a destination should be the result of the combination of the 3E principles:

- Environmental considerations: equip tourists with knowledge-based information as well as teachings on the importance of respecting the local ecosystem. Sustainable acts encourage biodiversity preservation and raise awareness of cultural heritage.
- Engagement: Tourists' active participation is critical to fully immerse in the situation and foster specific interests.
- Exploration: assist tourists in having an authentic experience by contributing to the on-the-spot learning-by-doing technique.

2.6 Edu-Tourism: Challenges

Despite being a fast-increasing sector, the edu-tourism sector presents significant challenges as it is a highly turbulent and uncertain industry, and it is nearly impossible to predict the future. The most obvious challenge is the fact that little study and attention has been devoted to this form of tourism particularly in Africa (Ritchie, 2003; McGladdery & Lubbe, 2017). Political instability has unfavourable consequences on the sector. Edu-tourists are not keen to visit a politically unstable country. In agreement with the latter notion, Bush (2019:2) claims that only the threat of danger can sway travellers, who are by nature eager to see every corner of the globe. Furthermore, the author notes that although most well-known tourist destinations are regarded as secure, there are, however, a number of places with a rich cultural heritage that, if not for political unrest, would be well-liked tourist attractions.

Visa requirements are a significant barrier to the tourism industry, it can be very challenging and time-consuming to get a tourist/study visa. The government's strict immigration and visa regulations prevent many potential edu-tourists from entering certain countries, as in the case

of Turkish study-abroad students, who are currently experiencing difficulties with the Schengen visa process (Hurriyet Daily News, 2022:1).

Moreover, Future Market Insights (2022:2) notes that another major challenge to edu-tourism is that of maintaining the quality of education and training, especially with the high expenditures associated with the creation of research facilities and the lack of government assistance. Furthermore, Future Market Insights points out that the primary objective of this type of tourism is to provide an equal chance for people of different nationalities, ages, socioeconomic classes, and religions, which is a difficult task.

Additionally, because of the SARS-CoV-2 virus that produced the coronavirus (COVID-19) pandemic (World Health Organization [WHO], 2021:1), caused the edu-tourism industry to suffer significantly in that the COVID-19 crisis brought the entire world of international travel to a halt. International tourist arrivals fell by 73 percent in 2020, with one billion fewer travellers than in 2019, putting between 100 and 120 million direct tourism jobs in peril (UNWTO, 2021). This has resulted in significant foreign revenue losses for tourism-dependent economies, notably a drop in travel service exports (money spent by non-resident visitors in a country) and a drop in transport service exports (such as airline revenues from tickets sold to non-residents) (Milesi-Ferretti, 2021:1). Behsudi further notes that many popular destinations for specific types of tourism products such as beaches and leisure as well as national parks in countries all over the world were grappling with how to attract visitors while avoiding new outbreaks of infection. Various solutions are put forth and the most prominent being from “enticing the ultra-rich to quarantine on their yachts to inviting people to stay for up to a year and work virtually while admiring the view” (Behsudi, 2020:37). To stop the spread of the disease and manage the available medical resources, governments all over the world responded by enacting national mobility policies, such as closing borders and relocating substantial portions of their populations (Swart & Maralack, 2020:1739). According to Askitas et al. (2021:1), the policies implemented varied depending on how well each government was prepared and how severe the rate of infections were.

Concentrating solely on the edu-tourism sector, it is evident that the industry has been one of the most negatively impacted sectors since the coronavirus outbreak began. This is because travel restrictions were put in place, which had a ripple effect leading to outgoing and incoming flights being suspended, school and university shut-down and state-wide lockdowns (Sharma & Alvi, 2021:7016). Chang et al. (2020:2) claim that although the long-term physical, psychological, socio-economic, and environmental impacts are still unclear, the short-term effects on the tourism industry are not optimistic. Further impacts of the coronavirus pandemic on the edu-tourism industry and particularly study abroad, will be discussed in section 2.9.2 of the current study. Now that the current trends and challenges in the edu-tourism industry have

been examined, it provides a platform to delve deeper into the role higher education institutions play in fostering edu-tourism.

2.6 The role of higher education institutions in fostering edu-tourism

Edu-tourism trips necessitate collaboration between the public and private sectors, as well as the higher education and travel sector representatives (Lind & Salovaara, 2018:2). Whilst studying the role of higher education institutions in edu-tourism, Pitman et al (2011:6), recognised that “educational tours are an interesting site of study, first, because they are explicitly about learning, and second, because they provide an opportunity for universities to reach beyond their walls and directly teach members of the broader community”. Moreover, it is argued that universities play a critical role in teaching ethics outside of the context of academic education by providing moral education that supplements professional skills and by using the entire world as a stage for teaching (Pitman et al., 2011:6).

It is widely accepted that a university's primary responsibility is teaching, and its secondary responsibility is conducting research. The third mission was described as a collection of activities that can be seen as contributing to society, which in essence, are intended to aid in economic growth (Trencher et al., 2014:152). For this reason, even though the third mission technically refers to all activities not covered by the first and second missions, this social contribution is commonly marketed as an economic one (Rinaldi et al., 2022:2147). Thus, Tomasi et al (2020:7) note that universities that engage in edu-tourism are pursuing their civic mission for the benefit of the local community. According to Goddard and Kempton (2016:2), the ability of a civic university to integrate its teaching, research, and involvement with the outside world in such a way that each strengthens the other without detracting from its quality is one of its defining characteristics. Furthermore, a civic university has a feeling of purpose and place in the community, considering the area as a "living laboratory" with cultural and social implications (Tomasi et al., 2020:7). As a result, Tomasi et al. claim that it actively participates and works on a local and international level with public and private local stakeholders, as well as other educational and research institutions and departments.

Universities can also achieve their civic objectives by hosting edu-tourism. In agreement with the latter notion, Rinaldi et al. (2022:2145) note many higher education institutions are currently engaged in determining the existence of specific needs by taking part in place-based projects with key players to put forth creative solutions to pressing issues. Moreover, Tomasi et al. (2020:7) claim that by a university actively engaging with its civic mission, new connections with other universities and relevant local stakeholders could be formed because of a holistic approach and sense of place, involving students in local activities such as visits to popular attractions or events specific to the location. The next section explores the South African higher education landscape and the tractions it encompasses.

2.7 South African Higher Education landscape

South Africa's higher education scene has seen significant transformation in recent years, owing to student movement aimed at redressing inequality, a gradual downturn in the economy, and, most recently COVID-19 (International Education Association of South Africa [IEASA], 2020:24). As recent as 2015, students at the University of the Witwatersrand in Johannesburg initiated the #FeesMustFall movement, which brought universities throughout the country together for the same cause, making international headlines (Mlaba, 2021:1). The problem of student fee rises, and, more broadly, the exorbitant cost of higher education for the average South African, has been the impetus for the discontent (Laterza, 2015). Inopportunistically, Mlaba (2021:1) notes that South Africa has been wrestling with levelling the playing field after apartheid, and nowhere is this more evident than in its ongoing effort to offer citizens affordable education. Thus, demands for racial justice are colliding with concerns about economic injustice, resulting in a forceful push for change that cannot be ignored or rejected. However, in 2018 it was announced that government would grant free higher education to students from households with a combined yearly income of up to R350,000. Thus, alleviating some of the economic pressures associated with higher education and making it more accessible to the average South African citizen.

IEASA (2020:24) notes that despite these troublesome matters, the higher education sector has been competent to show its resilience and develop innovative and creative solutions to the problems presented by drawing on its collective knowledge. According to IEASA (2020:25), South Africa's international student profile is dominated by students from Africa, although students from over 170 countries were registered between 2015 to 2018. In 2018, South Africa was deemed the destination of choice for students from the United States of America, Germany, United Kingdom of Great Britain and Northern Ireland (IEASA, 2020:25). According to the OECD Education at a Glance (2021) report, in 2018 South Africa attracted 3.6% of the total market share of international study-abroad students and is the only African country that featured.

Many factors influence international student mobility trends at the individual, institutional, national, and global levels. Personal ambitions and aspirations for improved job opportunities, a shortage of high-quality higher educational institutions at home, the ability of higher education institutions abroad to attract talent, and government programmes to encourage cross-border mobility for education are some of these factors (Bhandari et al., 2020:5). In agreement, IEASA (2014:8) additionally claims that "geographic region, the quality of home-based higher education, the ability to transfer credits between countries, historical connections between countries, language, the perceived quality of a country's education and its accessibility, affordability, the ranking of universities and the 'employability' of qualifications obtained", are

factors that influence mobility trends and motivates students to travel abroad, especially to the Western Cape, South Africa. This is supported by Ramsahar (2022) who claims that international study-abroad students “want to travel to Cape Town and attend university at this sought-after tourism destination”. Concurring with the above, Umwizerwan (2022) notes that “the Western Cape is a popular study-abroad destination to many exchange students, and it appeals to the students due to its many attractions and tourist activities available to students at a low cost. Also, the cost of living in a city like Cape Town is low compared to another European/American city”. Thus, identifying student mobility trends especially concerning South Africa is imperative to understanding the market and potentially leading to attracting prospective students. The next section dives into what sub-sectors make up the Edu-tourism industry.

2.8 Edu-tourism subsectors

The notion of travelling for educational purposes is not a new phenomenon and is predicted to only increase in popularity (Holdnak & Holland, 1996; Gibson, 1998; Ozoglu et al., 2015). However, it was during the 1980s that the traveller market became progressively specialised and segmented resulting in the growth of niche markets such as rural tourism, ecotourism, adventure tourism and edu-tourism (Ritchie, 2003:4). For instance, Richards (2011:14) mentions that growth in edu-tourism is a result of the disintegration of cultural tourism and that edu-tourism is unrelated to volunteer, language, or creative niche tourism subsectors.

In contrast, The City of Cape Town (2009:154) interestingly notes that while edu-tourism and volunteer tourism are separate niches notice should be taken of the related association with youth and backpacking tourism and should therefore be viewed as a merged niche subsector. Furthermore, the author suggests that edu-tourism thus includes four subsectors of tourism namely, eco-tourism, heritage tourism, farm/rural tourism, and student exchanges between educational institutions. In agreement, Ritchie (2003:4) also advises that edu-tourism encompasses four segments but instead of defining it according to the subsector, Ritchie defines three of the segments demographically namely, adult or seniors’ edu-tourism, university or college edu-tourism (including foreign language schools and student exchanges) and school tourism, and the fourth category is termed “edu-tourism”, which comprises of eco-tourism and cultural tourism (Ritchie, 2003:11).

Additionally, Voleva-Petrova (2020:188) adds that edu-tourism encompasses a wide range of products and services which relates to academic research, skills acquisition holidays, school trips, sports training, career development courses and language courses, among others. Furthermore, Tourism and More (2010) state that edu-tourism is comprised of several subdivisions including school trips, alternative ‘spring/winter break’ travel experiences, study-abroad experiences, seminar vacations and senior seminars, skill enhancement vacations and

educational cruises. Similarly, Pedersen (2016:48) notes that edu-tourism is categorised into cultural, eco-tourism and study-abroad programmes. The next section delves into the edu-tourism niche market of study-abroad programmes.

2.9 Study-abroad programmes

As noted by Tourism and More (2010:1), study-abroad programmes provide students with anything from six-week intensive study sessions to a full year of cultural and linguistic involvement. Accordingly, study-abroad programmes are beneficial to students as it is an opportunity to study in a foreign country and take in the appeal and culture of a new destination (International Student, 2021:1). For students, studying abroad can be a life-changing experience. The benefits to the student's education and career range from an expanded global network to experiencing a new culture (Northeastern University, 2022:1). Furthermore, Northeastern University notes eight ways study-abroad programmes could benefit students' education and career as listed below.

- a) Improve your language skills
- b) Experiment with a new teaching style
- c) Make an impression on potential employers
- d) Extend your network
- e) Learn about new cultures and perspectives.
- f) Increase your self-assurance.
- g) Travel the world
- h) Discover career opportunities abroad

Similarly, host destinations also benefit from study-abroad programmes as international study-abroad students are important to the economy as well as contribute to the cultural and academic aspects of tertiary institutes (Aliyeva, 2015). Thus, study-abroad students are regarded as a significant source of diversity, and revenue, as most study-abroad students are financially independent as well as being an important part of the cultural mix of students at universities (Eder et al., 2010). The latter is supported by Ramsahar's (2022) comment that, "students pay a lot of money to study abroad, the cost of our study-abroad programme, students pay \$7,400 to spend one semester at our university and that is a lot of money, so they do bring value to the country". This highlights the value of the study abroad market and as such further investigation into this phenomenal industry is imperative.

2.9.1 Types of study-abroad programmes

Although the basic idea behind study-abroad programmes is the same; studying in another country, there are distinct differences to note that vary by cost, location, length, and programme type. Seven common study-abroad programmes were identified while researching relevant

literature—study-abroad programme providers, exchange programmes, faculty-led programmes, research programmes, language learning programmes, independent study abroad and non-credit programmes (Study Abroad and Beyond, 2022; University of Minnesota, 2022; Global Education Oregon [GEO], n.d.; New Jersey Institute of Technology [NJIT], n.d.). Tabulated below in Table 2.2 are the specific differences sourced from various university pages.

Table 2.2: Specific differences between the various study-abroad programmes

	Study-abroad programme Providers	Exchange Programme	Faculty-Led Programme	Research Programme	Language Learning Programme	Independent Study Abroad	Non-credit Programme
Programme description	Organisations like CIEE, IES Global, SIT, Semester at Sea and DIS run these programmes, which contribute to the large range of programming options available to students. Many provider programmes come with pre-packaged accommodation options, on-site programme staff, optional weekend and day trips, an in-depth site orientation, certain group flight options, and more. Cultural exchanges, internships, volunteer opportunities, and other services are common among programme providers.	An exchange allows students to enrol directly at a foreign university for a semester or for an entire academic year. Students receive access to nearly all the university's courses in a variety of academic subjects. Exchanges frequently have lower overall costs than similar-length programmes. This is because exchange students have fewer organised excursions, on-site services, and individualised support.	Most faculty-led programmes are created to meet specific major and minor requirements in the department where the faculty leader works. These are usually short-term programmes with a pre-planned itinerary and a group that travels together.	In addition to classwork, some programmes have a research component. This applies to both field and laboratory research. If students want to create their research portfolio for future graduate school applications or a senior thesis, this could be a fantastic method to obtain hands-on research experience.	These programmes concentrate on language acquisition and are typically demanding and immersive! Students frequently participate in cultural activities and excursions in order to gain a deeper understanding of the target culture and language.	This programme allows students to work directly with the preferred host university's international student office in order to enrol as a visiting student for a semester. The international student office will then provide information about housing, visas, classes, an orientation, and other relevant requirements	Work, internship, volunteer, and teach English programmes are examples of non-academic programmes that are not eligible for financial aid.

Terms	Ranges from 3 weeks - an academic year	Ranges from a semester - an academic year	2-6 week or semester courses	Ranges from a semester - an academic year	Ranges from a semester - an academic year	A semester	Ranges from a semester - an academic year
Credits	Credits are awarded for each course taken that can be applied towards a degree	Credits earned from overseas university are transfer credits	For most institutions, the programmes are short-term, led by a current faculty member that offer resident credits at home university	Credits are awarded for each course taken that can be applied towards a degree	Some programmes allow students to bring back a big number of language credits even up to the equivalent of one year of language course work	A contract is drawn up between the student and the institution that specifies how much credits will be provided upon successful completion of the project and/or research.	No academic credits granted
Fees	The student would pay the programme provider who would then be responsible for all payments towards fees	Depending on the agreements between the two universities either the scholarship or host university would cover all tuition costs	Depending on the programme, it is usually covered by a scholarship or an agreement between the two universities	Depending on the programme, the provider or student should cover all tuition and fees	Depending on the programme, the provider or student should cover all tuition and fees	The student is responsible for payments towards tuition and fees	Most non-credit programmes abroad are often unpaid and require students to pay an administrative fee in order to participate.
Travel arrangements	The programme provider would arrange and cover all travel costs	Depending on the agreements between the two universities either the scholarship or host university would arrange and cover travelling costs	Covered by scholarship if applicable or the host university	Covered by scholarship if applicable or the host university or student would need to arrange and cover all travel costs	Depending on the programme, the provider or student should make all travel arrangements	The international office would advise on all travel arrangements which the student would have to cover	Depending on the programme, the provider or student should make all travel arrangements

Housing arrangements	The programme provider would arrange and cover housing costs	Depending on the agreements between the two universities either the scholarship or host university would arrange and cover housing costs	Covered by scholarship if applicable or the host university	Covered by scholarship if applicable or the host university or student would need to arrange and cover housing costs	Homestays are the most common form of housing which is arranged by international office or student	The international office would advise on housing which the student would have to cover	Depending on the programme, the provider or student should make housing arrangements
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Source: Adapted from Study Abroad and Beyond (2022:1); University of Minnesota (2022:1); GEO, (n.d.:1); NJIT (n.d.)

As seen in Table 2.2, several benchmarks are used to identify each programme, and understanding these factors allows for a better grasp of the characteristics of each of the six programmes. Regardless of the programme, students are almost always guaranteed to spend at least a semester or an academic year in a foreign country. However, in contrast, key distinct differences are noted in terms of the credits received and who is responsible for planning for the duration of the stay. It is also evident that studying abroad may be a costly endeavour unless universities agree on terms or the student receives a scholarship, this is because students are responsible for all travel and visa costs, as well as housing arrangements or paying directly to the programme provider who offers pre-packaged options which includes accommodation options, on-site programme staff, optional weekend and day trips, an in-depth site orientation, certain group flight options, and more.

Interestingly, students are not always concerned with academic credit, as non-credit programmes such as abroad work, internships, volunteer, and teach English was identified as a key type of study-abroad programme. According to *Study Abroad and Beyond* (2022:6), this is because many students prefer to participate in an international internships or volunteer programmes for the resume-building experience rather than academic credit. Thus, irrespective of the type, study-abroad programmes are beneficial in giving students and host destination and such as are also vulnerable to potential external factors, be it political, economic, social, and technological environment (see Figure 2.1). A noteworthy external factor that disrupted study-abroad programmes on all fronts is the COVID-19 pandemic, of which the impacts are discussed below.

2.9.2 COVID-19 impacts on study-abroad programmes

COVID-19 had a major impact on the tourism industry. It should be noted that many tourism-dependent countries are likely to bear the brunt of the pandemic's consequences for much longer than other economies (Behsudi, 2020:37). Moreover, Behsudi (2020:37) notes that contact-intensive services such as tourism-travel agents and tour operators, adventure/heritage facilities/ site attractions as well as aviation facilities and services, that are critical to the tourism and travel industries have been disproportionately impacted by the pandemic and will continue to struggle until people feel safe enough to travel in large numbers again.

The most popular study-abroad destinations, namely Italy, Spain, the United Kingdom, France, China, Japan, and the United States of America (Zaremba, 2021:2-4) were the most heavily affected countries during the height of the pandemic in 2020 (UNWTO, 2022:4). If one were to pinpoint the most reforming and lasting changes to the university experience due to the

COVID-19 pandemic, study-abroad programmes would have been highest ranking (Bodinger de Uriatre & Di Giovine, 2021:328).

The COVID-19 pandemic had a severe impact on higher education forcing countries to shut down borders and universities to close premises in response to lockdown measures (Schleicher, 2020:4). Admittedly, Kanwar and Carr (2020:326) note that many international students have decided to either cancel or defer plans to study abroad because of the effects of COVID-19 such as border closures, cancelled flights and the shift to online learning and teachings. Consequently, Schleicher (2020:5) notes that even though higher education universities were quick-thinking in the fight against the COVID-19 pandemic by replacing face-to-face lectures with online learning, these closures affected learning and examinations as well as the safety and legal status of international students in the host countries. In the Western Cape for instance, the severity of the COVID-19 experience among international students was captured well in the voice of Hayyu Imanda, an Indonesian student who was on a short visit to Cape Town during the pandemic, "I was by myself, in a foreign country with no-one I knew, in the middle of a pandemic" (Imanda, 2020:1).

Furthermore, according to the IIE (2020) which conducted a COVID-19 survey, 285 higher education institutions reported a total of 22,041 students studying abroad at the start of the academic year in 2020, however, 253 of these institutions evacuated a total of 17,787 students due to COVID-19. In agreement with the latter, Heleta (2020:8) notes that study abroad worldwide has been heavily disrupted by the COVID-19 pandemic, with universities all over the world having to transform overnight, switching from in-person to online teaching, learning, and engaging. However, the effect of the pandemic is still being felt with many higher education institutions deciding to suspend all in-person lectures for the remainder of the 2021 academic year, limit the number of students for classroom learning, introduce online classes and some even informing international students of the mandatory quarantine following the public health norms before starting the academic semester (Roy, 2021:2).

In a pilot study evaluating the effects of the COVID pandemic on the future of study abroad in South Africa (Abrahams & Bama, 2022:8), it was established that although the COVID-19 restrictions had a significant impact on the viability of study-abroad programmes, the future of these study-abroad programmes would not be forever affected because the evolution of the pandemic provides an opportunity to design resilience strategies for the reboot and recovery of the higher education sector in general, and the study-abroad programme subsector in particular. Furthermore, Abrahams and Bama (2022:8), note that, from a practical standpoint, the findings of the larger study are expected to have implications for both the government and study-abroad programme stakeholders in terms of fostering more effective communication and collaboration for better outcomes. However, to satisfy the needs of international study-abroad

students for the desire to travel and safety, it is prudent for all stakeholders to reassess and re-evaluate the current study-abroad industry. This should be approached with an innovative and open-mindedness to foster a secure come back of study abroad travel to the Western Cape post-COVID-19. Thus, identifying who international study-abroad students are is imperative to understanding the market and potentially leading to attracting prospective students, and as such the theories underpinning profiling are discussed in the following section.

2.10 Profiling

Like any industry, the edu-tourism industry consists of various market segments which have been formulated based on two processes known as profiling and market segmentation, which are the fundamental principles of marketing (George, 2014:168). As noted by Steber (2017), profiling is the process of cultivating insight, facts, and knowledge about the target audience's personalities. According to Indira Gandhi National Open University [IGNOU] (2017:6), the profiling of tourists refers to the gathering of complete information about the tourists; for example, country of origin, age and sex, language, food habits, educational status, and occupation as well as the purpose and frequency of visits to mention but a few. Segmentation, on the other hand, is regarded as how a market is divided into clearly defined groups of individuals who share similar needs, characteristics, or behaviour patterns (George, 2014:168). Furthermore, George (2014:169-170) notes that market segmentation is based on five main variables which include, geographic, demographic, geo-demographic, psychographic and behavioural segmentation.

As stated by George (2014:107-171), geographic segmentation characterises information such as where tourists come from based on various geographical factors such as regions, countries, provinces, cities, neighbourhoods, and climate. Furthermore, Hemsley-Brown (2017:2) notes that international students are commonly divided into geographical segments based on country of origin, as there may be some characteristics in common such as the expectations or key motives for studying abroad. Often students from different countries globally also show similar characteristics in other regards such as the choice of course to study, the approaches used to choose institutions as well as the types of programmes such as full-time postgraduate programmes (Hemsley-Brown, 2017:2). Another form of segmentation is that of demographic segmentation which defines tourists in terms of age, gender, income and life cycle stage, marital status, education, occupation, religion, race, family size and nationality. Moreover, George (2014:172) claims that demographic segmentation is a common form of segmenting the market, as tourists' needs, wants and usage rates are often closely linked to demographic variables. According to George (2014:174), demographic and geographic segmentation are popular methods used to segment the market as statistics on group divisions are readily available and thus, it is often combined to form a market segmentation known as geo-

demographic. Geo-demographic segmentation is based on the notion that individuals are attracted by communities where similar lifestyles and characteristics exist (George, 2014:174). Additionally, tourism consumers can also be divided into various groups based on psychographic segmentation which refers to information such as personality type, social class and lifestyle of tourists (George, 2014:175). The motive for segmenting tourists based on psychographic characteristics is due to the belief that common values can be found which may determine purchasing patterns (George, 2014:175). Hence, all the above-mentioned segmentation methods have focussed on the type of person a tourism consumer is. However, the market can also be divided into groups grounded on how a tourist behaves as well as the knowledge and attitude towards a product offering (George, 2014:176-179). Furthermore, behavioural segmentation may be segmented according to various variables such as benefits sought, occasions, user status, attitude toward the offering, buyer readiness and loyalty to the offering (George, 2014:176-179).

Therefore, both profiling and segmentation play a crucial role in evidently identifying who an organisation needs to reach, and how tourism consumer markets are similar and different. The sustained growth of the edu-tourism industry invariably involves product development according to market needs (Natarajan et al., 1990:6). Thus, this study will be following a geo-demographic segmentation approach to profile the international study-abroad students at universities in the Western Cape. Extensive research has been conducted on tourism both internationally and in South Africa as well as looking at various niche markets to determine the profile of visitors or tourists. Research specifically conducted on edu-tourism mainly focused on determining the motivational aspects of international study-abroad students, however, the profile of these students was also determined. This is evident in the various studies conducted by Lam and Hsu (2006), Ivy (2010), Bhati and Anderson (2012), Ozoglu et al. (2015) and Harazneh et al. (2018). These studies formed the bases of this study as well as formed the foundation of the data collection instrument in determining the profile and motivational reasonings for studying abroad at universities in the Western Cape.

