Motivational Factors for International Students-A Comparative Study: The Case of North Cyprus

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Submitted to the
Institute of Graduate Studies and Research
in partial fulfillment of the requirements for the degree of

Master of Science
in
Tourism Management

Eastern Mediterranean University
September 2020
Gazimağusa, North Cyprus

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ABSTRACT

Educational tourism is one of the most demanded sectors in tourism industry. Edu-tourism has variety of forms and models, all edu-tourism forms hast some in common parts. Traveling not only help self-improvement and self-change, also it will bring peace and relaxation. Education at the same time with traveling and changing environment can be fun and full of joy. This type of education and learning can be enjoyable for any ages. The focus of this study is to explore and examine the motivational factors for international students. There are several types of factors that are important for students also these factors for students in terms of priority and importance depends on their countries and their cultures plus what students wants from the destination. This comparative quantitative study is applied to investigate the topic through questionnaire from students from Iran and African countries that are studying in Eastern Mediterranean University, to realize that what factors are important for students from which countries. The questionnaire was separated in 8 different part and factors; cost, quality, environmental, regulatory, cultural, political, safety and social factors. In addition, the study discovered that most students are agree with environmental factors as the motivational factors and almost 50 percent are disagree or strongly disagree with political as a motivational factor. Also safety and regulatory factors have the neutral importance among other factors.

Keywords: tourism, educational tourism, motivational factor, studying abroad, case of TRNC.

ÖZ

Eğitim turizmi, turizm sektöründe en çok talep edilen sektörlerden biridir. Edu-turizmin çeşitli formları ve modelleri vardır, tüm eğitim turizmi formlarının bazılarının ortak kısımları vardır. Seyahat etmek sadece kendini geliştirmeye ve kendini değiştirmeye yardımcı olmakla kalmaz, aynı zamanda huzur ve rahatlama da getirir. Seyahat ve değişen ortamla aynı anda eğitim hem eğlenceli hem de neşe dolu olabilir. Bu tür eğitim ve öğrenme her yaş için zevkli olabilir. Bu çalışmanın odak noktası, uluslararası öğrenciler için motivasyon faktörlerini keşfetmek ve incelemektir. Öğrenciler için önemli olan birkaç faktör türü vardır, ayrıca öğrenciler için öncelik ve önem açısından bu faktörler ülkelerine ve kültürlerine ve öğrencilerin varış noktasından ne istediğine bağlıdır. Bu karşılaştırmalı nicel çalışma, Doğu Akdeniz Üniversitesi'nde okuyan İran ve Afrika ülkelerinden gelen öğrencilerden konuyu anket yoluyla araştırmak ve hangi faktörlerin hangi ülkelerden gelen öğrenciler için önemli olduğunu anlamak için uygulanmıştır. Anket 8 farklı bölüme ve faktöre ayrıldı; maliyet, kalite, çevresel, düzenleyici, kültürel, politik, güvenlik ve sosyal faktörler. Ek olarak, çalışma, çoğu öğrencinin motivasyon faktörleri olarak çevresel faktörlerle hemfikir olduğunu ve neredeyse yüzde 50'sinin motivasyon faktörü olarak politikaya katılmadığını veya kesinlikle katılmadığını keşfetti. Ayrıca güvenlik ve düzenleyici faktörler, diğer faktörler arasında nötr bir öneme sahiptir.

Anahtar Kelimeler: turizm, eğitim turizmi, motivasyon faktör, yurtdışında eğitim, KKTC vakası.

DEDICATION

Every challenging work need self-efforts as well as guidance

of elders specially those who were very close to our heart.

My humble effort I dedicated to my sweet and loving Family

who their prayers day and night and their encouragements

make me able to get success.

To my dogs, who always greet me with smiling faces and

wagging tails and brighter my days with their love.

Thank you all for your love and support through this and every step in my life

ACKNOWLEDGMENT

This thesis becomes a reality with the kind support and help of many individuals and one special friend. I would like to extend and sincere thanks to all of them.

My deep gratitude goes to Prof. Dr. Habib Alipour, my supervisor, for his immeasurably support and guidance in the preparation of this study.

I am extremely grateful to my parents for their love, prayers, caring and sacrifices for educating and preparing me for my future. I would also like to thank my brother, Nima, for all his support in all these years.

I also want to say a big thanks to my love, because of all his hopeful encouragements, coming all this way without him and his supports was impossible.

Thanks

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INTRODUCTION

1.1 Introduction

Tourism is one of the large industries in the world; it had a huge growth in the second half of 20 century. Originally tourism seen as an exploring and visiting new place but it's a way that people can join together from different part of world. Nowadays tourism is an important agent for cultural change for both locals and visitors they will learn from each other and also it is a principal for global economy growth because of this great impact and influence, tourism has become income and wealth creation for many countries like Dubai, France, America, Hong Kong (Mills, 1983). This is the reason why attracting tourist is becoming a big business for governments, so they will start building new stadiums, parks, museums, international university and school, convention centers, they arrange different events or festivals and similar provisions for gaining more visitors.

Tourism had been divided into several groups according to the reason for which it typically occurs. Tourism may include experiential, mass tourism, medical, educational, creative tourism, social, etc. that will be discuss on the following chapters, but nowadays, educational tourism has attracted many young people and their families, and therefore this part of tourism is developing and increasing in demand every day. Educational tourism is a subset of the tourism industry that also called edu-tourism. According to Abubakar, Shneikat and Oday (2014), people who

travelling individually or in a group around the world to obtain academic experience are known as edu- tourism.