Specifically focussing on the profiling, the results of the following studies are identified below:

- Harazneh et al. (2018) - determined the motivational factors for edu-tourism with a marketing insight in North Cyprus, and found that the respondents were aged between 20-35, the majority were males and the students resided in countries such as Algeria, Egypt, France, Germany, Ghana, Iran, Iraq, Jordan, Libya, Nigeria, Pakistan, Palestine, Russia, South Africa, Saudi Arabia, Syria, Tajikistan, Tunisia, America, Zambia, and Zimbabwe.
- In a study based on exploring perceived risk and risk reduction strategies in the pursuit of higher education abroad with a focus on international students in Malaysia (Lam &

Hsu, 2006), results indicated that the respondents were mostly aged between 19-25, resided in continents such as Asia, Africa, Europe, the Middle East and America, 67% being males and 33% being females.

- Ozoglu et al. (2015) determined the factors influencing international students' choices to study in the cities of Ankara and Istanbul in Turkey, as well as the challenges experienced. This study highlighted that the respondents were undergraduate and graduate students from various countries such as Azerbaijan, East Turkestan, Morocco, Palestine, Afghanistan, Kazakhstan, Kirgizstan, Bosnia-Herzegovina, and Albania.
- The study conducted by Bhati and Anderson (2012) examined factors influencing Indian students' choice for studying overseas at Australian universities in Singapore. This study found that most of the respondents were aged between 21 to 25 years and that the majority were males.
- The study conducted by Ivy (2010) on the influence of ethnic origin on university choice in the United Kingdom, indicates that the respondents were at an average age of 18 and that the majority were male and from different ethnic groups which include: Asian Pakistan, Asian Indian, Asian other, White, African, Afro-Caribbean, and other ethnic groups which were not mentioned in the study.

From the studies reviewed above, it is evident that most of the respondents were male (Lam & Hsu, 2006; Ivy, 2010; Bhati & Anderson, 2012; Ozoglu et al., 2015; Harazneh et al., 2018). The study conducted by Ozoglu et al. (2015) was the only study to not include gender. Regarding the age of the respondents across the studies, most were in the young adult category aged between 18-35 years. In the study conducted by Ozoglu et al. (2015), respondents were classified as undergraduate and graduate students and age specifically was omitted in this particular study. When comparing the location of study-abroad students, it is evident that the findings from all the studies differ. Firstly, the study conducted by Harazneh et al. (2018) in North Cyprus identified that the students came from various countries such as Algeria, Egypt, France, Germany, Ghana, Iran, Iraq, Jordan, Libya, Nigeria, Pakistan, Palestine, Russia, South Africa, Saudi Arabia, Syria, Tajikistan, Tunisia, America, Zambia and Zimbabwe. Furthermore, is it also the only study having respondents originating from South Africa. Similarly, Ozoglu et al. (2015), who conducted a study in Turkey, indicated that the location of study-abroad students in various countries included Azerbaijan, East Turkestan, Morocco, Palestine, Afghanistan, Kazakhstan, Kirgizstan, Bosnia-Herzegovina and Albania. The study conducted by Lam and Hsu (2006) in Malaysia classified the location of study-abroad students into geographical regions namely, Asia, Africa, Europe, the Middle East and America. Moreover, in the study conducted by Anderson et al. (2012), only one location was used, as this study aimed to determine factors influencing Indian students' choices of overseas

study in Singapore. Lastly, the study conducted by Ivy (2010) had an entirely different approach and looked at ethnic groups instead such as Asian Pakistan, Asian Indian, Asian Other, White, African, Afro- Caribbean and others in the United Kingdom.

The summary of studies shows a homogenous pattern. According to Huang (2020:1), if a data set contains items that are similar to one another, it is homogeneous. The majority of the respondents were male and between the ages of 18 and 24 years. Interestingly, in terms of gender, the fact that the majority of the respondents were male contradicts various authors who claim that female students overrepresent male students in study-abroad programmes throughout the Western world (Bottcher et al., 2016; Hurst, 2019; Van Mol, 2022). However, according to the location of international students, it is apparent that there are differences as each study attracts international students from different countries. Furthermore, this might be a result of the fact that studies typically target different demographics, or as a result of the proximity of the home countries of the international students to the study destination, as found in the study by Ozoglu et al. (2015), or as a result of the particular university policies in place that permit an international collaboration or exchange between different country's universities. Identifying the specific profile for a specific niche tourism offering, in this case, edu-tourism for study-abroad programmes specifically at universities in the Western Cape assists in the development and enhancement of study-abroad programmes at a university level as well as helps in the planning, marketing and improvement stages of any edu-tourism destination. The next section will discuss and analyse various literature conducted regarding the concept of "motives".

2.11 Theoretical perspectives: Destination selection motives for edu-tourism

The motives for choosing a travel destination have been an important area of study in tourism literature for decades. Dann (1977:184) early on claimed that tourist motivation is related to the question "What makes tourists travel?". In his landmark study, Dann (1981:205) ascertained that tourists' mindset influences them to travel and explore new places. In agreement with the latter view, Simkova and Holzner (2014:660) note that tourists' travel patterns are closely related to psychological patterns, which can be used to observe the factors that motivate people to travel. In contrast, it could be argued that the need for a break from one's normal living situations, for relaxation and to lessen mental fatigue could be the motives for going on a holiday (Crompton, 1979; Todorovic & Jovicic, 2016).

According to Horner and Swarbrooke (2016:76), these factors can be internal such as hobbies and interests, lifestyle, attitudes, past experiences, and personality, as well as external such as word-of-mouth promotions and offers, the climate and availability of suitable products. Furthermore, the decision to buy a tourism product is the outcome of a complex process that has five phases namely, travel desire, information collection and evaluation image, travel

decision (choice between alternatives), travel preparation and travel experiences and the final phase is the connection to travel satisfaction outcome and evaluation (Horner & Swarbrooke, 2016:53).

When looking specifically at international students' various motivational factors influence the decision to study abroad. According to Jianvittayakit and Dimanche (2010:2), these motivational factors are multifaceted because they are a combination of push factors persuading students to study abroad and pull factors which then attract students to a destination. Furthermore, the relationship between push motives and pull motives, in other words, the link concerning motivations and destination selections, are widely studied to understand decision-making components (Jianvittayakit & Dimanche, 2010:3). Thus, the tourist's decision-making process is influenced by various factors and therefore several theories exist that attempts to describe human needs and motivations (Gnanapala, 2012:49).

2.11.1 Prominent travel motivation theories

2.11.1.1 Maslow's Hierarchy of Needs (1943)

A theory that is most applied in tourism literature is Maslow's hierarchy of needs proposed in 1943 (Yousaf et al., 2018:201). According to the cited theory, human behaviour is divided into five distinct levels of needs, with the satisfaction of one need contributing to the fulfilment of another on a higher level, forming a pyramid (Yousaf et al., 2018:201). Maslow (1943) referred to the first set of motives as 'physiological needs,' which are associated with people's basic needs such as food, shelter, and water. In the edu-tourism industry, physiological needs are the basic needs that international study-abroad students expect destinations to meet. These requirements include a variety of facilities provided to students during their stay at the study-abroad destination, such as suitable accommodations, potable water, and restaurants serving good food and/or cuisine (Yousaf et al., 2018:201). These requirements are so fundamental that they can be regarded as fundamental motivators for all tourists (Maslow, 1943).

The second need in Maslow's (1943) motivational pyramid is related to tourist safety concerns. Destinations can only attract more tourists if they provide a safe and secure environment in which tourists feel safe from any threats during the scheduled stay (Yousaf et al., 2018:201). Furthermore, Daft (2013:143) notes that these are the needs such as safety, confidence, and the absence of fear. Given the foregoing, it is plausible to presume that study-abroad students are more inclined to select a study-abroad destination if the facilities are stable and the students will be well looked after. For those destinations, the probability of a favourable response in the form of tourist inflows will be higher (Yousaf et al., 2018:202).

Forming ties with individuals to build a sense of social belonging and by validating the potential to generate healthy relationships is the third requirement in the mentioned author's hierarchy

(Yousaf et al., 2018:202). Furthermore, this need group, which includes the desires to be accepted by others, to form friendships, to be with relatives, and to show and demand love from others, is mostly derived from impulses of living together (Uysal et al., 2017). In agreement, Yousaf et al. (2018:202) claim that social belonging plays a transparent, constructive role in motivating tourists to visit destinations and that individuals tend to travel to specific places to develop strong bonds with family and friends or to become familiar with destinations' local communities.

When this motivation is met, the fourth motivation, which is linked to self-esteem, emerges. People travel at this level to impress friends, relatives, social groups, and other people, as well as to improve their social status (Yousaf et al., 2018:202). In agreement, (Griffin, 2013; Uysal et al., 2017) note that there are two types of esteem requirements, with the first being the desire to be recognised and respected by others. Furthermore, Uysal et al. note that this need is linked to a person's reputation, such as prestige, acknowledgment, and appreciation. The other is the need for self-esteem and self-appreciation, which include traits like self-confidence, independence, success, and talent (Griffin, 2013; Uysal et al., 2017). The hierarchy's final need is self-actualisation. Tourists consider tourism to be an endeavour in which they can develop individual skills by doing something challenging (Uysal et al., 2017:217). Furthermore, Uysal points out that in the context of tourism, self-actualisation can relate to behaviours in which people engage in activities that help society. In some ways, this is relevant to study-abroad programmes because it is an activity that benefits all stakeholders involved.

Maslow (1970) felt that after efficiency needs are met, individuals would likely be motivated to extend knowledge capabilities (Swiss Connect Academy [SCA], 2022:1). Thus, Maslow (1970) proposed three important additional needs related directly to edu-tourism namely, cognitive, and aesthetic needs which are situated between esteem and self-actualisation needs, as well as the desire for transcendence which is found right on the top of the pyramid (see Figure 2.2) (Maslow, 1970). Firstly, cognitive needs reflect our need to research, experiment, and learn more about how the world works to broaden our understanding – this is an important step on the way to self-actualisation because it involves your mind as well as new concepts based on facts (SCA, 2022:2). Tourist's desire to appreciate beauty is represented by the following phase, aesthetic demands, which refers to examples such as art creation and appraisal (McLeod, 2018:8). Lastly, the urge to pursue demands that are unrelated to one's personal, individual existence is known as transcendence needs (McLeod, 2018:9). A person may, for example, feel compelled to help others, volunteer, research faith and scientific development, or protect and enjoy nature (McLeod, 2018:9).

It should be noted that these and prior needs may be met in a different sequence by a person and are often felt simultaneously, even though they are pursued independently (StudyCorgi,

2021:3). Most researchers, however, continue to use the original five-level pyramid as the foundation of their research (StudyCorgi, 2021:3).

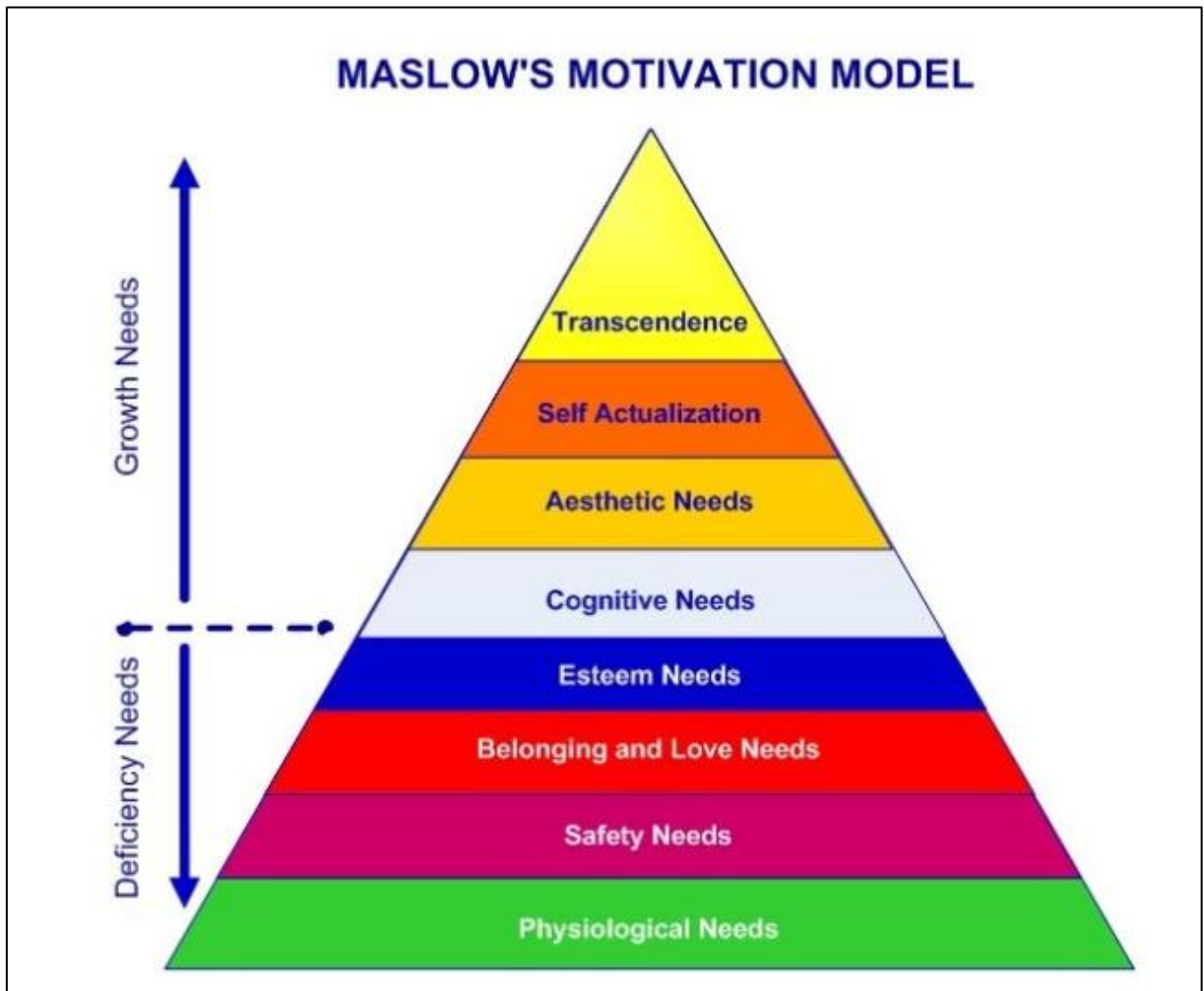


Figure 2.2: Maslow's hierarchy of basic needs

Source: Adapted from McLeod (2018:9)

According to Ivanovic et al. (2009:58), Maslow's model can be used to explain what motivates or demotivates tourists. For example, tourists will not be eager to travel to a destination where their safety needs are not met, but an individual travelling to attend a conference may be motivated by the need for self-actualisation.

2.11.1.2 Dann's Theory of Push and Pull Motivations (1977)

A familiar theory for understanding travel motivation is the "push and pull" model (Dann, 1977:184-186). The push-pull hypothesis has been used to describe international edu-tourists' decision-making processes while choosing edu-tourism destinations. The core concept of this model is that an individual's choice of a travel destination is broken down into two factors. The first factor is the push factor which pushes an individual away from home and attempts to develop a desire to travel, without specifying where that may be (Tomic et al., 2014:414).

Furthermore, it is noted that tourists are motivated to travel outside one's original place of residence due to being pushed by internal forces (intrinsic factors) as well as the external forces (extrinsic factors) of their origin country (Lee & Tan, 1984; Baloglu & Uysal, 1996), implying that push factors are unique to tourists' orientation and country of origin. The second factor is the pull factor that pulls an individual towards a destination due to a region-specific enticement, or perceived attractiveness of a destination (Lam & Hsu, 2006). The theory also addresses the pull side of tourist movements, claiming that tourists are drawn to a particular tourist location by personal perceptions and expectations of things like novelty, benefits, and other tourist pictures of the destination (Lee & Tan, 1984; Baloglu & Uysal, 1996). For example, being stressed at work will push an individual to go on a holiday, whereas a popular tourist attraction at a destination such as skiing will pull an individual towards the destination (Ivanovic et al., 2009:151-153).

2.11.1.3 Crompton's Socio-psychological Motivations (1979)

Another well-known theory examining travel motives on a similar basis as the "push-pull theory" is that of Crompton (1979:408), who identified two motives that influence the selection of a destination namely socio-psychological (push) motivations and cultural (pull) motivations. According to Crompton (1979:408), there are seven socio-psychological (push) motives for travelling, namely escape, self-exploratory, relaxation, prestige, regression, kinship-enhancement, and social interaction. On the other hand, cultural (pull) motives for travelling refers to novelty and education. This approach suggests that the destination to an extent has an influence on vacation behaviour in meeting a stimulated need (Al-Haj Mohammad & Mat Som, 2010:41).

2.11.1.4 Travel Career Patterns (TCP) (2005)

The Travel Career Patterns (TCP) model developed by Pearce and Lee (2005) is one of the most influential theoretical frameworks based on Maslow's hierarchy of needs (Yousaf et al., 2018:203). The TCP model is based on the same principles as the Travel Career Ladder (TCL) technique. TCL theory indicates that when a tourist's degree of experience increases, they proceed up the travel motivations ladder, but TCP theory considers these motivations as a diverse and complex process involving multiple levels simultaneously (Yousaf et al., 2018:203). The TCP is built around the idea of a travelling career, as well as the idea that tourists' behaviours reflect shifting motivational patterns over time (Pearce & Lee, 2005; Yousaf et al., 2018).

According to Pearce and Lee (2005:230), the TCP is centred around 14 motivational considerations or factors, and it ranges from internal to external influences, as well as most significant to least important, as shown in Table 2.3 below.

Table 2.3: Travel career patterns motivational considerations

Travel Career Patterns motivational considerations			
Internal	External	Most important	Least important
Self-actualisation	Self-development (i.e., collaboration between tourist and host destination)	Escape/relax	Nostalgia
Self-improvement			Stimulation
Romance	Nature	Novelty	Isolation
Belonging		Kinship/connections	Recognition and/or social status
Independence			

Source: Adapted from Pearce and Lee (2005)

These 14 factors are crucial in identifying the motivations that drive tourists to travel to foreign destinations and in influencing tourists' decision-making processes (Pearce & Lee, 2005; Yousaf et al., 2018). Furthermore, Yousaf et al. (2018:208) claim that as tourists gain more travel experience, their aspirations evolve. However, different levels of experience are inadequate to capture all tourist motivations because it is additionally influenced by social, psychological, technical, and demographic aspects like family size, education, and a higher increase in life expectancy (Tanrisever et al., 2016:66).

A conceptual model was developed by the researcher using the four theories that were discussed (see Figure 2.3). The model illustrates how different theories are related in that students who study abroad develop a desire to advance, whether it be academically, mentally, or physically. Comparable to other travel decisions, Mazzarol and Soutar (2002:84) contend that the choice to study abroad is influenced by push and pull factors. Individuals are influenced by motivational factors that push them into a travel decision, or in other words "whether to go," while pull factors indicate how they are attracted by a location, or in other words "where to go" (Baloglu & Uysal, 1996; Kim et al., 2006). However, the researcher contents that the desire to study abroad is frequently sparked by social and psychological factors, which then influence the choice to study abroad as well as the study abroad location based on supply or demand. But since change is a constant in life and travel expectations and behaviours will eventually change over time, it is important to consider all of the theories mentioned because each one touches on the constantly changing perspectives of study abroad.

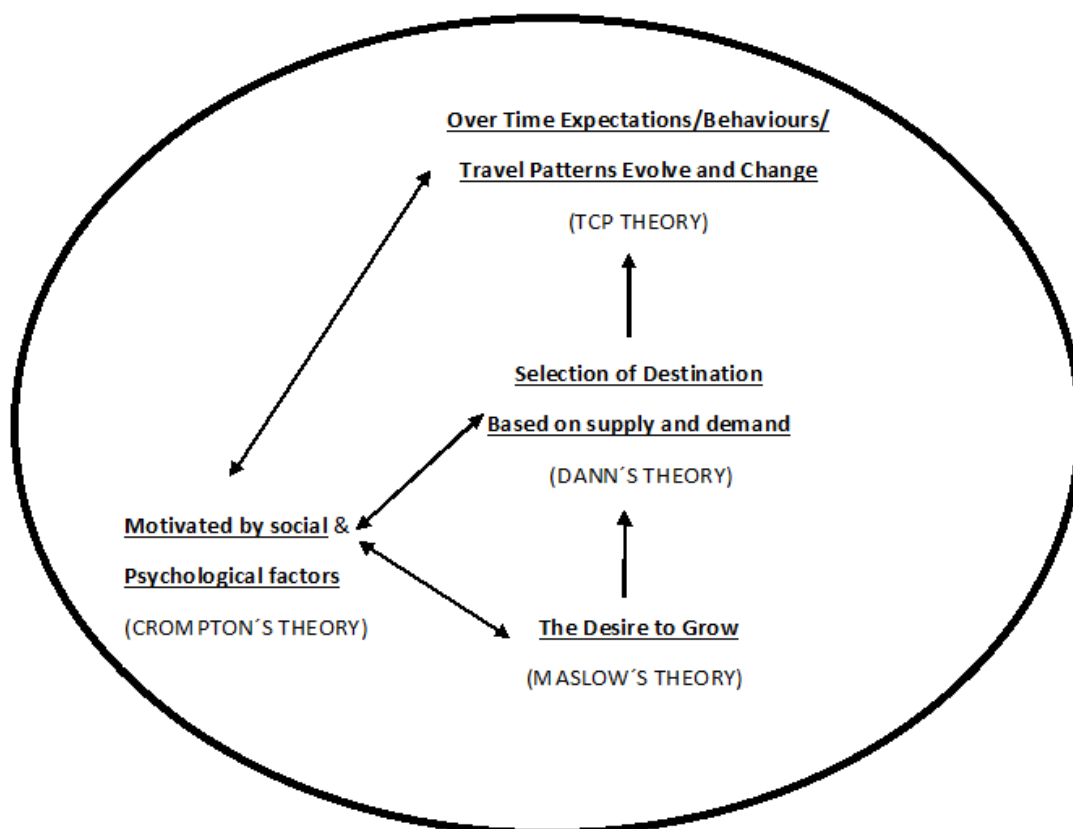


Figure 2.3: Conceptual model of travel motivational theories

Source: Author's construct

2.12 Underlying factors in students' choice of a destination of study

According to Eder et al. (2010:233), the decision to participate in a study-abroad programme includes a complex set of factors including the decision to explore studying abroad, which country to choose, and which institution. Several researchers who have attempted to identify international students' motives are reflected below. In the study conducted by Harazneh et al. (2018), who researched motivational factors for edu-tourism from a marketing insight, found that there are various factors for edu-tourism, which include cost, quality, environmental, regulatory, cultural, political, safety and social factors. A study conducted by Ozoglu et al. (2015) determined the factors influencing international students' choice to study in Turkey and the challenges they experienced, highlighting that the quality, affordability, scholarships, proximity, and recommendations are key aspects respondents are influenced by. Bhati and Anderson (2012) investigated the factors influencing Indian students' choice of overseas study destinations. The findings indicate that safety and security, lower cost of living in Singapore, proximity, better job prospects, climate, government policies and having relatives and friends in Singapore are what motivated the respondents to study in Singapore instead of India. The study conducted by Ivy (2010), titled "Choosing futures: influence of ethnic origin in university choice", showed that career, personal, family, academic and social facets were factors that motivated the respondents to study in the United Kingdom. Furthermore, Lu et al. (2009), who

determined the factors influencing the choice of overseas study by undergraduate and postgraduate Chinese students, found that the major influences for overseas studies are living and working overseas, employment of home, network, family, sponsorships, university services, cost of study, university ranking, media advertising and overseas as well as domestic websites.

From the studies reviewed above, it is evident that various factors motivate the respondents to study abroad such as cost, family, better job prospects, quality, environmental, regulatory, cultural, political, safety and social factors just to mention a few. When comparing these studies, the cost was identified as a common factor by various studies (Lu et al., 2009; Bhati & Anderson, 2012; Ozoglu et al., 2015; Harazneh et al., 2018) which clearly indicates that the cost-motivational factor plays a role in study-abroad programmes. Furthermore, better job prospects and family are also factors that motivate study abroad and are highlighted in the studies conducted by Lu et al. (2009), Ivy (2010) and Bhati and Anderson (2012). Interestingly, the study conducted by Lu et al. (2009) was the only study that measured university services and ranking as well as media advertising.

By identifying travel motives decision-makers will be more informed in understanding the most basic characteristics of tourism consumer motivations, refining how organisers observe travel behaviours and the factors that influence the decision-making processes (Yousaf et al., 2018:206). According to Le-Ba (2007:1), by understanding travel motives of international students, governments can implement positive changes to policies and programmes by simplifying the student visa requirements and allowing international students to gain more work opportunities in the host countries. Furthermore, it allows universities to implement and/or improve on the different strategies for marketing and recruitment of international students (Hemsley-Brown, 2017:3).

2.13 Summary

To conclude, study-abroad programmes play a vital role in contributing to the economic and social aspects of universities and host destinations alike. This area of focus has largely been neglected in the past and as such findings in this study will add to the literature in this respect. In this chapter, the background to important elements concerning edu-tourism, thereby establishing the basis for this study. Furthermore, a conceptual framework brought to light key theories such as the profile pertaining to international study-abroad students as well as study-abroad destination selection motives that underpin this study. Having laid the theoretical foundation, the next chapter elaborates on the methodology employed in this study.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In social research, the research methodology is an essential component in specifying the selection of participants, the data collection methods to be used as well as the data analysis to be done (Nieuwenhuis, 2019:80). In essence, a research methodology is the blueprint of a study or research. This study has been undertaken for the main purpose of determining the motives of international study-abroad students participating in studies at universities in the Western Cape, South Africa. The previous chapter reviewed existing literature around the niche tourism subsector within the edu-tourism sector known as study-abroad programmes, while emphasising its importance in the Western Cape.

The current chapter highlights the details of the relevant and appropriate research methods adopted for this study. The correct methods must be used to achieve the desired results and as international study-abroad students formed part of the study, several methods were used and are explained in this chapter. The background to the study, the research design highlighting the use of the mixed-method research approach as well as the methodology implemented for the study, is portrayed in this chapter. Furthermore, a discussion regarding the sample size, the sampling technique applied in the study and the target population is included. The chapter concludes by clarifying how the data collected were captured and analysed as well as detailing the validity, reliability, ethical considerations, and limitation recognised in this study.

3.2 Research questions

In order to elicit the appropriate information and enable an evaluation of the study's results, the methods identified have been chosen with the primary objective of answering the following research questions mentioned in Chapter 1:

- 1) What is the profile of the international students participating in study-abroad programmes at Western Cape universities in South Africa?
- 2) Which socio-psychological (push) factors influence international students to study abroad?
- 3) What are the destination attributes (pull factors) that attract international students to a destination such as the Western Cape in South Africa?
- 4) What trends do the stakeholders observe regarding international students participating in study-abroad programmes at Western Cape universities in South Africa?

3.3 Background to the area of the study

As was mentioned in Chapter 1, the present study was conducted in the four universities in the Western Cape, South Africa. The Western Cape is one of South Africa's nine provinces that draw the most tourists in peak seasons and is known for its agriculture, wine, and tourism industries (Encyclopaedia Britannica, 2022; SA-Venues, 2021) (see Figure 3.1). There are four universities in the Western Cape namely, Cape Peninsula University of Technology (CPUT), Stellenbosch University (SU), University of Cape Town (UCT) and University of the Western Cape (UWC). According to South Africa–The Good News (2021), there are an estimated 20 000 universities in the world and South Africa has 13 of the 26 public universities ranked in the top 2000 globally and 3 of those universities are found in the Western Cape, namely, UCT, which is ranked 269th, SU which is ranked 435th and the UWC which is ranked 1239th. Each of these universities is separately discussed below.

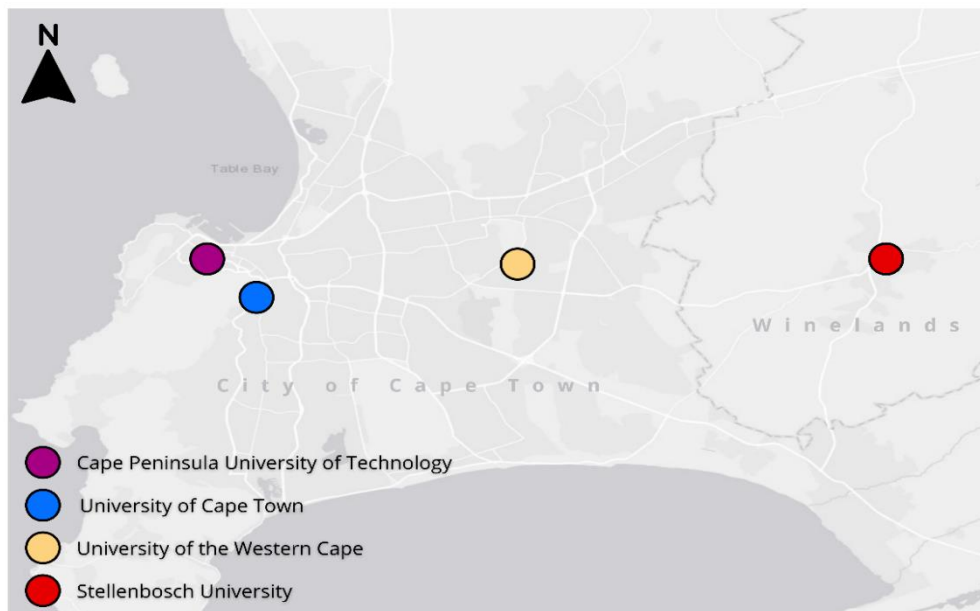


Figure 3.1: Universities in the Western Cape

Source: Author's construct

The Cape Peninsula University of Technology (CPUT) was established on 1 January 2005, when the Cape Technikon and Peninsula Technikon merged (CPUT, 2022:1). Moreover, CPUT (2022) notes, that this merger formed part of the national transformation progression agenda that transformed the higher education landscape in South Africa. At present, the university is the only university of technology in the Western Cape and is the largest university in the region, boasting more than 30,000 students, more than 70 programmes, and several branch campuses in the following locations: Bellville, District Six, Mowbray, Wellington and Greenpoint (UniRank, 2021a; CPUT, 2022).



Figure 3.2: Image of Cape Peninsula University of Technology with logo

Source: Adapted from CPUT (n.d.)

Stellenbosch University (SU) is situated in a historical oak-lined university town called Stellenbosch amongst the Boland Mountains in the Winelands of the Western Cape Province (SU, 2022:1). Additionally, SU (2022:1) claims that the scenic beauty of the area; state-of-the-art environmentally friendly facilities and technology, as well as the visionary thinking about the creation of a sustainable 21st-century institution, makes for the unique character and campus atmosphere of Stellenbosch University attracting to local and foreign students alike. The university is amongst South Africa's preceding higher education institutions established on research output, student pass rates and rated scientists, and is credited internationally as an academic institution of excellence (SU, 2022:1).



Figure 3.3: Image of Stellenbosch University with logo

Source: Adapted from Steenkamp (2017)

University of Cape Town (UCT) is South Africa's oldest university and one of Africa's leading research and teaching tertiary institutions (UCT, 2022:1). According to UCT (2022:1), the university was founded in 1829 in Cape Town as the South African college, a high school for boys and it was during the period 1880 to 1900 that it was formally established into a fully-fledged university due to increased funding from private sources and the government.

Moreover, the university has six faculties which are all supported by the Centre for Higher Education Development, which addresses students' teaching and learning needs namely, Commerce, Engineering and the Built Environment, Law, Health Sciences, Humanities and Science (UniRank, 2021b:1). Among its more than 100,000 alumni are the late Professor Christiaan Barnard, the world-renowned heart surgeon, and six Nobel laureates, Sir Aaron Klug, JM Coetzee, and the late Professor Alan MacLeod Cormack (UCT, 2022:1).

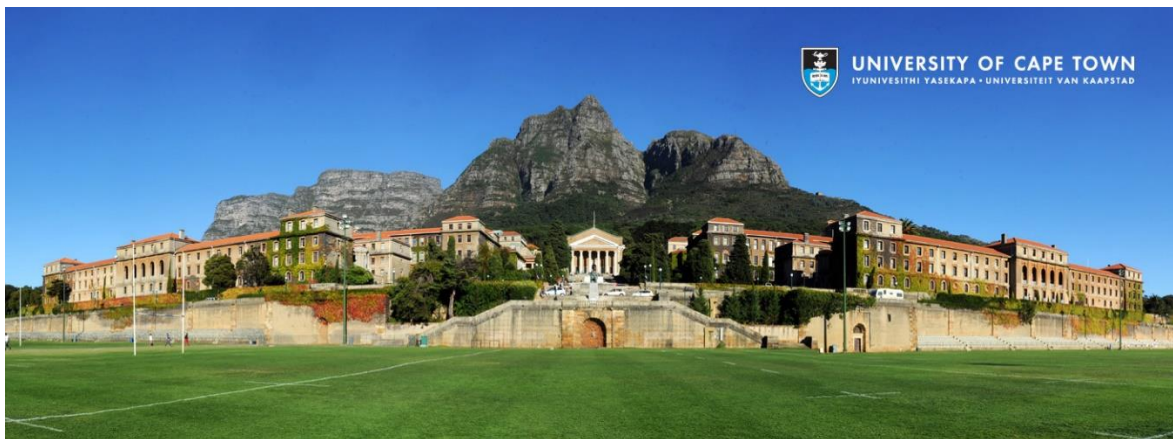


Figure 3.4: Image of the University of Cape Town with logo

Source: Adapted from University of Cape Town Trust (2016)

University of the Western Cape (UWC) situated in Bellville, a suburb of the City of Cape Town, is well-known for its struggle against apartheid as it was originally established for people classified as “Coloured” in 1960 under the apartheid era, offering restricted training for lower to middle-level positions in schools, the civil service and other organisations intended to serve a separated Coloured society (UWC, 2022:1). UWC (2022:1) further claims that the university officially rejected the apartheid ideology on which it was established in 1982, adopting a declaration of nonracialism and "a firm commitment to the development of the Third World communities in South Africa". Moreover, the university formalised its “open” admissions policy, offering admissions to a growing number of African students and paving the path for rapid evolution (UWC, 2022:1). Notwithstanding severe limitations, students from disadvantaged communities graduated in ever-increasing numbers, equipped to make a skilled contribution to the new post-apartheid South Africa (UWC, 2022:1). President Nelson Mandela praised UWC for having transformed itself "from an apartheid ethnic institution to a proud national asset" (UWC, 2022:1). Currently, UWC provides numerous academic and non-academic amenities and services to students consist of a library, housing, sports facilities, financial aids and/or scholarships, study abroad and exchange programmes, online courses, and distance learning opportunities, as well as administrative services (UniRank, 2022c:1).



Figure 3.5: Image of the University of the Western Cape with logo

Source: Adapted from UWC (2022b)

3.4 Research design and methods

According to Greenfield (1996:115), “research is an art aided by skills of inquiry, experimental design, data collection, measurement and analysis, by interpretation, and by presentation”. Furthermore, Katz and Martin (1997:2) refer to research as a study and investigation, particularly for the discovery of new facts. However, Kothari (2004:32) argues that research makes a unique contribution to the corpus of information already in existence. Thus, the usefulness of research depends on how well it is planned and executed, regardless of the topic (Steneck, 2007:91) and therefore the emphasis should be on the research design and methods. Bhattacharjee (2012:35) notes that a research design is a blueprint for empirical research aimed at responding to the research questions by specifying the data collection, sampling processes and instrument development. Research design, therefore, according to the definition by the Sacred Heart University Library [SHUL] (2020), refers to the overall approach which allows for the integration of various elements of the study logically and coherently (SHUL, 2022:1-2). Furthermore, several researchers note that a typical research design encompasses the following components:

- Identifying the information required to answer the research questions(s).
- Determining if the overall design is to be exploratory, descriptive, causal or a combination of designs.
- Formulating the structure of techniques of understanding and/or measurement.
- Developing and pretesting an appropriate form of data-collection tool e.g., questionnaire.
- Stipulate the quantitative and /or qualitative sample size and sampling process.
- Constructing a data analysis plan. (Malhotra et al., 2017; University of Southern California [USC], 2022).

According to Saunders et al. (2019:172), a research design is the overall plan developed to provide answers to research questions. As a result, it is critical that research questions be clearly defined and expressed. The design should also include clear and precise objectives derived from the research questions, as well as state, name, and identify the sources from which the data were collected. Additionally, Creswell (2014:41) argues that research designs are frequently associated with three research method types, namely qualitative, quantitative, and mixed methods approach that provide specific directions for the procedures conducted. The research methods are important as they assist the researcher to conduct the study and collect the required data.

At the start of the study, a quantitative method was selected to determine the profile and motives of international study-abroad students at the universities in the Western Cape. Quantitative research is a process that systematically and objectively involves the use of numerical data from only a selected subgroup of a population to generalise the findings of the population that is being studied (Maree & Pietersen, 2019a:184). Babbie (2021:416) further states that quantitative research methods focus on quantifiable metrics and statistical, mathematical, or numerical analysis of data gathered through surveys, questionnaires, and polls, or by modifying previously collected statistical data using computational methods. In essence, quantitative data is engrossed in numerical data to understand a specific phenomenon. Usually, the most important goal of this approach is the expectation that a researcher will personally disregard perceptions, prejudices, and experiences to ensure that objectivity is met when conducting a study and gaining conclusions and recommendations (Mbomba, 2017:81).

3.4.1 Challenges associated with data collection

Regrettably, due to the COVID-19 pandemic and its restrictive characteristics, as discussed in Section 2.9.2, data collection did not proceed as envisaged for the study and as a result, the study's population was negatively impacted. This led to the realignment of collection methods suitable to the conditions that preceded the pandemic (see Section 3.5.1), resulting in the researcher opting to include a qualitative component to further compliment the quantitative data. The qualitative data collection was included, to gain a thorough understanding of the perceptions and trends that the key stakeholders are observing when interacting with international study-abroad students and the specialised market for study-abroad programmes. Qualitative research is conducted to learn about viewpoints on the world, while always focussing on maintaining rich interpretation when evaluating data (Flick, 2018:2). Furthermore, the latter author notes that qualitative research refers to understanding concepts, opinions, or experiences, through gathering and evaluating non-numerical data (e.g., text, video, or audio) (Flick, 2018:3). In agreement, Nieuwenhuis (2020:59) asserts that all qualitative research is

naturalistic, in the sense that it focuses on natural situations where interaction occurs, rather than understanding social reality in terms of static processes.

Hence, the methods used in this study were both quantitative and qualitative, which are known collectively as a mixed-method approach. In agreement with the latter view, Creswell (2014:42) claims that combining the two research approaches is also referred to as mixed methods or 'triangulation'. In research, triangulation refers to addressing a research question through several datasets, techniques, hypotheses, and/or investigators. It's a research strategy that can help you improve your findings' validity and trustworthiness (Flick, 2018:11). Thus, to amass a combination of knowledge and intellect about a subject, two methods are employed (Ritchie, 2003:38). Interestingly, qualitative, and quantitative research strategies have historically been thought of as fundamentally opposed paradigms (Borgstede & Scholz, 2021:2). Additionally, the author notes that attempts have been made in recent years to integrate both strategies. These "mixed methods" approaches view qualitative and quantitative methodologies as complementary, rather than opposite strategies (Creswell, 2014:42). The following section discusses population and sample selection.

3.5 Population and sample selection

A research population can be defined as a complete group of individuals with characteristics relevant to the study (Bhattacharjee, 2012; Swart, 2013). According to the definition of study-abroad programmes, which refers to any endeavours, including exchange, semester abroad, research programmes, to highlight a few, that permit students to complete 6-week intensive study sessions to a full year of cultural and linguistic involvement through academic pursuits outside of their country of residence (Tourism & More, 2010; Purdue University, 2015; University of Minnesota, 2022), the population of the current study excluded all international students studying for longer than a year as these individuals can no longer be considered as being involved in a study-abroad programme (Tourism & More, 2010).

Maree and Pietersen (2019b:214) note that in cases where it is unrealistic to investigate the entire target population, a representative part of the population called a sample may be selected. Furthermore, the process of sampling involves defining a target population (Zikmund et al., 2013:387). Thus, Verma et al. (2017:298) explain that sampling refers to the "act, process, or technique of selecting a suitable sample or a representative part of a population to determine parameters or characteristics of the whole population". According to Bhattacharjee (2012:65), sampling is a process that encompasses three stages namely, defining the research population, choosing a sampling frame as well as choosing a sample size using a defined sampling technique. Additionally, a sampling frame is a reachable segment of the target population where a sample can be drawn (Bhattacharjee, 2012:65). Furthermore, Dudovskiy (2022:1) asserts that the sampling method chosen impacts the reliability of the research

findings, as well as the reliability and validity of the study, with major consequences and implications for the overall quality of the study in question.

3.5.1 Pre-COVID-19 situation

Initially, the population of interest included international study-abroad students at all four universities (CPUT, UCT, UWC and SU) in the Western Cape province of South Africa for 2019. Furthermore, the sample size for this study was determined using a table of recommendations developed by Isaac and Michael (1981:193) and adopted by White (2003:78) for determining how large a randomly chosen sample from a given finite population of n cases should be, such that the sample proportion p would fall within .05 of the population proportion, meaning p with a 95% level of confidence (Isaac & Michael, 1981:193) (see Table 3.1). Thus, the study's population amounted to $N=2215$ international study-abroad students and a total sample size of $s=310$ across the four universities (see Table 3.2). It should be highlighted that the figures below referred to both current international studies abroad students enrolled for the first semester and prospective students arriving in the second semester of 2019.

Table 3.1: Guidelines for determining population sample sizes

Population (N=)	Percentage (%) suggested	Number of respondents (s=)
20	100	20
30	80	24
50	64	32
100	45	45
200	32	64
500	20	100
1 000	14	140
10 000	4.5	450
100 000	2	2 000
200 000	1	2 000

Source: Isaac and Michael (1981); White (2003)

Table 3.2: Population of study-abroad students at universities in the Western Cape for 2019

Stakeholders	Population 2019 (projected figures for the entire year)
CPUT	128
SU	1488
UCT	537
UWC	62
Grand total (N=)	2215
Targeted sample (s=)	310

Source: Goslar (2020); Shaikjee (2020); Snyman (2020); Thomas (2020); Ramsahar (2021); Van der Westhuizen (2021)

It should be acknowledged that, while the figures for current and prospective study-abroad students for 2019 across all four universities were quite satisfactory as illustrated in Table 3.2

and reaching the selected sample size should have been a simple task, the current study was severely hampered by the COVID-19 pandemic, resulting in drawbacks beyond the researcher's control. The researcher, however, did not stop there, instead going the extra mile to substantiate the study. These efforts are discussed in the next section.

3.5.2 The COVID-19 pandemic

Owing to the COVID-19 pandemic only three of the four universities in the Western Cape provided update international student statistics. The results for 2019 accurately reflect the number of study-abroad students who were able to complete a study-abroad experience in the Western Cape. The researcher then took the total figures for 2020 and 2021 (N=1306), which were then divided by the number of periods (2) to give the new total of N=653 international students. As a result, a sample size of s=131 respondents was chosen based on the population N=653 of the combined statistics.

Furthermore, in terms of the qualitative approach, which was decided on to support the quantitative data, the study population consisted of three universities in the Western Cape and two selected universities in Germany. Only German universities that sent students to the Western Cape to complete a study-abroad programme experience were chosen. Thus, the current study population was made up of 75 study-abroad students and five study-abroad coordinators.

Table 3.3: Population of study-abroad students at universities in the Western Cape 2019-2021

Stakeholders	Population 2019 (first semester)	Population 2020 (second semester)	Population 2021 (entire year)
CPUT	119	50	30
SU	499	246	661
UCT	537	284	35
UWC	62	-	-
Grand total (N=)	1217	580	726
Average population (N=)	-		653
Targeted sample (s=)	293		131
Collected sample (s=)			=75

Source: Shaikjee (2020); Thomas (2020); Kotze (2022); Ramsahar (2022)

To support the qualitative and quantitative characteristics of the study, both probability and non-probability sampling methods were used. This study employed the probability sampling method whereby a stratified sampling technique was used to divide the international study-abroad students from the sampling frame into homogeneous and non-overlapping strata (subgroups), based on the university at which the students were enrolled. According to Maree and Pietersen (2019b:217), stratified sampling is used to address the problem of non-

homogeneous populations by attempting to represent the population much more precisely than simple random sampling can.

To ensure that the international study-abroad students from each of the four universities were represented in the final research sample and selected in proportion to the total population, each university was emailed an online questionnaire link to forward to the targeted students. The survey link was distributed to students via respective coordinators at each institution, thus an element of non-probability convenience sampling method was introduced. It is noted that where the population is difficult to access non-probability sampling methods can be quite advantageous (Maree & Pietersen, 2019b:219). The questionnaire was administered online via Google Forms and the link to the online questionnaire was emailed in October 2021 to the administrative staff at the international offices of CPUT, SU and UCT respectively. The staff at these institutions collated a list of international study-abroad students studying at these institutions and sent the questionnaire link to students on records of involved institutions. In total, the questionnaire was distributed to the entire international study-abroad population from 2021 to May 2022. Of these students, only 75 online responses were received during the eight months. As a result, a key constraint has been identified, which will be explored in detail in the section on limitations.

For the qualitative element, the purposive sampling method was used. Ritchie et al. (2003:79) note “members of a sample are chosen with a purpose to represent a location or type in relation to a key criterion”. In agreement with the latter notion, it is claimed that this method of sampling is used in special situations where sampling is done with a specific purpose in mind for example (Maree & Pietersen, 2019b:220). Thus, the current study used purposive sampling to select key informant personnel at international offices who were purposefully chosen based on their knowledge, experience, and involvement in study-abroad programmes, the higher education sector, and the edu-tourism industry. The next section details the tools for data collection.

3.6 Research instruments and data collection

The following subsections outline the nature of the various research tools used in the study, as well as both the secondary and primary data collected for the study.

3.6.1 Secondary data sources

Secondary data sources formed the backbone of this study as various information searches were conducted to allow for the collection of relevant information in line with the aim of this study. According to Johnston (2014:619), secondary data refers to data, that is created by other researchers or compiled for a different use which forms the basis of the study. Relevant information pertaining to the current study was mainly collected from academic books on tourism, edu-tourism, and tourism motives; journal articles on the study abroad and motives;

published statistics; industry literature; newspaper articles; magazines; theses and dissertations; as well as Internet sites. The review of the relevant literature on study abroad and the overview of the motives to study abroad drawn from the above sources facilitated the formulation of appropriate questions for the questionnaire. The keywords used to search for information included the following: edu-tourism, international students, motives, profile, study-abroad programmes, edu-tourists, South Africa, and Western Cape universities. According to Lib-Guides at Lebanon Valley College (2022:1), keywords are important words or concepts found in a research question or dissertation. The following subsection details the primary data sources that were used in the study.

3.6.2 Primary data sources

Ajayi (2017:3) defines primary data as experiments, observations, surveys, or personal interviews carried out to acquire data first-hand, rather than being assembled from published or unpublished secondary sources. The primary source of data used in the study was obtained through the administration of online questionnaires as well as key informant interviews, both of which are discussed below.

3.6.2.1 Development of the questionnaire

Hesse (2017:1719) defines questionnaires as a collection of questions relevant to a research topic grouped collectively in a single document requiring respondents to answer each item. Similarly, Maree and Pietersen (2019c:196) explain that a questionnaire is a survey tool used to collect data from individuals about themselves, or a social unit such as a household. However, according to Mathers et al. (2009:19), questionnaires can only produce legitimate and significant results if the questions are clear and precise and if it is questioned consistently across all respondents. Moreover, most questionnaires are self-administered, implying that the respondents complete the questionnaire with no help from the researcher (Hesse, 2017:2). Additionally, the author notes that currently, many researchers are resorting to online tools to generate and administer questionnaires that gives both the researcher and the respondents additional flexibility in terms of the creation and completion of the questionnaire. For example, researchers can now use respondents who would be unable to come to a given location to complete the questionnaire due to distance and/or time constraints.

There are two types of questionnaires, namely structured, and unstructured (QuestionPro, 2022:1). According to Cheung (2014:6400), a structured questionnaire comprises a set of standardised close-ended questions with a fixed structure, for collecting information from the respondents. This questionnaire structure allows the study to be backed by factual data which is pivotal to highlighting the aim of the study and identifying the possible gaps (Cheung, 2014:273). On the other hand, an unstructured questionnaire is typically formulated around open-ended questions (Trueman, 2015:1). Open-ended questions refer to questions posed

that permit the respondent to think up his/her own responses without needing to select from a set of predetermined answers (Maree & Pietersen, 2019c:202). Moreover, Trueman (2015:1) notes that open-ended questions may give more justifiable data, as respondents can say what is important to them and convey it in their own words.

Thus, the questionnaire in the present study included both closed-ended and open-ended biographical questions. The closed-ended questions offered the respondents a set of answers from which to choose one or more answers. Among the six types of closed questions identified by Maree and Pietersen (2019c:203), the researcher only included three namely, list, category, grid, and scale questions. The enumerated questions included dichotomous questions with two possible answers (yes/no), multiple-choice questions with a minimum of four categories from which to choose as well as filter and follow-up questions to obtain further information. The category questions enabled the respondents to choose only one of the set categories, while the grid questions allowed for the simultaneous provision of answers to two or more questions.

A very common and useful way of measuring how respondents feel or think about something is by using scales (Maree & Pietersen, 2019c:208). The most widely used scale is the Likert scale, which was employed in the latter part of the questionnaire. It allowed respondents to either agree or disagree with a statement or select the appropriate answer for the statement/s from a response category such as a 5-point Likert scale which included: strongly agree, agree, neutral, disagree or strongly disagree (Maree & Pietersen, 2019c:209). Alternatively, when adjectives are used to express a feeling, the semantic differential scale can be used (Maree & Pietersen, 2019c:210). Since most adjectives are contrasting – good/bad, strong/weak, the scale uses these opposites to create a numerical measure of a particular concept (Maree & Pietersen, 2019c:210). To reach the objectives of this study, the questionnaire was divided into two sections:

- Section A determined the geo-demographic profile of international students participating in study-abroad programmes and included open and close-ended questions. This section was based on previous research conducted by Lu et al. (2009); Ivy (2010); Bhati and Anderson (2012); Ozoglu et al. (2015) and Harazneh et al. (2018) and included questions to determine the age, gender, nationality, marital status as well as educational discipline.
- Section B of the questionnaire measured the 17 motivational (push) factors as well as 24 attributes (pull factors) to be considered as important for participating in educational programmes at universities in the Western Cape. Previous research conducted by Lu et al. (2009); Ivy (2010); Bhati and Anderson (2012); Ozoglu et al. (2015) and Harazneh et al. (2018) was used as a guide to developing relevant statements to determine the variables (motives). These statements were measured on a 5-point Likert Scale of

importance where 1 indicated not at all important, 2 slightly important, 3 important, 4 very important and 5 very important.

3.6.2.2 *Development of the key informant interviews*

Qualitative data collection needs a strong participant-researcher interaction in which the former opens him/herself up to a free-flowing discussion while the latter explores a paradigm to assimilate and develop new knowledge (Moises & Torrentira, 2020:82). Furthermore, Moises and Torrentira note that when conducting qualitative research, proximity between the participant and the researcher is essential. However, because of the COVID-19 pandemic's social distance limits, qualitative data-gathering methods were limited, and data source accessibility become problematic. Thus, Moises and Torrentira (2020:78) claim that qualitative researchers had little choice but to explore new means of collecting data while protecting the data's dependability and credibility, as well as the integrity of the academic if social distancing restrictions and the fear of coronavirus remains in place. As a result, the COVID-19 pandemic has produced a difficult research environment (Dodds & Hess, 2021:203).

As mobility was restricted and face-to-face interviews could not be conducted to collect the qualitative data, the researcher opted to conduct the structured interviews through video conference platforms such as Microsoft Teams, WhatsApp calls and in some cases even through email correspondence. Even though there are some drawbacks to email interviews, many authors agree that in-depth email interviews are a viable form of data collecting (Wertz et al., 2011; Fritz & Vandermause, 2017). As a result, the interviews were performed by providing a word document with the interview schedule to be completed through all the above-mentioned platforms. The interview schedule assisted in facilitating the discussions, mainly focusing on the relationship and trends observed in the study abroad niche market. Nieuwenhuis (2019:109) points out that structured interviews are excellent for gathering factual data for instance; 'tell me about the recruitment of students' because they allow the researcher to control the interview's pace by treating the questions in a standardised and straightforward manner, which was necessary given the limitations mentioned above.

The structured interview approach was twofold: it looked at pertinent coordinator observations at three universities' international offices in the Western Cape, South Africa, as well as coordinator observations at international offices at selected institutions in Germany. German universities were included in the study as the researcher was afforded the opportunity to collaborate with two German universities and interestingly because the majority of the international study-abroad students in the Western Cape originated from Germany (Abrahams & Bama, 2022:4). The interview schedule was developed, and the questions were adjusted to fit each group of key informants.

3.7 Validity and reliability of the research instrument

Although the concepts of validity and reliability are closely related in research, each expresses different properties of the measuring instrument (Surucu & Maslakci, 2020:2694) and in the case of the current study, namely the questionnaire and interview. According to Heale and Twycross (2015:66-67), reliability refers to the consistency of the measurements and to what extent the instrument produces the same results under the same conditions every time it is used. The author further states that reliability adds to the trustworthiness of the results as it is a testament to the methodology if the results are reproducible. Moreover, reliability addresses the ability and capacity of a research instrument to be repetitively and consistently measured (Pietersen & Maree, 2019a:260). Similarly, Surucu and Maslakci (2020:2707) suggest that reliability is the extent to which a measuring instrument gives similar results when applied at different times. Furthermore, Surucu and Maslakci note that even though it is unlikely that the same results will be given every time due to time differences when the measuring instrument is applied and/or changes in the population and sample, a strong positive correlation between the results is an indication of reliability. Thus, the reliability of the measuring instrument is vital for the results of the study to be beneficial.

Validity, in contrast, is described as the degree to which a concept is accurately measured (Heale & Twycross, 2015:66). Similarly, the validity is ascertained by the significant and appropriate interpretation of the data acquired from the measuring instrument as an outcome of the analyses (Surucu & Maslakci, 2020:2696). In other words, for the research to yield beneficial outcomes, the research instrument must measure what it claims. For example, a questionnaire designed to explore why tourists travel to a destination but measures destination attractions would not be considered valid.

To maintain a high level of validity and reliability in the current study, the questionnaire format was adopted from previous study abroad studies dealing with motives for studying abroad as well as a destination choice. Regrettably, a pilot was not feasible given the difficulty in communicating with institutions and the limited number of study-abroad students due to COVID. However, the questionnaire was checked and edited by two senior staff members within the department of Tourism and Events at CPUT prior to the data collection period. Adjustments were made to some sensitive questions, such as a question regarding the gender of the respondents.

3.8 Methods of data analysis

Data analysis is where raw data is ordered and organised so that useful information can be extracted from it to be synthesised, understood, and communicated in a research report (Marshall & Rossman, 1999:148-150). Furthermore, the author notes that data analysis

involves breaking up the data into manageable themes, patterns, trends, and relationships. The data obtained from the completed questionnaires were captured in Microsoft™ Excel™ which is described as a software program created by Microsoft™ that uses spreadsheets to organise numerical and non-numerical (words, statements taken from the questionnaire) data with formulas and functions (Corporate Financial Institute [CFI], 2022:1). The researcher then implemented elements of “data cleaning”. According to Tableau (2022:1), the practice of correcting or deleting inaccurate, damaged, improperly formatted, duplicate, or incomplete data from a dataset is known as data cleaning. In agreement with the latter notion, data cleaning refers to the process of ensuring the data is accurate, consistent and usable (Gimenez, 2022:1). Upon ascertaining that there were no duplicate or irrelevant findings, structural problems were corrected, inappropriate data entry was filtered, and missing information was handled by altering how the data is accessed to navigate null values effectively, the data were then transported from Microsoft™ Excel™ and analysed using SPSS.

After the information was collected and captured, the analysis process started, using descriptive statistics in section A of the questionnaire. The term descriptive statistics, according to Pietersen and Maree (2019b:226), refers to the collective name for several statistical methods that organises and summarises data in a meaningful way. Thus, descriptive statistics were applied to analyse the data and were then reported employing two-way frequency tables and graphs. Pietersen and Maree (2019b:227) claim that two-way frequency tables and graphs, also called cross-tabulation, is useful to explore different response patterns of different sub-groups. As such, using two-way frequency tables and graphs was a convenient way of classifying various respondents’ data simultaneously. For example, displaying the different ages of international study-abroad students at universities in the Western Cape.

Next, the data were pooled to conduct a factor analysis based on section B of the questionnaire. A factor analysis, using an Oblimin rotation with Kaiser normalisation, was performed on the motivational items to explain the variance-covariance structure of a set of variables through a few linear combinations of these variables. The Kaiser-Meyer-Olkin measure of sampling adequacy and Bartlett’s test of sphericity were used to determine whether the covariance matrix was suitable for the factor analysis. Kaiser criteria for the extraction of all factors with eigenvalues larger than one were used. These criteria were considered to explain a significant amount of variation in the data. In addition, all items with a factor loading above 0.3 were considered as contributing to a factor, whereas all factors with factor loadings less than 0.3 were considered as not correlating significantly with this factor (Field, 2013:692). Any item that cross-loaded onto 2 factors with factor loadings greater than 0.3 were categorised in the factor where interpretability was best. According to Pietersen and Maree (2019a:261), a reliability coefficient (Cronbach’s Alpha) was computed for each factor to estimate the internal consistency for each factor. All factors with a reliability coefficient above

0.6 were considered acceptable in this study. The average inter-item correlations were computed as another measure of reliability.

Lastly, the qualitative data were analysed into conceptual categories using the constant comparative method. After the verbatim transcripts of the recorded interviews were generated, manual content analysis was used to code themes generated from the data. The contents of these themes were synergised for succinct reporting that was brought in to support the quantitative data linked to the study's aim.

3.9 Ethical considerations

According to the National Committee for Research in the Social Science and the Humanities [NESH] (2006:5), ethical considerations is a set of intricate principles, standards and recognised structures that help establish and regulate systematic activity. In support of the latter notion, Brittain et al. (2020:927) and Maree (2019:47) claim that ethical concerns are those crucial ethical principles that guarantee the confidentiality of research participants' identities and prevent the fabrication or falsification of data. Furthermore, ethical issues should not be overlooked as it constitutes a key component and a crucial part of the research process (Bell et al., 2018:110). In simple terms, ethical considerations are important to ensure that the integrity of the study remains intact. NESH (2006:5) further states that consideration of ethics protects and guides a researcher when conducting research and outlines what morals and standards should be followed during this period. Ethical considerations speak to a few key components when relating to different participants. Consequently, hereby the study safeguards the truthfulness of the research. A few ethical issues present in the study were observed in the process of conducting this research:

- To guarantee participant confidentiality, all information provided by respondents remained confidential.
- Ethical clearance was obtained from CPUT before any data were collected.
- Ethical clearance was obtained from all four universities in the Western Cape, which made it possible to conduct research and work with study-abroad international students.
- The participation of the respondents in completing the questionnaire was entirely voluntary and no one was obliged to participate.
- An introduction that includes the name of the researcher and the university was attached to the online questionnaire to give respondents assurance of the legitimacy of the research study.

- Assurance that the information obtained was treated confidentially and only used for academic purposes was given to respondents by not requiring the respondents to provide personal details such as names and contact details on the questionnaire.
- No minors (under 18-year-olds) participated in this study and no respondent was harmed in any way.
- To uphold the integrity of this study, respondents were informed of all the above-mentioned rights and the research conducted complied with CPUT's ethical standards.

3.10 Limitations

The following limitations associated with the study were identified:

- Owing to the lockdown restrictions and university COVID-19 policies, going directly to the universities was impossible, and as such, the researcher was limited to university call centres and switch offices to reach the intended international offices who then reached out to the respondents.
- Due to the COVID-19 restrictions accessibility became a major issue which drastically affected the data collection process.
- When students are not physically in South Africa, the host university email addresses that were created from these students lie dormant, thus affecting their ability to receive and complete the questionnaire. As a result, the targeted students were most likely international students physically based in the Western Cape from October 2021 – May 2022. In this case, past students were also unable to be contacted.
- Coordinators of study-abroad programmes at selected universities were also sometimes reluctant to assist the researcher leading to a very limited audience response.
- Since face-to-face interviews were not possible, the researcher had to use virtual techniques instead. These included email, WhatsApp calls, and Microsoft Teams, all of which had their own drawbacks. For example, connectivity issues or where the researcher was unable to delve further for more clarification in the case of email.
- Additional stakeholders such as private study-abroad programmes were reached out to, but no responses were received.
- Questionnaires were limited to only international study-abroad programme students and excluded students registered for more than one year.

3.11 Summary

This chapter provided a discussion on the research design and methodology applied in this study. It presented an overview of the study area, the data collection and analysis process as well as addressing the issues around validity, reliability, and ethics. The designated approach

provided an opportunity to effectively investigate and gather the required data accurately as well as answer the research problem in a flexible manner. The outcomes of this study, it is hoped could be beneficial in the future to motivate more international students to choose one of the universities within the Western Cape as the preferred study-abroad destination. The next chapter presents and discusses the research findings obtained from the online questionnaire.

CHAPTER 4

RESEARCH FINDINGS, ANALYSIS AND DISCUSSION

4.1 Introduction

The study findings can be defined as a section of a research study in which the results are reported and analysed using the methodology employed to acquire the data (Mbomba, 2017:76). Chapter 3 Three of the current study outlined the research methodology as well as the detailed research methods that were employed in the study. Quantitative data were collected using questionnaires and analysed using SPSS version 28, while the qualitative descriptive data were analysed using manual content analysis which coded themes generated from the data. These themes' contents were combined for concise reporting that was included to support the quantitative data related to the study's objective.

In this chapter, a presentation of the findings, as well as analysis and discussion of results that were received from the respondents and participants, is presented. The researcher was able to spot distinct patterns in the data owing to how the data analysis was conducted. Quantitative data collected from international study-abroad students were analysed, whereafter the qualitative data collected from the interviews conducted with coordinators at the various international offices at selected universities in South Africa and Germany were analysed. This was followed by an integrative review of the findings and conclusions drawn from each of these groups to provide a holistic understanding. To address the research questions and wrap up the analysis phase of this study, a reflection on the objectives within the context of the analysis is presented.

4.2 The questionnaires data

The data in this section is entirely quantitative, collected from a sample of seventy-five respondents polled from October 2021 until May 2022. As discussed in Chapter 3, this is a smaller subset than the total number of respondents targeted. The online questionnaire consisted of section A, which aimed to determine the geo-demographic profile of international students participating in study-abroad programmes and section B, which measured the 17 motivational (push) factors as well as 24 attributes (pull factors) to be considered as important for participating in educational programmes at universities in the Western Cape. The analysed data are presented in the themes listed below, according to the objectives of the study:

Theme 1: Profile of respondents

Theme 2: Motivational push factors

Theme 3: Destination attributes pull factors

Theme 4: Coordinators (Qualitative data analysis)

4.2.1 Theme 1: Profile of respondents

The following sub-sections of the dissertation present the findings obtained regarding the demographic profile of the respondents in terms of nationality, age, gender, marital status, host university, type of study-abroad student, study major, other countries applied to excluding home university, funding sources, living situation, previous visitations to South Africa, tourism-related activities engaged in and if they would recommend South Africa as a study-abroad destination.

4.2.1.1 Nationality of respondents

In terms of the origin of the study-abroad students, the feedback highlights a European dominance of the respondents as reflected in Figure 4.1, with Austria (1%), Belgium (1%), Finland (1%), France (27%), Germany (36%), Hungary (1%), Italy (3%), Netherlands (7%), Norway (1%), Slovenia (1%), Switzerland (3%), and Ukraine (1%). The remainder of the respondents (15%) originated from Brazil (1%), Multinational (1%) and the United States of America (13%). Most respondents were from Germany, which supports Statistics South Africa's (StatsSA's) (2019:15) assertion that South Africa has historically been a preferred study destination by German nationals. Surprisingly, the study identified a notable absence of African countries engaging in study-abroad programmes in the Western Cape. It is difficult to suggest why other nationalities were not represented as participating in study-abroad programmes in the Western Cape, other than that there might not be partnerships between those nationalities and South Africa.

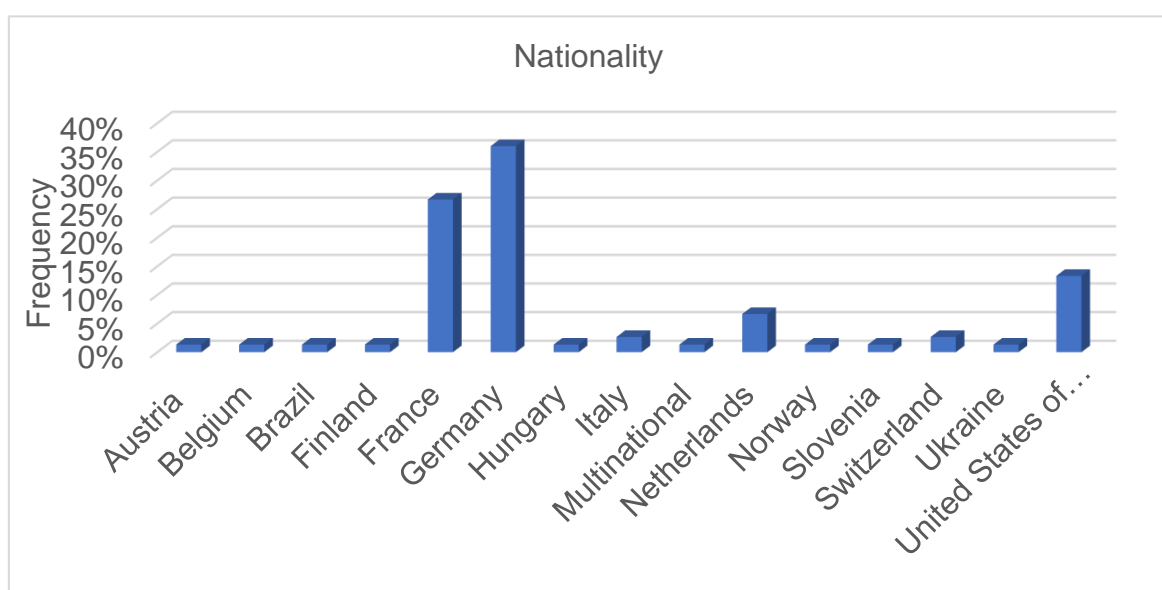


Figure 4.1: Nationality of respondents (n=75, in %)

4.2.1.2 Age of respondents

The data in Figure 4.2 represent the age groups of the questionnaire respondents. Based on the results that were obtained, the majority of the respondents (84%) were between the ages of 18 and 24 years of age. After this age group came the group of those aged between 25 and 34 (16%). The findings were consistent with those of Nandi (2016:1) who opines that it is broadly accepted that the period between the ages of 19 and 24 is critical, as this is when many individuals pursue higher education, thus allowing them the opportunity to study abroad. Furthermore, Nandi states that some students believe that study-abroad experiences should be undertaken if the student has matured and is confident in making life-altering decisions, which is often after reaching the age of 25. However, the considered age for a study-abroad experience has been controversial as the decision to begin studying abroad early or late in life is entirely personal. Thus, the adage "there are no limits to the acquisition of knowledge regardless of age" is apt in this context (Samiyllaha, 2021).

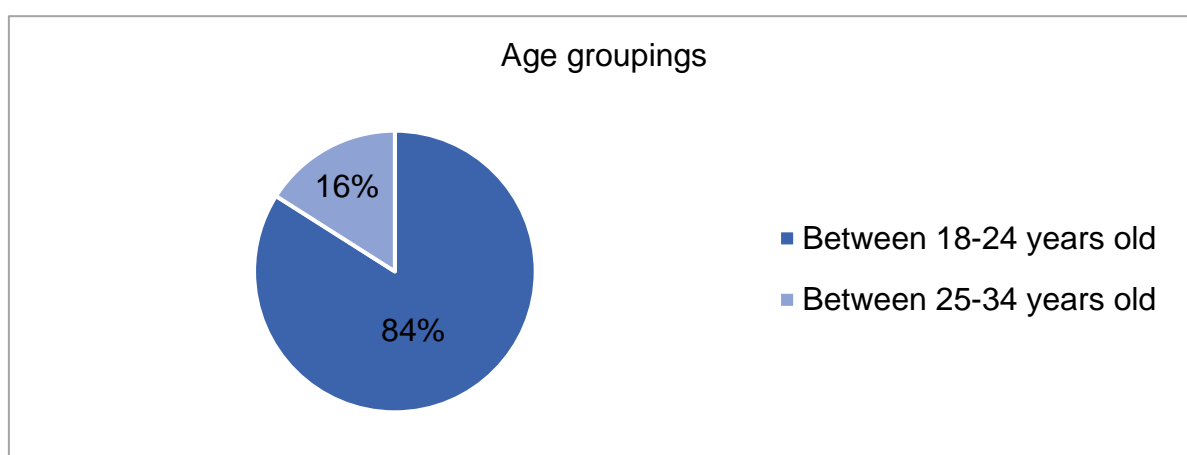


Figure 4.2: Age groupings of respondents (n=75, in %)

4.2.1.3 Gender of respondents

As reflected in Figure 4.3, the majority of the respondents were female (56%), and male respondents represented (42.7%). This contradicts various authors who claim that female students overrepresent male students in study-abroad programmes throughout the Western world (Bottcher et al., 2016; Hurst, 2019; Van Mol, 2022). Interestingly, in the various studies conducted (Lam & Hsu, 2006; Ivy, 2010; Bhati & Anderson, 2012; Ozoglu et al., 2015; Harazneh et al., 2018), males were the gender category that dominated the study abroad world. However, it becomes clear from analysing the respondents' gender that each study that had the majority of male respondents was conducted in Asia, while studies with mostly female respondents were conducted in Europe and the United States of America. Thus, females are more inclined to participate in a study-abroad experience in a country that is regarded as safe

and developed, than choose a country that may not be considered as developed and safe. In the case of the current study, further research would be recommended to ascertain why more females choose to engage in study-abroad experiences in the Western Cape even though it may not be considered as developed and safe as the European or American countries.

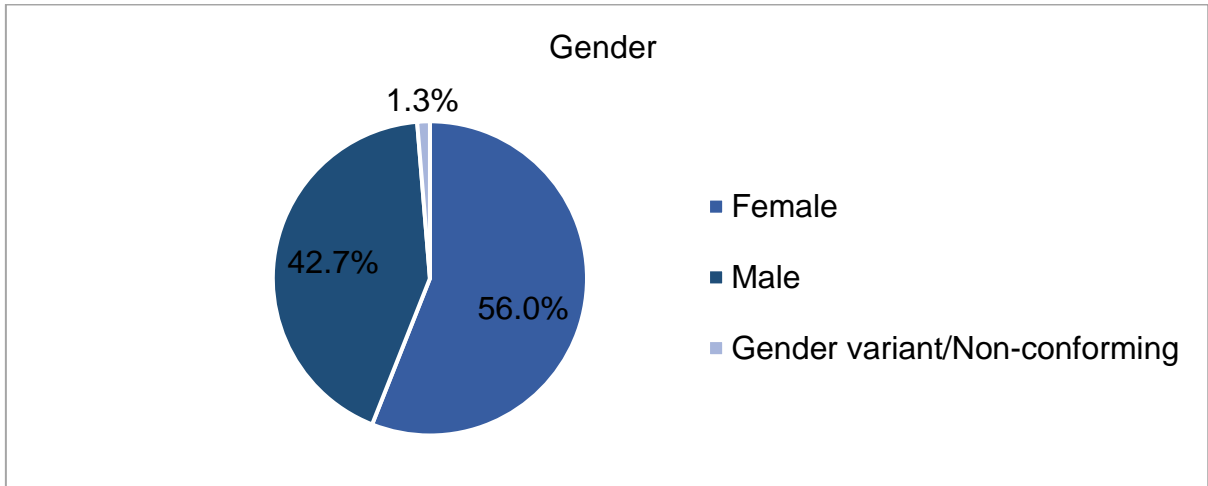


Figure 4.3: Gender of respondents (n=75, in %)

4.2.1.4 Marital status of respondents

The respondents were asked to indicate their marital status. Overall, respondents (74.6%) were single, as is outlined in Table 4.5. The percentage was followed by 22.7% of the respondents who fell into the 'in a relationship' (not married) category, while only 2.7% of the respondents indicated that they were engaged. The results of the current study accurately depict the reality that young people at the university level are often not in relationships. According to Manning et al. (2014:55), this could be attributed to the increased use of cell phones and virtual social interaction, as well as the changing ways in which teenagers define their relationships. Thus, this is an element that study-abroad coordinators could consider in relation to it being able to influence the marketing aspect.

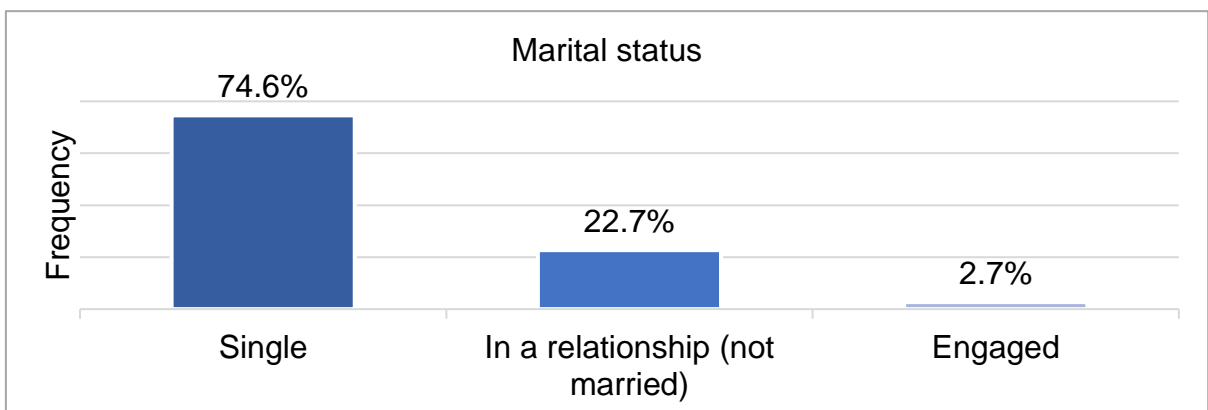


Figure 4.4: Marital status of respondents (n=75, in %)

4.2.1.5 *Host university of respondents*

This question required the respondents to indicate their host university by means of choosing one of the four universities situated in the Western Cape province. As illustrated in Figure 4.5, the findings indicate that overall 58% of the respondents attended SU, followed next by 27% attending CPUT and 15% attending UCT. As outlined in Chapter 3, UWC did not participate in the study, and therefore the current study's findings only reflect the three universities that contributed.

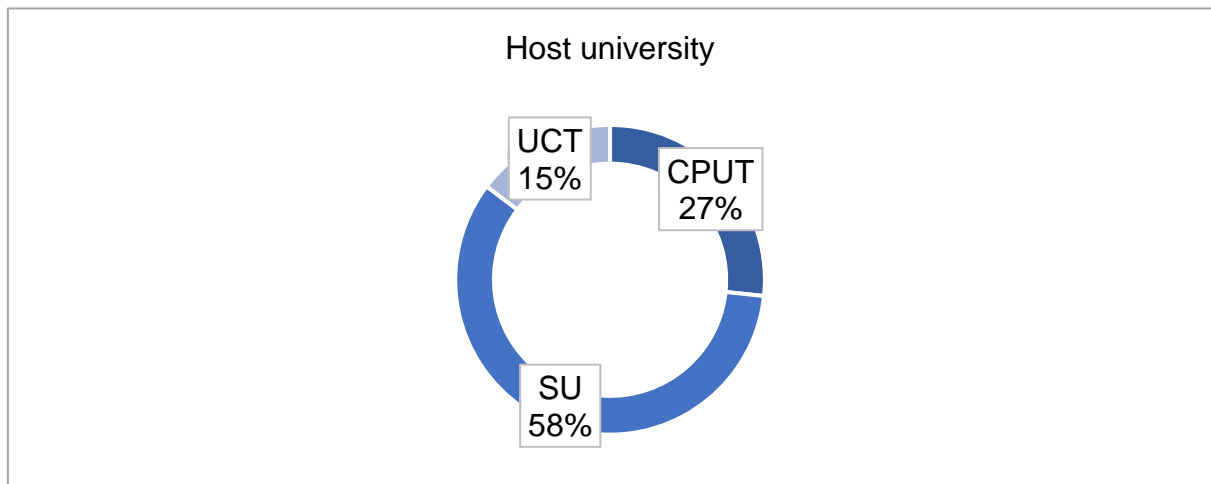


Figure 4.5: Host university of respondents (n=75, in %)

4.2.1.6 *Were they study-abroad students?*

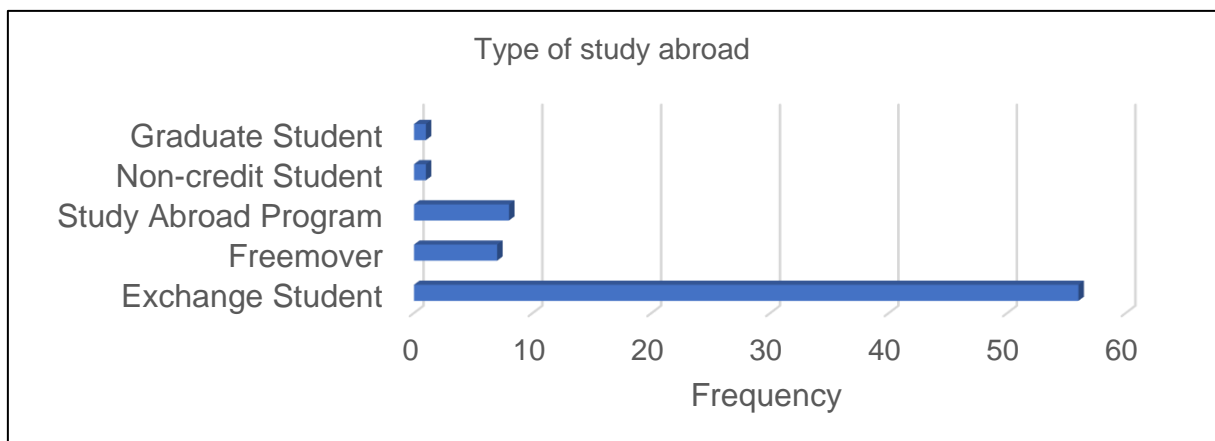
The researcher probed the study's focus area in this section of the questionnaire by first asking the respondents if they were currently enrolled in a study-abroad programme. This was done to determine whether there was a high level of awareness regarding study-abroad programmes and the various types of programmes on offer under its umbrella. Surprisingly, 54.7% said they were not part of a study-abroad programme, compared to 45.3% who said they were.

The majority of the respondents indicated that they were on an Exchange Programme (62,7%), followed by 10.7% of the respondents who were on a School of Knowledge Economy and Management (SKEMA) Business School partnership. The remainder of the respondents indicated that they were either on a study-abroad programme through the International Campus (2.7%), Council on International Educational Exchange (CIEE) (2.7%), or Semester Study Abroad (2.7%), Bilateral agreement (1.3%), Business School Exchange (1.3%), Environmental & Geographical Science General Education (EGS GES) Programme (1.3%), Erasmus+ zero grant (1.3%), Ida Wells Society for Investigative Reporting (1.3%), International Business (1.3%), International Management (1.3%), International Non-Degree Seeking Semester Student (1.3%), Marketing (1.3%), and Postgraduate Certificate in Education (PGE) (1.3%).

Table 4.1: Type of study-abroad programme (n=75, in %)

Study-abroad programme	Frequency	%
Exchange Programme	47	62,7
SKEMA Business School Abroad Programme	8	10,7
Missing info	4	5,3
CIEE	2	2,7
International Campus	2	2,7
Semester Study Abroad	2	2,7
Bilateral agreement	1	1,3
Business School Exchange	1	1,3
EGS GES Programme	1	1,3
Erasmus+ zero grant	1	1,3
Ida Wells	1	1,3
International Business	1	1,3
International Management	1	1,3
International Non-Degree Seeking Semester Student	1	1,3
Marketing	1	1,3
PGE	1	1,3
Total	75	100

The largest number of international students surveyed were exchange students (75%), followed by 11% doing a study-abroad programme through a study-abroad programme, while those that are freemover's formed 9%. Non-credit students, as well as graduate students, were also represented at 1% in each category. These findings highlight that students themselves are unaware of the range of programmes available under the umbrella term "study abroad," and will be further discussed in Chapter 5.

**Figure 4.6: Type of study-abroad student (n=75, in %)**

4.2.1.7 Study major of respondents

Next the respondents were asked to indicate their study major from a prepopulated list derived from all the study majors on offer across the four universities in the Western Cape as shown in Table 4.2. The results indicated that the majority of the respondents (53%) were enrolled in Business studies such as marketing, commerce and accounting, followed by Social Sciences (17%), Natural Sciences (7%) and other (8%), with African studies, computer science and information Technology, automotive business and economics, foreign trade as well as entrepreneurship and retail management being. In addition, the following study majors all had 3% of the respondents' selections namely, Communication science which includes Journalism and Media Studies, Engineering, Education as well as Computer Science which includes Information Technology. Only 1% of the respondents selected Humanities, Art and Design, Agriculture, Hospitality which includes Tourism, Parks and Recreation, Culinary, Leisure and Fitness studies, Health Science as well as Skilled trade which includes Applied Technologies.

Table 4.2: Study major of respondents (n=75, in %)

Study major	Frequency	%
Business (Marketing, commerce, accounting)	40	53
Social sciences (Political science, sociology, economics, psychology, anthropology)	13	17
Other	6	8
Natural sciences (Biology, physics, chemistry)	5	7
Communication, journalism, media studies	3	4
Engineering	2	3
Education	2	3
Humanities (Languages, philosophy, history)	1	1
Agriculture	1	1
Hospitality, tourism, parks and recreation, culinary, leisure and fitness	1	1
Health science (Medicine, physiotherapy), kinesiology, nursing	1	1
Religious studies, theology	0	0
Art & design (Fine arts, performing arts, music, animation, graphic design)	0	0
Mathematics, actuarial Science, statistics	0	0
Architecture	0	0
Environmental studies (Geography, urban studies, green technology)	0	0
Social and community services, law enforcement	0	0
Skilled trade, applied technologies	0	0
Total	75	100

4.2.1.8 Other countries respondents applied to

Noteworthy is that 69.3% of the respondents answered "No". Of those that answered "Yes" (30.7%) in Figure 4.8, the United States of America was selected by 16% of the respondents, followed by Australia at 8%, as well as China, France and Spain were all selected by 6% of

the respondents. Respondents also applied to countries such as South Korea (3%), United Kingdom (3%), Finland (2%), Germany (2%), Italy (2%), Singapore (2%), Canada (1%), Columbia (1%), Croatia (1%), Denmark (1%), Israel (1%), Netherlands (1%), Sweden (1%), as well as Switzerland (1%).

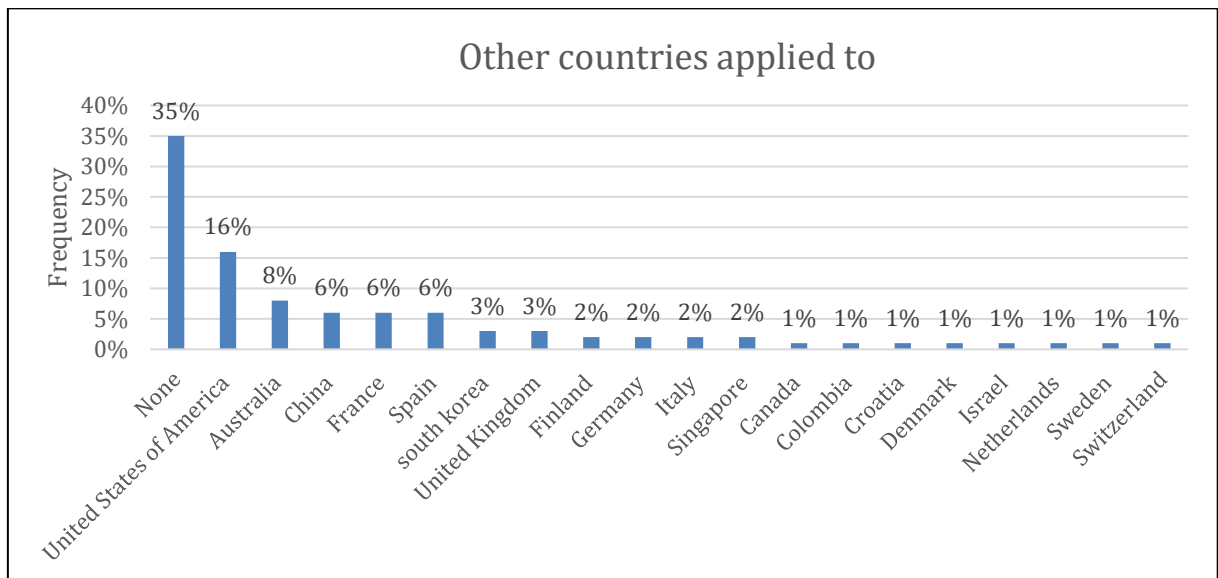


Figure 4.7: Other countries the respondents applied to (n=75, in %)

4.2.1.9 Funding sources of respondents

It is evident from Figure 4.9 that most of the respondents who embarked on a study-abroad programme in the Western Cape were self-funded (60%). Self-funded, partial scholarship (20%), as well as scholarship (12%), were popular means of funding study-abroad experiences. However, students also took out student loans (4%), had other options (3%) or having parents (1%) fund trips. These results are supported by Jupiter et al. (2017:94), who claim that tuition costs and living expenses are the primary factors considered because many students are those who embark on a study-abroad experience being personally funded and without receiving any scholarships. Furthermore, Jupiter et al. note that students who do not have substantial financial support often opted for a country with a low cost of living, which South Africa is for many countries.

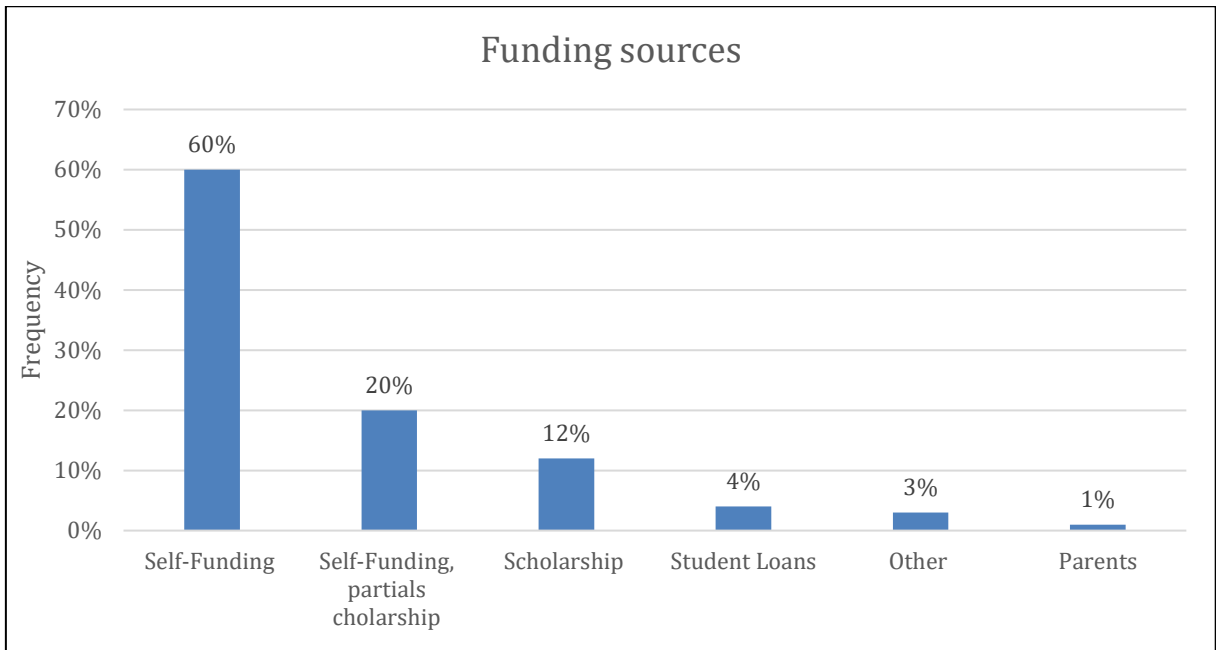


Figure 4.8: Funding sources of respondents (n=75, in %)

4.2.1.10 Accommodation arrangements of respondents

Most of the respondents either resided in a rented room, apartment, or house with people who are not family members (38.7%), followed by living in university residences (25.3%), or a rental room, apartment, or house alone (24.0%). Respondents who had family in the Western Cape, 5.3% stayed in a condominium or house that was family owned and 4.0% lived in a room, apartment, or house rented with family members' partner. The remainder of the respondents (2.7%), resided in a homestay (that is, living with a host family) as reflected in Figure 4.10 below.

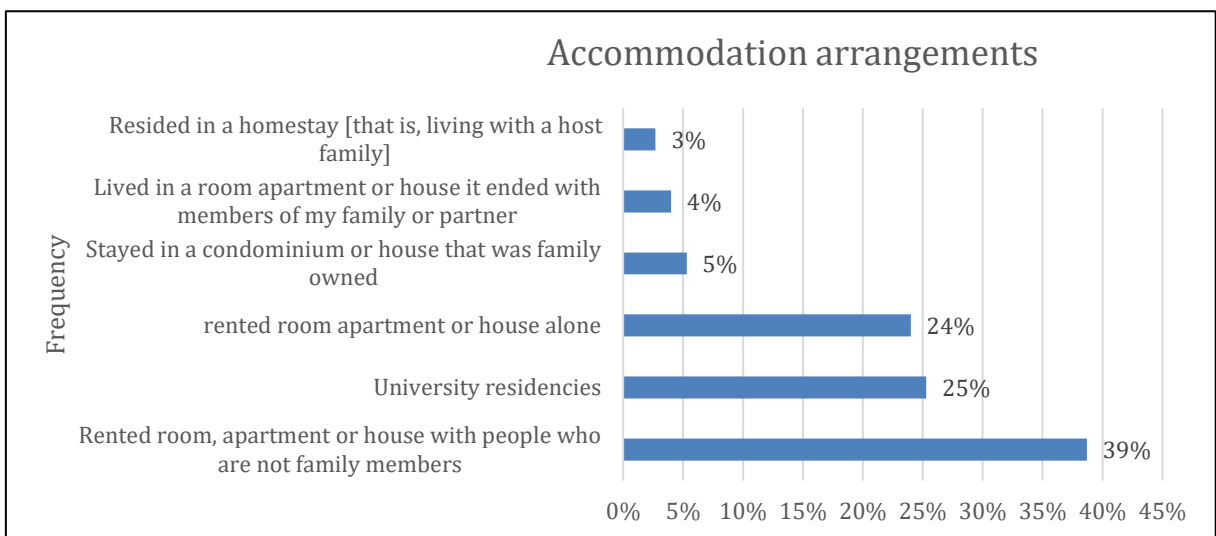


Figure 4.9: Living situation of respondents (n=75, in %)

4.2.1.11 Familiarity with South Africa

When the question of whether their study abroad experience had brought them to South Africa for the first time was posed to the respondents, 84% of them responded "Yes," while 16% said "No." Of the 16% of respondents that reported previously visiting South Africa, 75% visited only once before, 17% visited twice before and only 8% had visited many times, as reflected in Figure 4.11.

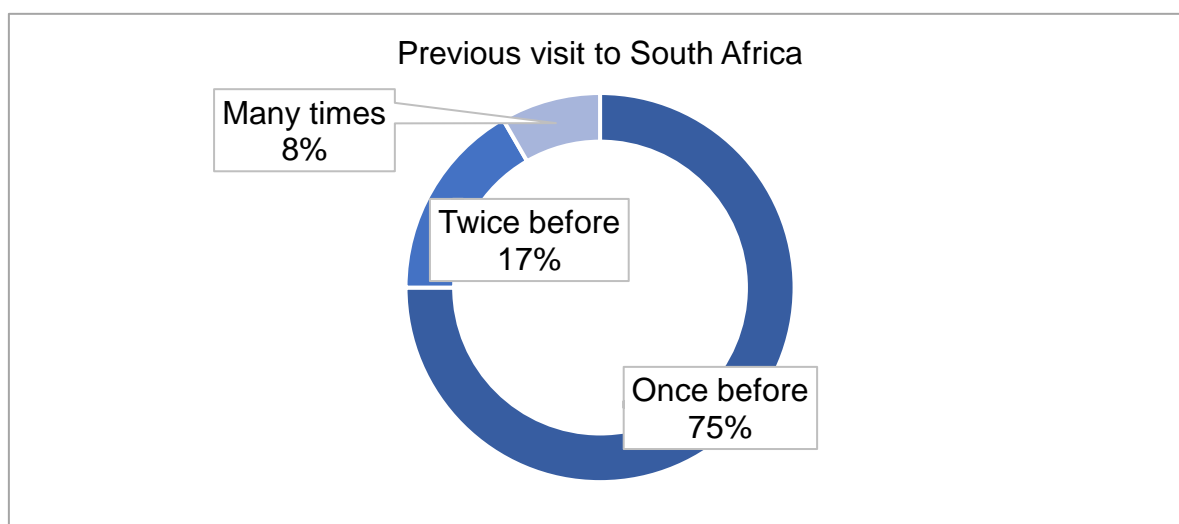


Figure 4.10: Previous visitations to South Africa (n=16, in %)

4.2.1.12 Tourism-related activities

The data in Table 4.2 represent the tourism-related activities the international study-abroad students engaged in for the duration of their stay in the Western Cape. The tourism-related activity that the majority (88.0%) of the respondents engaged in was enjoying the African sun, sand and sea, followed closely by visiting key tourism site attractions such as Cape Point, Table Mountain, and the V&A Waterfront (85.3%), hiking (82.0%) as well as wine tasting (81.3%). More than half of the respondents (64.0%) enjoyed the nightlife and casinos, 58.7% enjoyed shopping, 58.7% enjoyed going on a safari, 54.7% enjoyed cultural and historic activities which includes visiting museums, art galleries, and doing township tours, and 52.0% did multi-day tours, the popular tours being a Garden Route tour, a West Coast tour, a Karoo tour, to mention a few. The students also attended festivals and concerts (46.7%) and participated in watersports (37.3%). As mentioned in Chapter 3, due to limitations regarding data collection, the sample pool consisted of prospective students registered to study in the second semester of 2022 (July to November), while 7.8% of the respondents indicated that they had not yet arrived in South Africa, highlighting that it would be their first time travelling to South Africa.

Table 4.3: Tourism related activities (n=75, in %)

Tourism related activities	Frequency	%
Sun, sand and sea	66	88,0
Visiting popular tourism attractions	64	85,3
Hiking	62	82,0
Wine tasting	61	81,3
Nightlife and casinos	48	64,0
Shopping	44	58,7
Safaris	44	58,7
Participating in cultural and historical activities	41	54,7
Multi-day tours	39	52,0
Festivals and concerts	35	46,7
Watersports	28	37,3
Have not yet arrived in South Africa	6	7,8

4.2.1.13 Recommendation of South Africa as study-abroad destination

The majority of the respondents (90%) said that they would recommend the country. However, the remaining 10% were split between 9% who selected 'Maybe' they would recommend South Africa and 1% who selected 'No' they would not recommend South Africa.

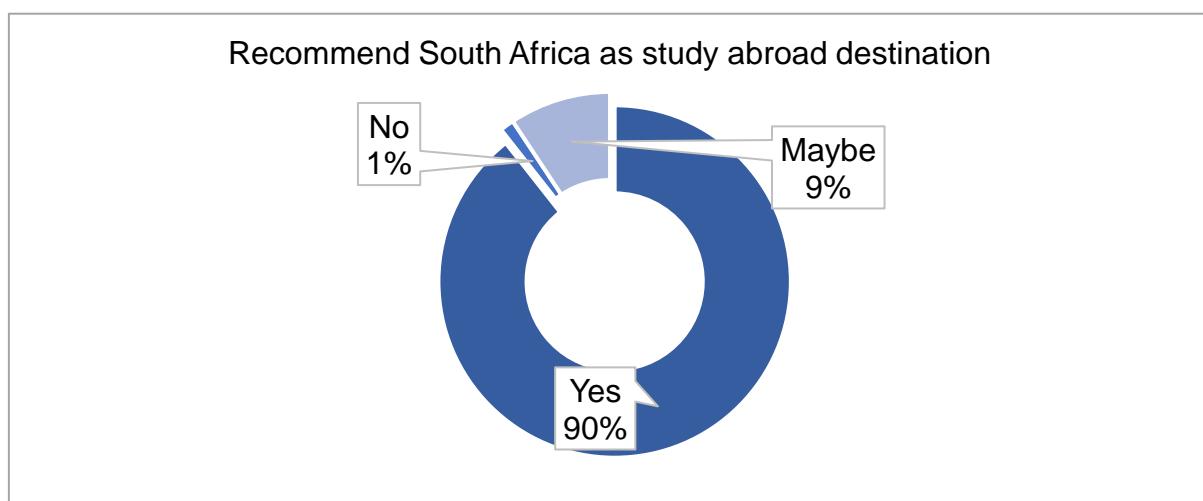


Figure 4.11: Would respondents recommend South Africa (n=75, in %)

4.2.1.14 Suggestions for improving the study-abroad experience for future students

In the final open-ended question of section A of the questionnaire, the respondents were required to provide suggestions as to how the study-abroad experience could be improved for prospective students. Table 4.4 below presents the findings obtained. Significantly, the

majority (82%) of the respondents noted that they had no suggestions on how to improve the study-abroad experience, indicating their satisfaction with their current programmes.

Of the respondents who had suggestions in this regard, 2% suggested that the international office of respective host universities should improve on its efficiency, with faster response to emails being a mentioned example. In addition, 2% suggested improving course registration, organisation and communication, 1% suggested improving safety and security for prospective students, and 2% indicated that the complicated procedure for obtaining visas and study permits could be improved. Furthermore, transparency regarding study-abroad programme fees (1%) and accommodation options (2%) was highlighted. In terms of marketing, 4% of the respondents stated that this aspect could be improved with more information on life in South Africa given before commencement by providing engaging resources such as books and movies. A further 2% felt that the integration with locals should be improved, such as having classes with locals, and 2% felt that the study-abroad programme offering was great and that the Western Cape is beautiful with plenty of activities for students.

Table 4.4: Suggestions for improving study-abroad programmes (n=75, in %)

Responses	Frequency (Total n=75)
None	82%
Marketing (provide engaging resources; books, movies)	3%
Improving on efficiency of international office	2%
Improving on course registration, organisation and communication	2%
Visa and study permits	2%
Transparency regarding accommodation options	2%
Integration with local students	2%
Positive comments	2%
Improve safety & security	1%
Lower fees of study-abroad programmes	1%
More information on South Africa before coming	1%

4.2.2 Theme 2: Socio-psychological push factors

To determine the motivational factors that pushed students to participate in a study-abroad experience, a series of statements were designed, which were adapted from previous literature on the topic of interest. The 17 motivational push factors were evaluated by the respondents,

based on a Likert scale indicating the following: 1= not at all important; 2= unimportant; 3= neither important or unimportant; 4= important; and 5= very important. Due to the close association between 1 and 2, as well as 4 and 5, the results were grouped for greater clarity. In short, 4 and 5 were combined to generally indicate an important motivational factor, whereas 1 and 2 would reflect an unimportant result. Thus, illustrated in the following section only statements with a greater combined total for each new subcategory were considered to avoid reiteration. The advantage of conveying the responses in a table is that it is convenient to peruse which statement in each grouping respondents felt most strongly.

Table 4.5 presents the frequency distribution of the responses to the statements which were asked in relation to push factors. The respondents were requested to indicate the level of importance or unimportance of statements on motivational factors as presented in the questionnaire instrument.

4.2.2.1 Unimportant

The following statements the respondents felt were not important push motivational factors:

- ✓ To be with my partner (89.3%)
- ✓ Lack of available programme in home country (82.7%)
- ✓ Sponsorship (78.7%)
- ✓ Where my friends are going (78.6%)
- ✓ Parental encouragement (66.7%)
- ✓ University counsellor influence (66.6%)
- ✓ University marketing activities influence (65.4%)

4.2.2.2 Neutral

However, on the following statements many respondents remained neutral:

- ✓ Quality of education (34.7%)
- ✓ Cost of study (33.3%)

4.2.2.3 Important

The following statements the respondents felt were the most important factors that pushed them to study abroad:

- ✓ Different cultural experience (97.3%)
- ✓ Living in another country (97.3%)
- ✓ International experience (96%)
- ✓ To make new friends (81.4%)
- ✓ International exposure in the field of study (68%)

- ✓ To become independent (58.3%)
- ✓ To further career prospects (54.7%)
- ✓ Expected as part of your university programme (48.0%)

Table 4.5: Factors that push students to study abroad (n=75, in %)

Statements	Level of importance (in %)		
	Unimportant	Neutral	Important
Expected as part of your university programme	34.7	17.3	48.0
International experience	0.0	4.0	96.0
Lack of available programme in home country	82.7	6.7	10.7
Quality of education	26.7	34.7	38.7
International exposure in field of study	16.0	16.0	68.0
Different cultural experience	1.3	1.3	97.3
Living in another country	0.0	2.7	97.3
To become independent	18.7	22.7	58.6
University marketing activities influence	65.4	21.3	13.4
University counsellor influence	66.6	25.3	8.0
Parental encouragement	66.7	14.7	18.7
Where my friends are going	78.3	12.0	9.3
To make new friends	6.7	12.0	81.4
To be with my partner	89.3	4.0	6.7
Sponsorship	78.7	12.0	9.3
Cost of study	40.0	33.3	26.7
To further career prospects	26.6	18.7	54.0

From the above results, it is evident that the primary motivations for students choosing to participate in a study-abroad programme are the opportunity to travel abroad, the chance to interact with a new culture, the desire to live abroad, gain international experience and to make new friends. However, influences from friends and romantic partners, lack of available programmes in the home country as well as sponsorships are regarded as the most unimportant factors. The next section delves deeper into the factors determined by the factor analysis that pushed students to study abroad.

4.2.2.4 Factor analysis

The pattern matrix of the principal component factor analysis, using an Oblimin rotation with Kaiser normalisation, identified five motivational factors that were labelled according to similar characteristics (Table 4.5). The factors accounted for 64% of the total variance, explained in terms of a high-reliability 0.77 (the highest) to an acceptable coefficient 0.55 (the lowest) (Taber, 2018:1278), indicating that each of the factors has internal consistency. Lastly, a reasonably high correlation between the factors and their component items was indicated by all the factors that loaded with a loading greater than 0.3. To enable the factor's interpretation in relation to the original 5-point Likert scale of measurement, the factor scores were calculated as an average for all the relevant items. Additionally, the standard deviations ranged from

0.799 (the lowest) to 4.339 (the highest). The sphericity test by Bartlett attained statistical significance ($p < 0.001$), confirming the factorability of the correlation matrix (Pallant, 2016:104).

The results of the factor analysis of the motivational factors influencing students' decision to study abroad are presented in the section that follows. To interpret factor scores on the original 5-point Likert scale of measurement, factor scores were calculated as an average of all the items, thereby contributing to a particular factor. The following motivational factors for study-abroad students were identified, as shown in Table 4.6: Quality and Network Aspects (factor 1), Marketing and Financial Considerations (factor 2), International exposure (factor 3), Socio-Cultural (factor 4) and Regulatory (factor 5). With a mean value of 4.82 International exposure was considered to be the most important motivational factor for study-abroad students, followed by Quality and Network Aspects (3.34); Socio-Cultural (2.47) Marketing and Financial Considerations (2.39); and Regulatory (1.57).

Table 4.6: Factors analysis of push factors ($n=75$, in %)

Motivational Factors and Items	FL	M	RC	AIC	SD
Factor 1: Quality and Network Aspects		3.34	0.73	.471	4.133
Further career prospects	0.79				
International exposure in field of study	0.69				
Quality education	0.69				
Parental encouragement	0.49				
To make new friends	0.47				
Factor 2: Marketing and Financial Considerations		2.39	0.77	.460	4.339
Cost of study	0.79				
Sponsorships	0.70				
University marketing activities	0.66				
University counsellor influence	0.61				
To become independent	0.47				
Factor 3: International exposure		4.82	0.64	4.72	.799
Living in another country	0.82				
International experience	0.70				
*Different cultural experience (Deleted variable due to low Cronbach's Alpha reliability result)	0.52				
Factor 4: Socio-Cultural		2.47	0.56	.406	2.324
Where my friends are going	0.76				
To be with my partner	0.54				
<i>Factor 5: Regulatory</i>		<i>1.57</i>	<i>0.55</i>	<i>.383</i>	<i>1.768</i>
Expected as part of university programme	0.84				
Lack of available programme in home country	0.53				
Total variance explained:		64%			

KEY: FL= Factor loading; Mean= M; Reliability coefficient= RC Average interitem correlation= AIC; Standard deviation= SD

4.2.2.5 Discussion and implications

Based on the results, this research leads to the following findings and implications. Firstly, this study identified five motivational factors that pushed the respondents to pursue a study abroad opportunity. The five factors were identified in order of importance as International Exposure, Quality and Network Aspects, Socio-Cultural, Marketing and Financial Considerations and Regulatory. These factors confirm the findings of research conducted by Bhati and Anderson (2012), Debski and Wojciech (2017), Jupiter et al. (2017), Harazneh et al. (2018) and Casas Trujillo et al. (2020). Although each study's title for the influencing factors varies, it all encompasses similar topics: personal motivations, geo-academic motivations, financial motivations, familial motivations, and future expectations. Thus, despite the destination, the reason for engaging in a study-abroad experience will always be the same.

Secondly, International exposure was identified as the most important motivational factor in this study. Since a study-abroad experience is the definition of worldwide exposure, it stands to reason respondents ranked it as the most important factor. Results of the Cronbach's Alpha analysis a low value of 0.16 was generated, meaning a negative average covariance among items which violated reliability model assumptions. So, in trying to improve the reliability, the researcher examined the total items statistics table and deleted the item with the highest loading figure namely 'different cultural experiences' and only ran statistics for the two items 'living in another country' and 'international experience'. When this item was removed, the Cronbach's Alpha coefficient increased to 0.64. Removed items are denoted by an asterisk (*) in Table 4.6.

In a previous study conducted by Debski et al. (2017:327) that sought to examine the criteria for the selection of tourism destinations by students from different countries, cost and overall quality of the offering were the most frequently mentioned items. According to the analysis presented above, study-abroad students valued Quality and Network Aspects second to international exposure. This included items such as further career prospects (0.79), international exposure in the field of study (0.69), quality education (0.69), parental encouragement (0.49), to make new friends (0.47). However, in Harazneh et al.'s (2018:802) study, the quality factor emerged as a third important motivational factor, and it was also found that the quality factor was found to be important for female international students in choosing a university abroad. Socio-Cultural was also identified as a motivating factor that push students to go abroad. This factor included aspects such as where my friends are going (0.76) and being with my partner (0.54). These two often overlooked but crucial aspects are essential because, according to prior research, even though students choose their destination country based on their own knowledge, the opinions and conversations with family and friends indirectly affect

how they view the university and the country of choice (Mazzarol & Soutar, 2000; Pimpa, 2003; Petruzzellis & Romanazzi, 2010; Jupiter et al., 2017).

Thirdly, Marketing and Financial considerations were also deemed important factors. This factor refers to items such as cost of study (0.79), sponsorships (0.70), university marketing activities (0.66), university counsellor influence (0.61), and to become independent (0.47). According to Jupiter et al. (2017:92), communication quality, which refers to communication that exists between international students and the host university before and after their arrival at the university, was the most important factor in the respondents' decision to study abroad. Furthermore, the latter authors note that it is well understood that the selection of channels and forms of communication in capturing the attention of the target group is the foundation of an efficient marketing strategy. International students have access to a wide range of materials to assist them in making decisions. This includes the internet, written materials, conversational advice, educational institutions, and government resources. However, some students continue to have little competence in picking courses to pursue and all the other complexities that comprise the decision to study abroad, and thus, prospective students must receive information to make an informed decision before moving overseas to study (Jupiter et al., 2017:92). In terms of financial considerations, the study of Lu et al. (2009:5), which explored the factors influencing the choice of overseas study by undergraduate and postgraduate Chinese students, it was discovered that the availability of sponsorship (scholarships) is a major incentive for potential postgraduate students but not for undergraduate students, which may explain why this aspect was not recognized as the most important motivator pushing students to study abroad in the current study.

Moreover, the regulatory factor was the factor with the least motivational push element. It included items such as expected as part of university programme (0.84) and lack of available programme in home country (0.53). According to Harazneh et al. (2018:806), regulatory factor was significant for students in the following age groups: 21 and 25, 26 and 30, and over 35. Thus, in line with the latter view and given that the majority of respondents (84%) were between the ages of 18 and 24, and that the majority of respondents (85%) came from European destinations with availability of study-abroad programmes, it is easy to see why this factor was overlooked by the students.

4.2.3 Theme 3: Destination attributes pull factors

The destination attributes pull factors were assessed by the respondents like the motivational push factors using a Likert scale, and the results were grouped for better understanding. In summary, the combination of 4 and 5 generally denotes a significant motivating factor, whereas 1 and 2 would represent a minimal outcome. The frequency distribution of the responses to the statements that were asked in relation to destination attributes pull factors, respectively, is

shown in Table 4.7. In the questionnaire instrument, statements on motivational factors were presented, and the respondents were asked to indicate the degree of importance or unimportance.

4.2.3.1 Unimportant:

The respondents felt that the following statements were not important push motivational factors:

- ✓ Closeness to the home country (proximity) (90.6%)
- ✓ Easy to get visa/visa free (73.3%)
- ✓ Domestic websites (73.3%)
- ✓ Media advertising (72.0%)
- ✓ Availability of labs and research instruments (70.6%)
- ✓ Overseas websites (70.6%)
- ✓ Favourable government policies (66.7%)
- ✓ Familiarity with own culture (64.0%)
- ✓ Low rate of discrimination (60.0%)
- ✓ Safety and security (57.3%)
- ✓ Political or historical ties with South Africa (56.0%)
- ✓ Easy admission (50.47%)
- ✓ University services (45.3%)
- ✓ University ranking (44.0%)
- ✓ Referrals from friends, family members and social media (41.3%)
- ✓ Expertise and specialisation in area of study interest (40.0)
- ✓ Accreditation and reputation of the country and its institutions (36.0%)

4.2.3.2 Important:

The respondents felt that the following statements were the most important factors that pushed them to study abroad:

- ✓ Natural and environmental factors e.g., landscape and beach (93.3%)
- ✓ Favourable climate and weather condition (86.6%)
- ✓ English as teaching medium (82.6%)
- ✓ Common language, and travel (65.3%)
- ✓ Lower cost of living in South Africa (56.0%)
- ✓ Welcoming attitudes of the locals (53.3%)
- ✓ Qualified and friendly academic staff (44.0%)
- ✓ Accreditation and reputation of the country and its institutions (36.0%)

According to the findings, the four key drawcards attracting students to the Western Cape are the destination's attractiveness, the favourable climate and weather, and the common language of English, which is spoken by the locals and is the teaching medium. Predictably, proximity to home country was the most unimportant aspect which makes sense seeing as the majority of the students came from European countries.

Table 4.7: Destination attributes that pull students to study abroad (n=75, in %)

Statements	Level of importance		
	Unimportant	Neutral	Important
Natural and environmental factors e.g., landscape and beach	5.3	1.3	93.3
Favourable climate and weather condition	4.0	9.3	86.6
Favourable government policies	66.7	25.3	8.0
Easy to get visa/visa free	73.3	13.3	13.3
Political or historical ties with South Africa	56.0	10.7	33.3
Low rate of discrimination	60.0	25.3	14.7
Safety and security	57.3	20.0	22.7
Common language, and travel	20.0	14.7	65.3
Familiarity with own culture	64.0	20.0	16.0
Closeness to the home country (proximity)	90.6	1.3	8.0
Welcoming attitudes of the locals	18.7	28.0	53.3
Referrals from friends, family members and social media	41.3	25.3	33.4
Accreditation and reputation of the country and its institutions	36.0	28.0	36.0
Easy admission	50.7	17.3	32.0
English as teaching medium	10.7	6.7	82.6
University ranking	44.0	24.0	32.0
University services	45.3	28.0	26.6
Qualified and friendly academic staff	30.7	25.3	44.0
Availability of labs and research instruments	70.6	14.7	14.7
Expertise and specialisation in area of study interest	40.0	28.0	32.0
Lower cost of living in South Africa	21.4	22.7	56.0
Media advertising	72.0	18.7	9.3
Overseas websites	70.6	20.0	9.4
Domestic websites	73.3	20.0	6.6

Consequently, the dearth of direction in these results in explaining what prompted students to come study in the Western Cape, therefore a factor analysis was performed to highlight why the respondents opted to come study in the Western Cape, which is explained next.

4.2.3.3 Factor analysis

A factor analysis was conducted to determine the respondents' motivational considerations to the destination attributes of the Western Cape, South Africa. In relation to the destination pull factors, the data from the completed questionnaires were gathered and analysed. The identified factors were labelled based on how similar their characteristics were. Furthermore, with a high reliability coefficient ranging from 0.88 (the highest) to 0.65 (the lowest), the identified factors explained 66% of the total variance, indicating that each factor had its own internal consistency. Finally, all factors with loadings greater than 0.3 showed a strong correlation with the constituent items. To be able to interpret the factor scores in terms of the original 5-point Likert scale of measurement, the factor scores were calculated as an average for all the relevant items, thereby contributing to a particular factor. Bartlett's test of sphericity also reached statistical significance ($p < 0.001$), supporting the factorability of the correlation matrix (Pallant, 2007:197).

The results of the factor analysis of the destination pull motivational factors influencing students' decisions are presented in the section that follows. The destination pull motivational factors for study-abroad students were identified, as shown in Table 4.8: Quality (factor 1), Socio-Political (factor 2), Marketing (factor 3), Environmental (factor 4) and Social (factor 5). With a mean value of 4.13 Environmental was the most important motivational factor for study-abroad students, followed by Social (3.58); Quality (2.77); Marketing (2.45); and Socio-Political (2.12).

Table 4.8: Factor analysis of destination attributes (pull factors)

Motivational Factors and Items	FL	M	RC	AIC	SD
Factor 1: Quality		2.77	0.88	.653	5.393
Qualified and friendly academic staff	0.80				
Expertise and specialisation in area of study interest	0.75				
Availability of labs and research instruments	0.67				
Accreditation and reputation of the country and its institutions	0.62				
University services	0.62				
Factor 2: Socio-Political		2.12	0.86	.688	6.570
Low rate of discrimination	0.84				
Safety and security	0.75				
Favourable government policies	0.67				
Familiarity with own culture	0.62				
Closeness to the home country (proximity)	0.49				
Political or historical ties with South Africa	0.48				
Easy to get visa/visa free	0.46				
Factor 3: Marketing		2.45	0.83	.516	5.604
Referrals from friends, family members and social media	0.76				

Domestic websites	0.69				
Media advertising	0.67				
Overseas websites	0.65				
Lower cost of living in South Africa	0.54				
Easy admission	0.51				
Factor 4: Environmental		4.13	0.74	.798	2.515
Natural and environmental factors e.g., landscape and beach	0.89				
Favourable climate and weather condition	0.88				
Factor 5: Social		3.58	0.65	.449	2.946
English as teaching medium	0.84				
Common language, and travel	0.69				
University ranking	0.50				
Total variance explained:		66%			

KEY: FL= Factor loading; Mean= M; Reliability coefficient= RC Average interitem correlation= AIC; Standard deviation= SD.

4.2.3.4 Discussion and implications

The study results identified five motivating factors that pulled the respondents to choose the Western Cape as a study-abroad destination. The five factors were identified in order of importance as Environmental; Social; Quality; Marketing and Socio-Political. These elements support the research findings from Chen (2007), Lu et al. (2009), and Bhati and Anderson (2012), though the weight given to each element may vary depending on the host nation and the students who are interested in that country. Firstly, in this study, Environmental factors were the leading motivational pull factor, and it encompassed natural and environmental factors e.g., landscape and beach (0.89) as well as favourable climate and weather conditions (0.88). However, in the study of Bhati and Anderson (2012:1709), which examined why Indian students were studying in Singapore, the leading factor was safety and security followed by proximity which in this study had the lowest motivational value, both fell under Socio-Political factors. This factor additionally included items such as low rate of discrimination (0.84), safety and security (0.75), favourable government policies (0.67), familiarity with own culture (0.62), closeness to the home country (proximity) (0.49), political or historical ties with South Africa (0.48) and easy to get visa/visa free (0.46).

Secondly, Social factors were regarded as the second most important motivational factor in choosing to study in the Western Cape. This factor included items such as English as a teaching medium (0.84), common language, and travel (0.69), and university ranking (0.50). According to Study Portals (2022:1), students decide where to study based on three major factors: the courses offered, the destination's appeal, and the language. Quality ranked as the third factor, and it included aspects such as qualified and friendly academic staff (0.80),

expertise and specialisation in the area of study interest (0.75), availability of labs and research instruments (0.67), accreditation and reputation of the country and its institutions (0.62), as well as university services (0.62). In the study conducted by Harazneh et al. (2018:806), it was evident that the quality element appears to be crucial for students between the ages of 26 and 30, 31 and 35, and over 35 which did not correspond to the age group of the current study. Furthermore, Harazneh et al. claim that one potential reason for this finding is that learners in this age group are mostly enrolled in Master's or Doctorate programmes, therefore, it is natural for them to seek superior education for their professional and academic careers. This outcome is consistent with a competition-based view, in that older students have higher expectations from their institutions (Akareem & Hossain, 2012:23) because with increased maturity, students begin to understand that they need to add value, in addition to an acceptable result, and continuously improve those added values for the sake of the institution (Akareem & Hossain, 2016:53).

Lastly, the Marketing factor emerged as the fourth most important factor that pulls students to the Western Cape. Referrals from friends, family members and social media (0.76), domestic websites (0.69), media advertising (0.67), overseas websites (0.65), Lower cost of living in South Africa (0.54) and easy admission (0.51) were items included in this factor. Based on these outcomes, the researcher designed the conceptual model as shown in Figure 4.13 below.

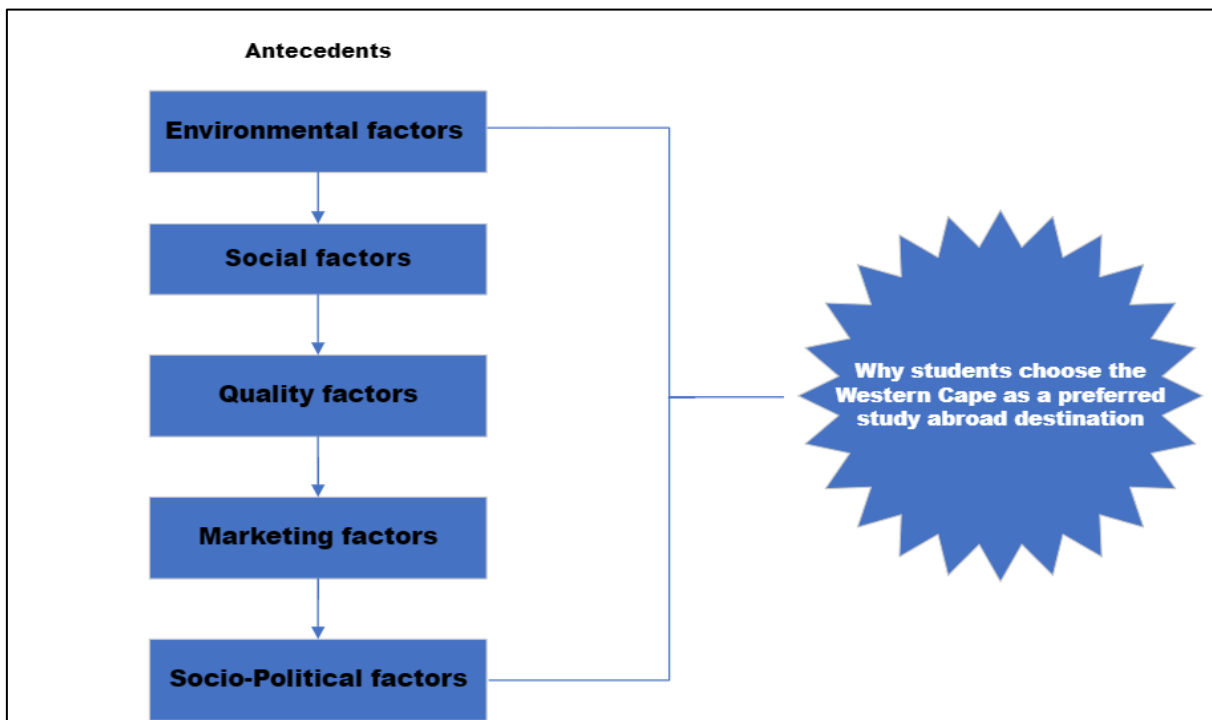


Figure 4.12: Conceptual model
Source: Author's construct

The above motivating factors for both study-abroad push factors and destination pull attributes are further corroborated by interviews conducted with key informants in the various international offices at universities in both the Western Cape, South Africa as well as universities in Germany (as explained in Chapter 3). The next section is a detailed discussion of the main themes that emerged from the interviews.

4.2.4 Theme 4: Stakeholder perspectives

This section addresses the data obtained from five interviews conducted with three universities' international offices in the Western Cape, South Africa, who are receiving international study-abroad students and interviews with coordinators at two Duale Hochschule Baden-Württemberg (DHBW) institutions in Germany, who were sending students to universities in the Western Cape, during the same survey period. A summary of the respondents in this regard is shown in Table 4.8. As discussed in Chapter 3, the interview questions were adapted to suit each group of stakeholders, namely the Western Cape universities that receive international study-abroad students and the German universities that send students to the Western Cape.

Table 4.9: Profile of interview participants

Department designation	Job description	Experience (In years)	Location of university
International exchange Coordinator in the Faculty of Business Management and Sciences.	I am responsible for all administrative tasks and processes related to all incoming and outgoing student mobility exchanges.	5 years	South Africa
Semester Study Abroad Officer.	I manage the intake of semester study-abroad students at our university every semester. I manage things like applications when they apply, make them offers, process their courses, we do an orientation, we provide support, assistance, and guidance.	3 years	South Africa
Administrative Officer: Incoming Semester Mobility	The nature of my work is to provide a client facing support service to mobility students. My main responsibilities are to facilitate incoming international student mobility by collaborating with different stakeholders (students, academic departments, and international coordinators).	6 years	South Africa
International Relations Coordinator	I am mainly responsible for student mobility, which includes German students who want to go abroad to study at one of our partner universities or to also do an internship abroad. As well as international students who are coming to	2 years	Germany

	our university to student for 1 or 2 semesters. I also inform students about the possibilities to go abroad and the incoming students in terms of housing or visa information.		
International officer: Partner University Relations	I am the main contact with our partner universities, which means I oversee the exchange students who come to DHBW, such as preparing the paperwork as well as logistics. I am also in charge of German students who want to go abroad; from their first questions such as I am interested until they are nominated at the partner universities; the whole process.	12 years	Germany

Source: Author's construct

Their experiences with the study-abroad industry and the students are discussed under the following themes:

4.2.4.1 Typology of edu-tourists

The coordinators describe the edu-tourists who take part in study-abroad experiences in terms of key trends. One of the key informants reported that their edu-tourists students come from:

European countries like Germany, France, The Netherlands, followed by the United States and the United Kingdom. Occasionally we get students from South American countries. A minority of students are from countries like Singapore and Hong Kong.

In support, a participant noted that their edu-tourist student sources are “diverse groups but mostly European”. Based on these responses, it would suggest that most of the students who participated in a study-abroad programme in the Western Cape originated from European countries rather than neighbouring African or Asian countries. This is consistent with the results from the quantitative data. Additionally, they suggested that the reason for participation in study-abroad programmes in the Western Cape primarily involved wanting to see the beautiful province, enjoying the climate and good tropical weather on offer, and studying at an internationally recognised university. For example, a key informant mentioned that students like the Western Cape because:

They can study at an institution, academically on par with their own as well as experience the tourist attractions, e.g., the coastal regions, the Winelands and the Garden Route.

While another said:

...location, things to do, they young they want to explore, to know a different culture and country, there's a lot to do in Cape town and its very beautiful and finally because our

university positions itself within Africa and the rest of the world, their reputation and the education definitely play a role.

Another key stakeholder who sends students to the Western Cape, claimed that students choose the destination because of language, stating:

Students want to go to a native English-speaking language, destination attractiveness, weather, climate, warm nice at the seaside, adventure, students want to go to somewhere they haven't been to before. Due to the fact that South Africa is probably more developed than other African countries, students feel safer and that's why they keep wanting to go there.

These quotes strongly support the idea that students are seeking a study-abroad destination that offers the full package namely, a good academic programme, an attractive destination with lots of activities and immersion in the culture. The next section discusses study-abroad programmes and the recruitment process.

4.2.4.2 Study-abroad programmes and recruitment

In trying to determine the various study-abroad programmes on offer at the various universities in the Western Cape, the researcher summarised the themes that emanated from the interviews with the stakeholders who participated in the study as shown in Figure 4.14 below. The results show that there are only two main programmes namely, inbound which refers to students coming to study in the Western Cape and outbound which refers to South African students going abroad. Moreover, one participant noted that study-abroad programmes, whether inbound or outbound, are referred to as 'mobilities'.

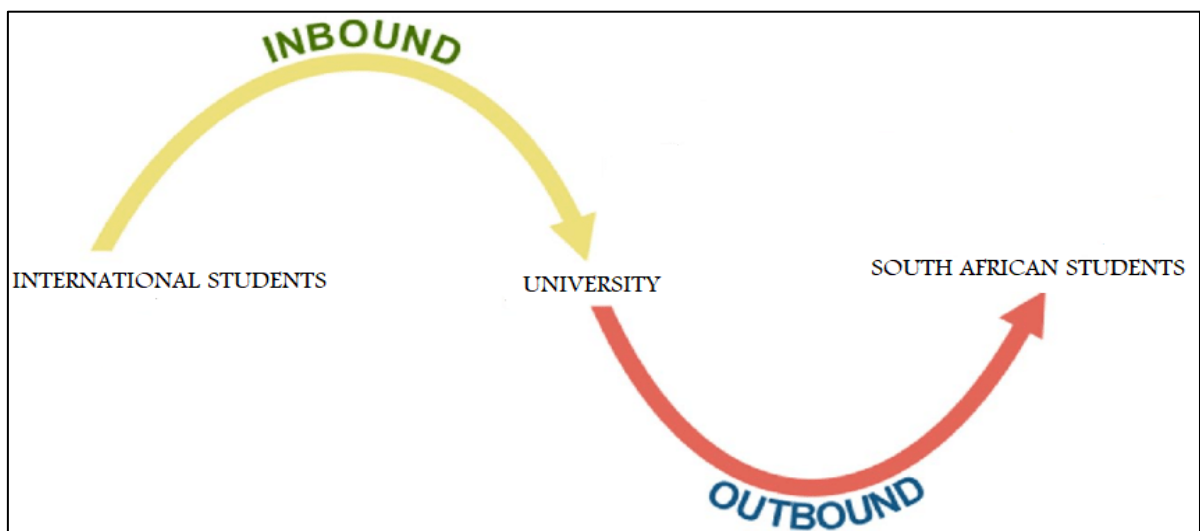


Figure 4.13: Inbound vs outbound students

As the current study focus is on the inbound component of study abroad, that was the main point of interest. According to a key informant:

The group of incoming students is split between full fee paying Freemover students and exchange students that attend as part of an exchange agreement... we run incoming and outgoing summer/winter school programmes as well as a programme for Affiliated Research Students. We also have some tailored programmes for cohorts like School of Engineering and Computer Science (EPITA) and Special School of Mechanics and Electricity (ESME).

In addition, another key informant noted that their university only has:

...one study-abroad programme, the International Exchange Programme, but we planning to have a summer school which is under development.

Interestingly, another participant from a university abroad noted that:

For the international business programme study abroad is mandatory either for an academic semester abroad or for an internship and all other study programmes it is not mandatory, but we support students to go abroad either for a semester abroad or an internship.

Thus, it is reasonable to conclude that the majority of respondents studying at universities in the Western Cape are business study major students, as a result. Furthermore, the coordinators suggest that the recruitment process involves collaboration with multiple sources such as partner universities and external agents as well as relying on the partners for international fairs and the personal interest of prospective students. For instance, a participant claimed that:

In terms of recruitments, we have partnerships with other universities in the world and so we have an agreement with them that says if they send us students we can send them students, so depending on the agreement that's how we get student. Then we also go to recruitment fairs to advertise the programme so that other universities and other students know that they can study abroad at our university, as well as the programme requirements so that they can application for study here for a semester. We partner providers, so, these are external agent's and companies that recruit students such as IES, CIEE; which are non-governmental organisations. These agencies have their own programmes that students come through and they liaise with us to send their students. We also get a lot of prospective students that emails us wanting to come to our university because of the location so it's also that one2one communication.

Additionally, one of the key resource persons in agreement with the expression of the other as noted above highlighted that:

Most of the incoming exchange student recruitment is done by the partner universities. The recruitment for the Freemover students is either through companies like University Studies Abroad Consortium (USAC), Imperial Education Consultants (IEC), and American Institute For Foreign Study (AIFS) or the Home University coordinator sends a cohort of students. The rest of the Freemover students choose ... based on their own research and interest.

However, the key informants from the German universities were quick to point out that due to the incompatible length of semester dates; the majority of universities in South Africa, particularly those in the Western Cape, typically only have two semesters per academic year,

which are subsequently divided into two quarters per semester, thus students are not able to participate in a study-abroad programme at universities in the Western Cape and would rather go to universities in Kwa-Zulu Natal as they tend to be more flexible with the duration of a semester. This is because DHBW universities are “dual study” universities which means it integrates academic studies with workplace training. According to one key informant:

Not so many students are going there because as I said they are employed by a partner company during their time entire studies, so they alternate with three months of studies here at DHBW and three months of practice so if they want to do a study abroad, they have to check the semester dates of the partner university. So the problem with Cape Town is that all universities have very longer semester dates which is a problem they have to negotiate that with their company that they will be set out for longer time and it doesn't work all the time so therefore not so many students end up going there but if they didn't have this out length issue I'm sure there will be much more students because many students would be interested in going there.

Corroborating the latter view, a key informant noted that:

They stay for a semester (6 months).

In addition, only one of the Western Cape's four universities has a partnership with DHBW universities in Germany. The findings of this study may lead to more partnerships and collaborations between higher education institutions in the Western Cape and DHBW universities. Furthermore, to attract the top students, universities should make themselves visible to students from all over the world and be proactive in their communication tactics and tailor them to the interests and desires of their students (Study Portals, 2022:3). Study Portals further notes that being responsive is becoming one of the most valuable assets for universities and a requirement in international student recruiting, and universities that increase their responsiveness may actually transform it into a unique selling offer. The next section delves into the marketing platforms used to market the Western Cape as a prime study-abroad destination.

4.2.4.3 Marketing platforms

The researcher wanted to gain an understanding of what marketing platforms are used to promote the Western Cape as a prime study-abroad destination. This question was posed in response to the study objective that sort to examine the trends observed in the study abroad industry. According to one of the key informants:

With the current generation of study-abroad students, social media platforms can be very effective in promoting study-abroad programmes. It also gives students to stay a part of the community they joined when coming on a study programme. The expansion of this through advertisements on sites like TikTok and YouTube.

This seemed to resonate with all five key resource persons, with another indicating that:

Social media is a huge thing because obviously the study-abroad students are young, and it can make a big difference by reaching a lot of people and access worldwide. So definitely all platforms on social media Twitter, Instagram. Also, short videos, advertising abroad those kinds of things.

Thus, these results showed a positive correlation between study-abroad programmes being marketed on social media such as YouTube, TikTok, Instagram and Twitter, showing that if institutions start promoting on the sites visited frequently by students it would have a significant impact on study-abroad programmes and their capacity to lure in prospective students. In addition, all five key informants claimed that they make use of international fairs, international information sessions as well as university webpages to advertise study abroad in the Western Cape. However, a key informant noted that:

We don't market any university specifically, we market all of them together and then depending on the interest of the students we go into more details or any questions or if they have certain issues, we can make suggestions depending on what would be suitable to their partner company

Interestingly, it was determined that AR could be used as a marketing tool to potentially persuade students to choose the Western Cape as their preferred study-abroad programme destination, according to a key informant:

Yes, I think AR can be used as a tool to potentially influence a student's decision to select the Western Cape as a preferred study-abroad destination. Especially now with COVID and students not having physical experience. I think it can make a difference. I was [actually] a part of this; I went to a tourism event in Cape Town, and I think they were exploring AR. So, I think it can make a big difference.

In addition, and supporting the previous position, another key informant indicated that:

VR/AR might not be the first motivating factor to select a destination, but it supports the decision to go somewhere (1 part of the decision).

Furthermore, the key resource persons also acknowledged that it would be necessary to capitalize on the key factors of attraction identified in the current study. The student's cultural experiences, the viability of the programmes, and the general allure of the Western Cape were some of the facts that were highlighted as needing to be the focus of marketing efforts.

4.2.4.4 Post-COVID-19 trends

As shown in Figure 4.15 below, the researcher summarised the themes that came out of the interviews with the stakeholders who took part in the study to determine the desired post-pandemic recovery actions. These findings highlight the significance of prioritizing student needs to quickly restore the study abroad industry to its former prominence. This can be done by stakeholders such as the government and universities cooperating to streamline study/permit visas or by institutions and travel service providers being more lenient with cancellation policies in the wave of the unpredictable pandemic. A unified idea for

communication was also noted, and it was suggested that this could be accomplished by refocusing marketing efforts to advertise South Africa as a secure COVID-19-compliant study-abroad travel destination, while also asserting that greater engagement and the diffusion of COVID-19-related research, along with government communications and information, can encourage this engagement.

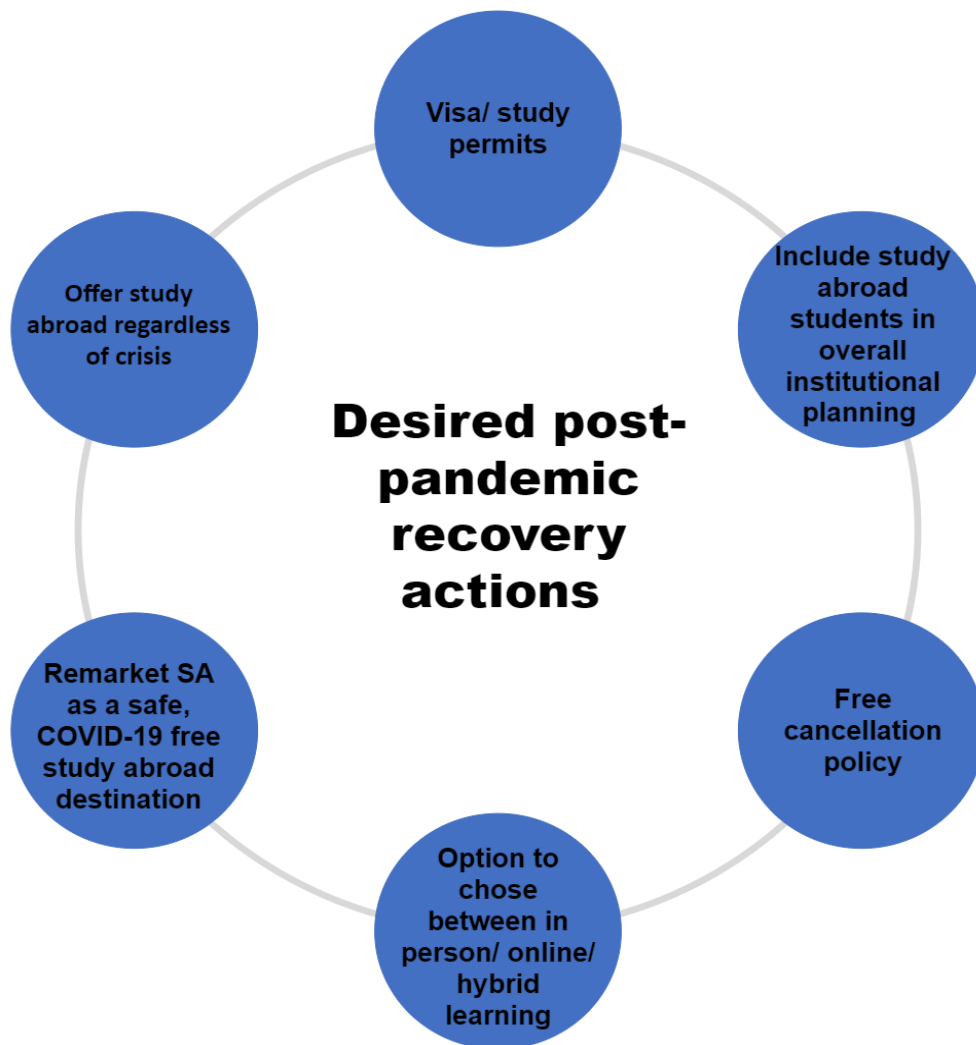


Figure 4.14: Desired post-pandemic recovery actions

Intriguingly, participants in both German universities noted a significant shift in the mindset of the students in that as a direct result of the COVID-19 pandemic, students are now more inclined to stay in Europe rather than leave the continent, as indicated by a key informant:

Most German students only wanted to go within Europe since there would always be an option of coming home; you know renting a car or going via train, so we then saw a growing interest, because normally we have less students going within Europe; they go overseas.

A second critical informant added the following information, reinforcing the first:

Since the pandemic, we now have three groups of shifted mindsets namely, those who are very carefully and will probably change their first choices and stay within Europe for example, those that won't go abroad at all and those who says well let's go for as long as it's possible because you never know if it will stop again.

Thus, these responses are deemed to be very significant in highlighting the need for collaboration and the fortification of connections between the government, parties involved in university study-abroad programmes, and international partners. To successfully launch and relaunch the study-abroad programme in the Western Cape, these partnerships and the involvement of all stakeholder groups in solving the current issues that the pandemic has brought to light are crucial. Therefore, the significance of all parties' offering solutions and cooperating with the government and other international partners cannot be overstated.

4.3 Summary

This chapter presented the findings, the analysis and the discussions of the study, as obtained from the respondents and participants regarding the edu-tourism destination selection motives focussing on the Western Cape. Results were grouped into two groups, namely, study-abroad students and coordinators at various universities in the Western Cape, South Africa and Baden-Württemberg, Germany, and sub-divided further based on the main research themes.

The key outcomes of the respondents' demographic characteristics revealed that the majority of the respondents came from European countries (85%) with Germany (36%) dominating. The majority of the respondents (84%) were aged between 18 and 21 years of age. The results also revealed that for the majority of the respondents (75%) the study-abroad experience allowed them the opportunity to visit South Africa for the first time. All but 10% of the respondents noted that they would recommend South Africa, and in particular the Western Cape, as a study-abroad destination.

In exploring the socio-psychological push factors that motivate students to study abroad, it was found that international exposure emerged as the most important motivator for prospective students and Regulatory emerged as the least important factor. The destination attributes pull factors were also explored through factor analysis, with five factors being generated. In order of importance Environmental; Social; Quality; Marketing and Socio-Political factors emerged as the leading motivating factors that attracted students to the Western Cape.

The coordinators' perceptions of trends observed in the study abroad industry were also analysed and used to provide further support and understanding of the quantitative results of the study.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter draws conclusions and makes recommendations for future research into the motives for choosing the Western Cape as a study-abroad destination from the results generated in Chapter 4. The study limitations are discussed in this chapter, as are the actions taken by the researcher to mitigate these limitations. The conclusion is drawn and is pertinent to the study's predefined objectives. The findings described in Chapter 4 were adapted to generate the conclusions. These conclusions were formed following the study objectives, and the extent to which they were met is reported. Each of the objectives is evaluated and addressed in the subsections that follow.

5.2 Conclusion

The research findings previously analysed in Chapter 4, and the conclusions will be presented in line with the following objectives:

Research objective 1: To identify the profile of international students participating in study-abroad programmes at universities in the Western Cape, South Africa.

Research objective 2: To investigate the socio-psychological (push) factors that influence international students to study abroad.

Research objective 3: To determine the destination attributes (pull) factors that attract international students to a destination such as the Western Cape in South Africa.

Research objective 4: To ascertain what trends the stakeholders observe regarding international students participating in study-abroad programmes at universities in the Western Cape, South Africa.

5.2.1 Conclusions regarding Objective 1

The first research objective of establishing the profile of edu-tourists within the study abroad niche market of edu-tourism was met. Information on the following aspects was gathered, analysed and interpreted: nationality of the edu-tourists, gender, age, marital status, host university, type of study-abroad student, study major, other countries applied to excluding home university, funding sources, living situation, previous visitations to South Africa, tourism-related activities engaged in and if they would recommend South Africa as a study-abroad destination.

The study unveiled that study-abroad students can come from all over the world but the most prominent geo-demographic location for the current study was European with German dominance. Surprisingly, the study identified a notable absence of African countries engaging in study-abroad programmes in the Western Cape. Most of the respondents fell within the 18 to 24 years age category. This age group comprises predominantly students in the undergraduate phase of their studies, who are perhaps more willing and available to participate in a study-abroad experience. In terms of the type of study-abroad student, the majority of the respondents were exchange students studying business studies, which were self-funded and renting from individuals who are not family.

Noteworthy is that the majority of the respondents indicated that they were not on a study-abroad programme although according to the definition of a study-abroad programme (see section 1.2.5) a student is regarded as being on a study-abroad programme when they go overseas to participate in a programme that is often facilitated through a foreign university, which includes but is not limited to, classroom study, research, internships, or service-learning (Purdue University, 2015). Moreover, it becomes evident that because all of the universities in the Western Cape use different terms for various programmes, for example 'semester abroad' or 'freemovers' or 'exchange students', it can get confusing and therefore is understandable why most students did not regard themselves as being on a study-abroad programme. This highlights the need for clarity regarding the language that is communicated to the students and all stakeholders involved, regarding the classification of this type of study programme.

Due to the pandemic, various key informants claimed that many of the older students underwent a change in perspective and would now much prefer to take part in a study-abroad programme closer to home, where returning home is less difficult than under the pandemic-induced restrictions. As a result, the profile of study-abroad students visiting the Western Cape in the future may change. However, the fact that most of the respondents only applied for admission at a South African university illustrates how alluring South Africa, and particularly the Western Cape, is as a destination for students who wish to study abroad. A fact that emerged from the study is that although the primary focus of study-abroad experience is education, the majority of the respondents engaged in tourism-related activities within the Western Cape, which shows a significant contribution towards tourism. Therefore, it stands to reason that virtually all the respondents stated that they would recommend South Africa, as a destination for students looking to study abroad.

From the discussion above, it is evident that the study established the profile of edu-tourists visiting the Western Cape. The overall conclusion drawn from the results is that this edu-tourism product is attractive mostly to undergraduate exchange students from European countries with enough money to support themselves, who are mainly studying business-related

qualifications. Most student respondents were between 18 to 24 years of age, seeking both a good educational and fun-packed tourism-related experience. While the pandemic highlighted issues of vulnerability of the study abroad industry, the role of resilience is noted.

5.2.2 Conclusions regarding Objective 2

Research Objective 2 aimed to determine the socio-psychological (push) factors that influence students to participate in a study-abroad programme and the objective was achieved. This objective identified what the respondents considered as the most influential factors that push them to study abroad. The knowledge gained could assist universities and relevant stakeholders such as non-governmental organisations that sell study-abroad experiences at universities in the Western Cape and are involved in the development of the edu-tourism products to focus on these factors and to understand why certain elements are important in the decision of an edu-tourist to study abroad.

The socio-psychological (push) factors were evaluated by the respondents in terms of a 5-point Likert scale, which resulted in five factors that were identified by the respondents and labelled according to the similarity in characteristics. Based on the factor analysis, the factor scores were calculated in relation to an average for all items contributing to a specific factor, to clarify the scale measurement and reported according to their importance based on the responses received.

International exposure displayed two aspects regarded as the most important factor of all five factors, with the provision of living in another country being loaded as the most important aspect. Studying abroad is the epitome of international exposure, thus it stands to reason that the respondents regarded it as being the most crucial factor. The second most important factor was quality and network aspects, consisting of five aspects corresponding to the quality of the experience in terms of international exposure in the field of study and enhancing career and earning prospects after graduation as well as networking which is gained through meeting new people. In terms of the literature reviewed, Ahmad et al. (2016) and Harazneh et al. (2018:802) both agreed that the quality aspects are secondary criteria for influencing students to study abroad, which is reflected in the current study as well. Socio-cultural, which loaded as the third most important factor, consisted of two aspects that involved recommendations from family, friends and/or partners. As previously noted, although recommendations coming from family, friends and/or partners are of less importance to students, it does indirectly affect how they view the university and the country of choice, and therefore should not be overlooked (Petruzzellis & Romanazzi, 2010; Lee, 2014; Jupiter et al., 2017).

Marketing and financial considerations loaded as the fourth most important factor, which included five aspects namely, cost of study and sponsorships under financial considerations

as well as university marketing activities, university counsellor influence and becoming independent under marketing considerations. Lastly, regulatory factors which consist of two aspects such as expected as part of the home university qualification and lack of available programmes in the home country, are loaded as the least important factor. When a young person considers pursuing a study-abroad experience, elements like marketing, financial consideration, and regulatory factors are frequently an afterthought to the excitement of living abroad, meeting new people, and gaining international exposure in their field of study. This is a plausible explanation for why these two factors were regarded as the least important for students. Pirgaru and Turcan (2017:9) agree with the latter notion.

5.2.3 Conclusions regarding Objective 3

The key findings of this study, as presented in Chapter 4, led the researcher to conclude that the five edu-tourism destination selection motives for participating in a study-abroad programme at universities in the Western Cape, were identified in order of importance, namely environmental, social, quality, marketing and socio-political. The factors were evaluated by the respondents in terms of a 5-point Likert scale, which resulted in five factors being drawn from 24 elements that were acknowledged by the respondents and categorised according to their characteristics. Based on the factor analysis, the factor scores were calculated in relation to an average for all items contributing to a precise factor, to construe the scale measurement. The subsequent factors are reported according to their importance grounded on the responses received.

Environmental factors displayed two aspects regarded as the most important factor of all five factors covered for motives of choosing the Western Cape as a preferred study-abroad destination for 2022, with the provision of natural and environmental factors as well as favourable climate and weather conditions being loaded as the most important aspect. This finding was corroborated by Pirgaru and Turcan (2017:12), who stated that the local environment does affect the attractiveness of a host destination. The fact that Cape Town, which is where most of the universities within the Western Cape are located, was voted the best city in the world in 2019 and the best city in Africa in 2021, highlights the attractiveness of the destination.

Social factors, which loaded as the second most important factor, consisted of three aspects corresponding to general ease of living in the Western Cape for the duration of the study programme as well as the ranking of the universities. The Western Cape is in a unique position because it offers students the chance to enrol in one of the many top universities that use English as their primary language of instruction while also visiting a developed destination with travel and language opportunities that are comparable to those they are used to. Previous research has revealed that in terms of options for study-abroad destinations, students decide

where to study based on three major factors: the courses offered, the destination's appeal, and the language (Study Portals, 2022:1).

Quality factors loaded as the third most important factor, consisted of five aspects all related to the quality of the university with qualified and friendly academic staff being regarded as the most important. Jupiter et al. (2017:92) note that the connection that exists between international students and the host university before and after their arrival at the university, is the most important factor that the respondent's decision to study abroad. To guarantee that this remains a key component attracting students to the Western Cape, universities in the region are expected to conduct a significant amount of research on the quality of their facilities and services for study-abroad students. With such knowledge, recruitment processes and the overall experience for current and prospective students can be enhanced.

Marketing factors, which loaded as the fourth most important, included six aspects pertaining to general marketing activities and ploys used to attract study-abroad students. The factor revealed the existence of effective marketing channels and flowing communication between study-abroad students and host destinations are important. According to the study findings, social media and recommendations from friends and family were this factor's most crucial components, thus it is vital to emphasize the interaction that takes place between international students and the host university before and after their admission. In agreement with the latter notion, Lee (2014) and Pirgaru and Turcan (2017), note that a student's likelihood of choosing a specific study destination increases with his or her level of familiarity and information about that location.

Seven similar aspects related to socio-political factors were used to draw conclusions of the least important factor contribution to the allure of the Western Cape as a study-abroad destination. Low rate of discrimination in the Western Cape was regarded as being the most important aspect of the seven included. Based on the previous research conducted, socio-political factors such as safety and security as well as proximity to the home country, were identified as leading motivational factors (Bhati & Anderson, 2012; Harazneh, 2018). However, in the case of the current study it was regarded as the least important factor which could be attributed to the COVID-19 pandemic and the fact that because students' mobility was low when students could travel, little attention was given to the socio-political status of the Western Cape. More investigation would be required to ascertain whether this was indeed the case.

Thus, it is evident that the study assessed the motivations for selecting the Western Cape as a preferred study-abroad destination, so this objective has been achieved. Furthermore, in concluding the quantitative data it was established that the decision to study abroad comprises both pull and push factors and acknowledging both is vital to the success of the industry and its ability to attract to students.

5.2.4 Conclusions regarding Objective 4

Objective 4 arises from the fact that the current study was initially only quantitative but had limitations regarding study population and sample size. Therefore, a qualitative element was introduced to enhance the limited quantitative findings with key informant perceptions of trends observed regarding international students participating in study-abroad programmes at universities in the Western Cape. Albeit in varying proportions, the key informants verified trends uncovered in the quantitative findings. Similarities were registered in the area of typology of the edu-tourists in the Western Cape, with all the key informants noting that most of the students are undergraduates aged from 18 to over 21, originating from European countries. Another similarity worth noting is that all the participants were unanimous in their responses that they recognised the potential of the Western Cape as a prime study-abroad destination, as the region offers the best of both worlds in terms of internationally recognised universities and pristine tourism attractions with many activities from which to choose.

Despite all the similarities highlighted above, gaining insight into key informants' perceptions and observations also allowed the researcher to understand crucial elements of the study-abroad industry such as recruitment processes, marketing platforms as well as post-COVID-19 trends. The major finding concerning recruitment processes is that the most obvious way that the universities get study-abroad students is through partnerships with other partner universities. This finding highlights the fact that if collaborative opportunities have not been established, the recruitment efforts from universities for attracting students from other countries not under the collaborative partnership would be minimal with international study abroad fairs hosted once a year as an exception. Although there are NGO organisations that recruit individuals interested in a study-abroad experience and these organisations do work with most of the universities in the Western Cape, it still rests with the students to seek out study-abroad opportunities, therefore highlighting the need to expand recruitment reach.

In terms of marketing platforms, a finding that emerged from the study is that universities must start promoting on the sites visited frequently by students such as social media platforms YouTube, TikTok, Instagram and Twitter. Currently, all key informants noted using YouTube to promote study-abroad programmes, although it is still in its infancy. Interestingly, it was also determined that AR could be used as a marketing tool to potentially further persuade students to choose the Western Cape as their preferred study-abroad programme destination. Thus, the key resource persons acknowledged that it would be necessary to capitalise on the primary attracting characteristics found in the current study. The students' cultural experiences, the viability of the programmes, and the general allure of the Western Cape were some of the factors that were highlighted as needing to be the focus of marketing efforts.

It was also established in this study that even while the COVID-19 restrictions had a significant impact on the viability of study-abroad programmes, the future of study-abroad programmes would not be affected. To ensure that this specialty industry of edu-tourism is prepared for the inevitable demand post-pandemic, this has ramifications for both the government and stakeholders of study-abroad programmes. For example, this relates to the government making sure that study-abroad students obtain their visas and study permits without difficulties. For the universities, it emphasises the need of maintaining open lines of communication between partner universities and actively promoting a safe COVID-19 study-abroad destination across all social media and institutional marketing channels. While the pandemic highlights issues of vulnerability of the study-abroad industry, the role of resilience is noted. To ensure that the Western Cape remains a top study-abroad destination for students from around the world, it is prudent for all involved parties to re-evaluate and reassess the current study-abroad industry, especially considering the formulation of recovery strategies and policies that will satisfy international study-abroad students' need for the desire to travel and safety. These approaches should be innovative and open-minded.

It is evident that the study assessed the key informant's perceptions and observations of the study abroad industry and thereby this objective has been achieved.

5.3 Recommendations

The recommendations presented in this chapter are extrapolated from the research findings established in the previous chapter. The recommendations could assist the universities and NGO recruitment organisations, especially post-pandemic. The results can also further stimulate discussion among stakeholders to help re-establish the beneficial subsector of edu-tourism and to find innovative ways to increase the market share of study abroad in the Western Cape. The findings may also be used by universities in other South African provinces to persuade them to adopt the Western Cape suggestions for best practice in study abroad and to conduct their own original research, adding to the scant body of knowledge on edu-tourism in general and in South Africa. Moreover, the results could form a baseline against which similar future studies could be measured and assessed. Respondents highlighted several areas in which the universities in the Western Cape can improve that would benefit students, as discussed below.

5.3.1 Efficiency of international offices

The efficiency of international offices at the universities was noted as the main element that was disliked by many students. This element is a major influencing factor as negative student experiences can have a ripple effect on the ability of the region to attract prospective students through recommendations and it could also place strain on the partnerships between

universities. Areas that should be ironed out refer to admissions, course registration, housing and general responses of coordinators within the international offices. Thus, it is recommended that universities improve the effectiveness of international offices to provide quality and efficient communication to students before and after their arrival at the university. Moreover, allowances should be made to integrate study-abroad students into all programmes offered, to ensure they mix with the locals and gain an enriched overall experience.

5.3.2 Visa and study permits

Despite the accessibility to this study-abroad destination receiving good reviews from the students, the results show that some students were unhappy with the study visa and permit processes in South Africa. Multiple negative reports on visa issues will tarnish the image of the destination as a preferred study-abroad destination. Hence, the government should work with universities to streamline processes and make it easier for study-abroad students to obtain their visas and study permits. This would create a better understanding between all involved stakeholders, which will result in the development of a better edu-tourism offering.

5.3.3 Marketing

The results indicate that most of the respondents had a positive view of the Western Cape before their study-abroad experience, which was enhanced after their visit. However, some respondents noted that more information on what to expect in South Africa as well as advertising on the platforms they use daily such as YouTube, Facebook, Twitter and Instagram would be beneficial in providing current and prospective students with content to familiarise themselves with the culture and social context. Thus, it is recommended that universities continue to keep the communication channels open between partnered universities and actively market the Western Cape as a prime study-abroad destination on all social media sites like YouTube, Facebook, Twitter and Instagram, which are used daily by the students, as well as on university marketing platforms. Additionally, creating successful marketing strategies that speak directly to students and their objectives for the ideal place to study abroad helps with student recruitment. Furthermore, the edu-tourism industry could also benefit from marketing South Africa on international media channels and travel channels, focussing on aspects such as prime location and environment, namely, the excellent climate of the country, the diverse attractions and activities and the incomparable scenic beauty, and quality of academic experiences with internationally recognised universities. However, the negative views on certain elements as indicated above should not be taken lightly. They should be used as constructive criticism directed towards the improvement of the edu-tourism industry product offering.

5.4 Study limitations

The limitations of a study are perceived as flaws within the study that might affect the findings and conclusions of the research (Ross & Zaidi, 2019:261). The chosen study design, the limitations of the statistical model, funding, or other circumstances that may be beyond the control of the researcher can all contribute to the shortcomings (Hubert et al., 2018:255).

There were several challenges encountered throughout the study's implementation that hindered its execution. Despite the challenges that were encountered, it is important to identify research challenges and clarify ways of overcoming them to make the study a success, as it assists those who may wish to undertake similar studies. The limitations of the study are explained below.

5.4.1 Targeted sample compared with actual responses

Due to the COVID-19 restrictions, accessibility became a major issue which drastically impacted the data collection process. As the result, the researcher was limited to university call centres and switch offices to reach the intended international offices, who then reached out to the respondents. The researcher also noted that when students were physically in South Africa, the host university email addresses that were created from these students lay dormant, thus affecting their ability to receive and complete the questionnaire. Consequently, the targeted students were international students physically based in the Western Cape from October 2021 – May 2022. In this case, past students were also unable to be contacted and thus obtaining the required number of responses was difficult, resulting in the study not being generalisable to the greater population of study-abroad students coming to the Western Cape. Moreover, the questionnaire instrument was limited to only international study-abroad programme students and excluded students registered for more than one year.

5.4.2 Qualitative responses

To support the limited quantitative responses received, the researcher went a step further and implemented a qualitative element in both the Western Cape and Germany to support and enhance the study. However, coordinators of study-abroad programmes at selected universities in the Western Cape were sometimes reluctant to assist the researcher, leading to very limited response. Moreover, because the German participants had a collaborative partnership with only one of the universities in the Western Cape, it could be viewed as slightly subjective. However, their opinions and perceptions were valuable as the research instrument addressed general matters observed in the study abroad industry.

5.5 Future research direction

Future research on motives for edu-tourism should be conducted for validating, strengthening and comparing the study results, as well as expanding the knowledge base on study abroad in the edu-tourism industry. Comparative research on the motives of edu-tourism in other South African provinces should be conducted to determine the national status of study abroad in the South African edu-tourism industry. Such studies will assist edu-tourism role players in establishing national edu-tourism focus areas for sustainable development of the tourism industry. A comprehensive database of selection motives for edu-tourism destinations, focussing on a study-abroad framework for guidance and measuring progress in terms of attracting many prospective students should be established. This would assist edu-tourism role players such as universities, NGO study-abroad recruitment organisations and the South African government in promoting edu-tourism and study-abroad experiences in the South African tourism industry.

Additional areas in which to conduct investigations include:

- The focus area of edu-tourism has largely been neglected in the past and thus more studies, particularly in South Africa, could be undertaken;
- Comparative studies to investigate the motives of studying abroad between undergraduate and postgraduate students;
- Comparative studies with African students on study-abroad in other parts of the world e.g. Europe, North, Central and South America and Asia.
- Determining the extent of the effect of the COVID-19 pandemic on the future of study abroad;
- How to improve the effectiveness of marketing platforms, particularly for edu-tourism;
- Expanding the market reach of edu-tourists from other African and Asian countries; and
- Determining the benefit of AR and VR to edu-tourism.

5.6 Concluding remarks

The study adds a small but crucial piece to understanding study abroad and edu-tourism in the South African context. This area of focus has largely been neglected in the past and as such, findings in this study will add to the literature in this respect. The outcome of the research underscores the importance of combining known student motives and enriched university marketing platforms as the perfect combination to attract prospective study-abroad students to the Western Cape. The results of the study showed that European edu-tourists are very interested in studying in the Western Cape but there is a need to consider expanding the market reach and influencing more students from other countries, especially from African and Asian countries, to select the Western Cape as a preferred study-abroad destination. The

decision to study abroad is determined by both push and pull factors and should be acknowledged by all involved stakeholders so that effective marketing strategies can be implemented. Because of the travel ban or the security of staying close to home, many international students from Europe are still hesitant to travel outside of Europe. This creates a gap in the market where universities can draw in those international students by coming up with innovative ways to carry on with study-abroad programmes, such as online learning or shorter study periods, coming up with innovative ways to travel, or perhaps even experimenting with augmented reality.

Chapter 1 outlined the introduction and background to the research and emphasised important concepts that formed the foundation of the study.

Chapter 2 presented key literature and a conceptual framework that underpinned the current study. This chapter highlighted important theories pertaining to the study which included the development of tourism as an industry, classifying the tourism industry, edu-tourism, study-abroad programmes as well as motives for travelling and profiling.

Chapter 3 provided the methodology of the study and detailed the data-collection method used to gather pertinent data from stakeholders and how the data were analysed. Along with the research instruments and ethical consideration, the sample size and other related topics were also covered.

Chapter 4 presented the outcomes of the study.

Chapter 5 concluded the study and provided pertinent recommendations.

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APPENDICES

APPENDIX A: CPUT ETHICAL CLEARANCE



Office of the Deputy Vice-Chancellor:
Research, Technology Innovation
& Partnerships
Bellville
Campus P O
Box 1906
Bellville 7535
Tel: 021-959 6242

30th April 2021

Mr Elhaam Abrahams (CPUT student no 215129296)
MTech: Tourism and Hospitality Management
Faculty of Business and Management Sciences
Cape Peninsula University of Technology

Dear Mr Abrahams

RE: PERMISSION TO CONDUCT RESEARCH AT CPUT

The Institutional Ethics Committee received your application entitled: "*Edu-tourism destination selection motives on study abroad programmes at universities in the Western Cape.*" together with the dossier of supporting documents.

Faculty Ethics Committee Approval Date: 20 October 2020

Faculty Ethics Committee Approval Reference No: N/A

Permission is herewith granted for you to do research at the Cape Peninsula University of Technology.

Wishing you the best in your study.

Sincerely

A handwritten signature in black ink, appearing to read "D Phaho", written over a horizontal line.

Dr D Phaho
Deputy Vice-Chancellor: Research, Technology Innovation &
Partnerships Cape Peninsula University of Technology

APPENDIX B: SU ETHICAL CLEARANCE



UNIVERSITEIT • STELLENBOSCH • UNIVERSITY
jou kennisvenoot • your knowledge partner

INSTITUTIONAL PERMISSION:

AGREEMENT ON USE OF PERSONAL INFORMATION IN RESEARCH

Name of Researcher: Elhaam Abrahams

Name of Research Project: Edu-tourism destination selection motives on study abroad programmes at universities in the Western Cape

Service Desk ID: IRPSD-2105

Date of Issue: 05 May 2021

The researcher has received institutional permission to proceed with this project as stipulated in the institutional permission application and within the conditions set out in this agreement.

1 WHAT THIS AGREEMENT IS ABOUT	
What is POPI?	<p>1.1 POPI is the Protection of Personal Information Act 4 of 2013.</p> <p>1.2 POPI regulates the entire information life cycle from collection, through use and storage and even the destruction of personal information.</p>
Why is this important to us?	<p>1.3 Even though POPI is important, it is not the primary motivation for this agreement. The privacy of our students and employees are important to us. We want to ensure that no research project poses any risks to their privacy.</p> <p>1.4 However, you are required to familiarise yourself with, and comply with POPI in its entirety.</p>
What is considered to be personal information?	<p>1.5 'Personal information' means information relating to an identifiable, living, individual or company, including, but not limited to:</p> <p>1.5.1 information relating to the race, gender, sex, pregnancy, marital status, national, ethnic or social origin, colour, sexual orientation, age, physical or mental health, well-being, disability, religion, conscience, belief, culture, language and birth of the person;</p> <p>1.5.2 information relating to the education or the medical, financial, criminal or</p>

1

Institutional Permission Standard Agreement: 13 March 2017 V1

APPENDIX C: UCT ETHICAL CLEARANCE



Faculty of Commerce

Private Bag X3, Rondebosch, 7701
2.26 Leslie Commerce Building, Upper Campus
Tel: +27 (0) 21 650 4375/ 5748 Fax: +27 (0) 21 650 4369
E-mail: jacques.rousseau@uct.ac.za
Internet: www.uct.ac.za



@Commerce UCT



UCT Commerce Faculty Office

09 03 2021

Elhaam Abrahams

Business and Management Science

CPUT

REF: REC 2021/03/008

**Edu-tourism destination selection motives on study abroad programmes
at universities in the Western Cape**

We are pleased to inform you that your ethics application has been approved. Unless otherwise specified this ethical clearance is valid until 31-Mar-2022 .

Your clearance may be renewed upon application.

Please be aware that you need to notify the Ethics Committee immediately should any aspect of your study regarding the engagement with participants as approved in this application, change. This may include aspects such as changes to the research design, questionnaires, or choice of participants.

The ongoing ethical conduct throughout the duration of the study remains the responsibility of the principal investigator.

We wish you well for your research.

A handwritten signature in black ink, appearing to read 'JRousseau'.

2021.03.09
14:49:28 +02'00'

Jacques Rousseau
Commerce Research Ethics Chair
University of Cape Town
Commerce Faculty Office
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Website: <https://www.commerce.uct.ac.za/Pages/Ethics-in-Research>

"Our Mission is to be an outstanding teaching and research university, educating for life and addressing the challenges facing our society."

APPENDIX D: UWC ETHICAL CLEARANCE

The University of the Western Cape is a Public Higher Education Institution established and regulated by the Higher Education Act, No. 101 of 1997 (Republic of South Africa), with the language of instruction being English. The University is duly accredited by the Council on Higher Education and its degrees and diplomas are registered on the National Qualifications Framework in terms of the South African Qualifications Authority Act, No. 58 of 1995.



REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT THE UNIVERSITY OF THE WESTERN CAPE

This serves as acknowledgement that you have obtained and presented the necessary ethical clearance (provisional) and your institutional permission required to proceed with the project referenced below:

Name of Researcher
ELHAAM ABRAHAMS

Research topic
Edu-tourism destination selection motives on study abroad programmes at universities in the Western Cape

Period permission is valid for
09 March 2021 – 20 November 2021
(or as determined by the validity of your ethics approval)

Reference code
UWCRP090321EA

Ethics reference
Cape Peninsula University of Technology (provisional)

You are required to engage this office in advance if there is a need to continue with research outside of the stipulated period. The manner in which you conduct your research must be guided by the conditions set out in the annexed agreement: *Conditions to guide research conducted at the University of the Western Cape*.

Please be at liberty to contact this office should you require any assistance to conduct your research or require access to either staff or student contact information.

Yours sincerely

DR AHMED SHAIKJEE
DEPUTY REGISTRAR
UNIVERSITY OF THE WESTERN




UNIVERSITY OF THE WESTERN CAPE
ACADEMIC ADMINISTRATION

09 MARCH 2021

This document contains a qualified electronic signature and date stamp. To verify this document contact the University of the Western Cape at research@uwc.ac.za

UWCRP090321EA
Page 1 of 3



APPENDIX E: DATA INSTRUMENT/QUESTIONNAIRE



Cape Peninsula University of Technology

Study Abroad Student Questionnaire

The purpose of this study is to determine the profile and motivational aspects of participating in study abroad programs at universities in the Western Cape, South Africa. All information will be treated confidentially in accordance with the ethical standards of CPUU and your privacy and anonymity will be preserved. Apart from this, please note that participation is completely voluntary, and you are free to withdraw from completing the questionnaire at any given time. This questionnaire will take on average about 15 minutes to complete. Should you wish to verify the authenticity of this project, please contact the supervisor Dr H.K.N. Bama at BamaH@cput.ac.za or +27 (0) 21 460 4242. Please answer all question (s) by selecting the appropriate box (s) in the survey.

 elhaamwork@gmail.com (not shared) [Switch account](#) 

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Section A: Demographic Profile

1.1 What is your nationality? *

Your answer _____

1.2 Please select your age from the appropriate box *

Between 18-24 years old

Between 25-34 years old

35 years old and above

1.3 What is your gender? *

Female

Male

Transgender female

Transgender male

Gender variant/Non-conforming

Prefer not to say

1.4 Please indicate your current marital status *

- Single
- In a relationship (not married)
- Engaged
- Married
- Other: _____

1.5 Which university are you studying at? *

- Cape Peninsula University of Technology
- Stellenbosch University
- University of Cape Town
- Western Cape University

1.6 Are you with a study abroad program? *

- Yes
- No

1.7 If yes to Q1.6, please indicate your program

Your answer _____

1.8 If no to Q1.6, please indicate the type of student you are

- Exchange student
- Visiting graduate Student
- Research student
- Other: _____

1.9 What is your major? *

- Humanities (e.g. languages, philosophy, history)
- Natural Sciences (e.g. biology, physics, chemistry)
- Religious Studies / Theology
- Art & Design (e.g. fine arts, performing arts, music, animation, graphic design)
- Social Sciences (e.g. political science, sociology, economics, psychology, anthropology)
- Mathematics / Actuarial Science / Statistics
- Communication / Journalism / Media Studies
- Engineering
- Architecture
- Environmental Studies (e.g. geography, urban studies, green technology)
- Business (e.g. marketing, commerce, accounting)
- Agriculture
- Hospitality / Tourism / Parks and Recreation / Culinary / Leisure and Fitness
- Health Science (e.g. medicine, physiotherapy) / Kinesiology / Nursing
- Education
- Social and Community Services / Law enforcement
- Skilled trade / Applied Technologies
- Other: _____

1.10 Did you apply for admission to universities in more than one country before choosing a South African university? *

- Yes
- No

1.11 What other countries (excluding your home country) did you apply to? *

Please list all other countries to which you applied

- United States
- United Kingdom
- France
- Germany
- Australia
- China
- Other: _____

1.12 What is your main sourcing of funding? *

- Self-funding
- Scholarship
- Both
- Other: _____

1.13 Where are you currently living? *

- University residence
- Room, apartment, or house that I am renting by myself
- Room, apartment, or house that I am renting with members of my family (or with my partner)
- Homestay (that is, living with a host family)
- In a condominium or house that I (or a family member) purchased
- Room, apartment, or house that I am renting with people who are not family members
- Other: _____

1.14 Is this your first time in South Africa? *

- Yes
- No

1.15 If no in Q1.14, how many times have you visited before?

Your answer _____

1.16 Since arriving in South Africa, which of the following tourism related activities have you done? *

Please check all that apply

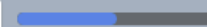
- Visit key tourism site attractions (eg. Cape Point, Table Mountain, V&A Waterfront,
- Wine tastings
- Sun, sand and sea
- Shopping
- Partake in cultural and historic activities (eg. museums, art galleries, township tours)
- Multi day tours (eg. The Garden Route, the West Coast, the Karoo)
- Hiking
- Enjoy the nightlife and casinos
- Watersports
- Safaris
- Festivals, concerts
- Other: _____

1.17 Would you recommend South Africa as a study abroad destination to other students? *

- Yes
- No
- Maybe

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Section B: Motivational aspects

Please rate the following section based on the reasons for participating in study abroad programs at universities in the Western Cape, South Africa on a scale of importance.

2.1 Which of the following factors motivated you to study abroad?

[1 = Not at all important]

[2 = Unimportant]

[3 = Neither important nor unimportant]

[4 = Important]

[5 = Very important]

Expected as part of your university program *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

International experience *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

Lack of available program in home country *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

Quality of education *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

International exposure in field of study *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

Different cultural experience *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

Living in another country *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

To become independent *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

University marketing activities influence *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

University counsellor influence *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

Parental encouragement *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

Where my friends are going *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

To make new friends *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

To be with my partner *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

Sponsorship *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

Cost of study *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

To further career prospects *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

2.2 Why did you choose to study in the Western Cape, South Africa

[1 = Not at all important]

[2 = Unimportant]

[3 = Neither important nor unimportant]

[4 = Important]

[5 = Very important]

Natural and environmental factors e.g., landscape and beach *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

Favourable climate and weather condition *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

Favourable government policies *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

Easy to get visa/visa free *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

Political or historical ties with South Africa *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

Low rate of discrimination *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

Safety and security *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

Common language, and travel *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

Familiarity with own culture *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

Closeness to the home country (proximity) *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

Welcoming attitudes of the locals *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

Referrals from friends, family members and social media *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

Accreditation and reputation of the country and its institutions *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

Easy admission *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

English as teaching medium *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

University ranking *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

University services *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

Qualified and friendly academic staff *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

Availability of labs and research instruments *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

Expertise and specialisation in area of study interest *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

Lower cost of living in South Africa *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

Media advertising *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

Overseas websites *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

Domestic websites *

	1	2	3	4	5	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

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Cape Peninsula University of Technology

Study Abroad Student Questionnaire

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Suggestions


Any suggestion(s) on how to improve on the experience for future students?

Your answer

Thank you for your participation

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APPENDIX F: DATA INSTRUMENT/INTERVIEW SCHEDULE (WESTERN CAPE)

Edu-tourism destination selection motives: focusing on study-abroad programs at universities in the Western Cape, South Africa

Interview Guide

This interview is conducted in relation to the niche market of edu-tourism namely, study abroad in the Western Cape Province (WC), South Africa. The interview forms part of a broader study that is underway regarding the destination selection motives of study-abroad students. Your participation in this study is linked to your knowledge, experience, and general interactions you have had with the edu-tourism and study-abroad programme sector, thus you have been purposefully selected for this reason. You are encouraged to type in your responses below each question in the space provided. Please note that all answers will be kept confidential and presented anonymously in the study. In an effort to gain comprehensive data, we encourage you to give detailed responses as far as possible. Thank you for your participation!

	Section 1: Demographic profile of stakeholders
1	Can you briefly describe the nature of your work and what your main responsibilities are?
2	How long have you been working in your current position? (If you are unsure, please provide an estimate).
3	How many different study-abroad programmes does your university offer? (Domestic and/or international, name them, how do you recruit current and prospective students)
	Section 2: Perceptions of the motivational factors impacting study-abroad programmes in the Western Cape Province
4	What does an average international study-abroad student look like? (Demographic information, popular courses, length of stay)
5	Based on your response in the previous question, do you think the WC positions itself as a prime study-abroad destination? Please explain.

6	In your opinion, why do students choose the WC as a study-abroad destination?
7	In your opinion, does the government do enough to support study-abroad programmes at your university? Please explain.
8	Do you think augmented reality (AR) can be used as a tool to potentially influence student's decision to select the Western Cape as a preferred study-abroad destination?
9	Which other information sources should be used to market study-abroad programmes in the WC or nationwide in South Africa and why?
Section 3: Relationship between study-abroad programmes and COVID-19	
10	Have you travelled internationally before, and if so, what was your main reason for travelling abroad?
11	Can the information and communication around COVID-19 in South Africa be considered trustworthy? Explain your answers.
12	In your opinion, where has the impact of COVID-19 been felt the most in the study-abroad programme sector within the higher education industry? Please elaborate on this.

13	Prior to the lockdown restrictions, how would you best describe the study-abroad programme niche within the edu-tourism market in the WC? (Study-abroad destination popularity in terms of international study-abroad student numbers)
14	Post-pandemic in your opinion what should be done to ensure that the study abroad industry makes a swift recovery? (short-term actions).
15	What implications do you think the COVID-19 pandemic will have on the attitudes of international students as well as the study-abroad programmes regarding future study abroad travel to the SA? (Will they think SA is COVID-19 safe? Will they avoid SA all together? Will they promote SA? (Please elaborate)

APPENDIX G: DATA INSTRUMENT/INTERVIEW SCHEDULE (BADEN-WÜRTTEMBERG)

Edu-Tourism Destination Selection Motives: Focusing on Study-abroad programmes at Universities in The Western Cape, South Africa

Interview Guide

This interview is conducted in relation to the niche market of edu-tourism namely, study-abroad programmes in Germany. The interview forms part of a broader study that is underway regarding the destination selection motives of study-abroad students in the Western Cape, South Africa. Your participation in this study is linked to your knowledge, experience, and general interactions you have had with the edu-tourism and study-abroad programme sector, thus you have been purposefully selected for this reason. You are encouraged to type in your responses below each question in the space provided. Please note that all answers will be kept confidential and presented anonymously in the study. In an effort to gain comprehensive data, we encourage you to give detailed responses as far as possible. Thank you for your participation!

Section 1: Demographic profile of stakeholders	
1	Can you briefly describe the nature of your work and what your main responsibilities are?
2	How long have you been working in your current position? (If you are unsure, please provide an estimate).
3	How many different study-abroad programmes' do your university offer? (Domestic and/or international, name them, how do you recruit current and prospective students)
4	At your university, are study-abroad programmes part of the curriculum for students or do students decide to take a semester abroad independently? Please elaborate on this.

	Section 2: Perceptions of the motivational factors leading to the Western Cape being chosen as a study-abroad destination
5	Are there many students from your university applying for a study-abroad programme in the Western Cape, South Africa? (If yes, provide a description in terms of demographic information, popular courses, length of stay)
6	Based on your response in the previous question, do you think the Western Cape positions itself as a prime study-abroad destination in Germany? Please explain.
7	In your opinion, why do students from your university choose the Western Cape as a study-abroad destination?
8	Is there a preferred university in the Western Cape that your university sends students to and why?
9	Which information sources does your university use to market study-abroad programmes and does South Africa get marketed too? Please elaborate on this.
10	Do you think augmented reality (AR) can be used to potentially influence students from your university in deciding to select the Western Cape as a preferred study-abroad destination?
	Section 3: Relationship between study-abroad programmes and COVID-19

11	Have you travelled to South Africa before, and if so, what was your main reason for travelling?
12	How did the COVID-19 pandemic affect your university and its ability to send students abroad? Please elaborate on this.
13	Were the international offices affected financially as a result of the COVID-19 pandemic? Please provide more information.
14	In your opinion, where has the impact of COVID-19 been felt the most in the study-abroad programme sector within the higher education industry? Please elaborate on this.
15	In your opinion what should be done during and post-pandemic to ensure that the study abroad industry makes a swift recovery? (short-term actions).
16	What implications do you think the COVID-19 pandemic will have on the attitudes of students at your university regarding future study abroad travel to South Africa (SA)? (Will they think SA is COVID-19 safe? Will they avoid SA all together? Will they promote SA? (Please elaborate)

APPENDIX H: GRAMMARIAN LETTER

22 Krag Street
Napier 7270
Overberg
Western Cape

20 October 2022

LANGUAGE & TECHNICAL EDITING

EDU-TOURISM DESTINATION SELECTION MOTIVES: FOCUSING ON STUDY-ABROAD PROGRAMMES AT UNIVERSITIES IN THE WESTERN CAPE, SOUTH AFRICA

Supervisor: Dr. Hilary Kennedy Nji Bama

Co-Supervisor: Ms. Phitlhelelo Pavla Mokoena

This is to confirm that I, Cheryl Thomson, executed the language and technical edit of the above-titled Master's dissertation of **ELHAAM ABRAHAMS, student number 215129296**, at the CAPE PENINSULA UNIVERSITY OF TECHNOLOGY in preparation for submission of this dissertation for assessment.

Yours faithfully



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