Every year millions of people are travelling around the world with the purpose of study abroad or some people are deciding to move abroad for study and this will raise the request for edu-tourism. There are always many questions in the minds of students and their families to choose the desired destination and their field of study, in other words, studying abroad can change the lives of applicants. With the right choice, a person can achieve better opportunities in life, while a wrong choice can cause various problems for their present and future.

As maintained by World Tourism organization (2012), any individual or group traveling with the aim of learning experience out of the comfort zone for more than 24haurs is edu-tourism. Edu-tourisms are motivated to participate in education, company, leisure and other activities. Education tourism may be considered as a method for education, study and development of information. There are few example of educational tourism such as, seminar vacation, school trips, study abroad experiences and self-improvement.

According to Benjamin et al. (2011), Economists typically believe that human resources play a significant and critical role in accomplishing greater economic growth and improved employment levels for the community. Tourism encompasses national tourism as well as international but foreign tourists are important because of their effect on the host countries' economy. Most countries obtain large exchange from their foreign visitors in their country. As mentioned by Ritche (2003), the

societal impact and the financial worthiness of educational tourism have been relinquished by politicians.

One of the best and most sustainable types of tourism with high rate of demand in the whole world is edu-tourism. The alternative way of getting better jobs and developing and upgrading interactions is education and capacity creation. This type of tourism is solely intended to give people of every age, religion, class or society, nationality, equal opportunity.

1.2 Statement of Problem

Although educational tourism is one of the growing and most in-demand sectors in the tourism industry, there are still challenges that can limit its development. One of these limitations is the political changes in the country, which can have a negative impact on the sector. In addition, a major challenge of educational tourism is to maintain the quality of education and also to allocate the costs required to establish research facilities sometimes lack of governmental support is another problem that educational tourism is facing.

1.3 Purpose of Study

No useful results will be obtained from an aimless study. "Why do people travel?" the question is posed by Lundberg (1972) and the purpose of this comparative case study is to investigate that why people travel abroad to study? also what are the motivational factors for students to choose the North Cyprus for study?. In this paper we examine the motivational factors of Eastern Mediterranean University students. Motivational factors are aspects that make one destination more attractive from other for students and it will be different for everyone. Motivational factors have different category and the priority of each factor is not the same for students. To give an

example, for some student quality of education is first while others are more care about the economic factors. According to Abubakar, Shneikat and Oday (2014), these 15 factors are educational tourism motivations: accreditation and reputation, future job prospects and English as teaching medium, educational quality, failing in entrance exam in the home country, culture, new language, travel and welcoming attitudes of the locals, tuition fees and scholarships, safety in host country, quality of life and living expenses in the host country, political instability in the home country, easy to get visa, easy admission, recognition in the home country, qualified and friendly academic staff, natural and environmental factors, lack of availability of program in the home country, closeness to the home country, data collection in this study is based on these factors.

One of the most important benefits of studying abroad is that students can enter the university without the stress of the entrance exam. More importantly, it may be that they can study in their favorite field. In today's world, knowing another language, especially an international language such as English, can give people better job opportunities. Studying abroad usually gives students the opportunity to learn another language in addition to their academic education. With knowledge of the language, they can prepare themselves for better jobs. At present, due to the limitations of the labor market, familiarity with other languages gives them a better chance of finding a job. While studying abroad, students have the opportunity to learn about the culture and civilization of the host country. In addition, due to the presence of foreign students from other countries, they also get to know other nations and cultures well. Getting to know the cultures of other nations while studying helps them to widen their view of various issues in their life. Sometimes, while studying

abroad, they find friends from other nations who can provide many different opportunities for them in the future.

1.4 Methodology

The information in this study was collected through a survey questionnaire and the available sample from Harazneh et al. (2018) was used to ask questions. This study is a comparative study between Iranian and African student. There were 200 questionnaires and there are 199 useable samples. The respondents were asked to rank factors according to their importance from (1) strongly disagree to (5) strongly agree. All respondents are student from EMU different level and department and mostly living in Famagusta. The duration of data collecting was about 1 month, from 28 of Jun 2020 until 2 of Aug 2020.

1.5 Organization of the Study

This thesis consists of 6 sections, each of which is written separately to better introduce the case and the goals of the thesis. In the first chapter, which is Introduction, the general view of the project is summarized, which includes objectives, purpose of study, statement of problems, etc.

In the second chapter, Literature Review, explanations are given about the general views of other authors regarding over view of tourism and the effects of tourism on tourism destinations, countries and types of tourism, and more comprehensively, educational tourism. In the third chapter describes the data collection information on this case study and provides comprehensive information about Northern Cyprus, such as geography, economy, history, culture.

In the fourth and fifth Chapters, explanations are includes the methods that used to gather information and results, and contains tables and diagrams. In the Chapter sixth, discussion and conclusions and summarizes the results and data.

Chapter 2

LITERATURE REVIEW

2.1 An Over View of Tourism

Tourism industry around the world has been admitting as the growing economy in the world (Babalola & Oluwatoyin, 2014; Baker et al., 2000).Most countries are enjoying the wealth creation from tourism, also tourism has been one of the important wellspring of income to some countries like Kenya, Hong Kong, South Africa, Caribbean (Esu, 2015; Sanni, 2009). Greenwood (1972) believes that tourism is the "major peaceful movement for people", it means moving from their city to another place for business reasons or holidays.

In 2015 tourism around the world had grown 3.6 percent, United Nation World Tourism Organization through transportation service, International tourism made about $210 billion, visitors' passengers generate $1.4 billion to $4 billion on tourism export on 10 average daily (UNWTO, 2016).

Tourism nowadays is a vital division on international trade, In 2015 international tourism had rapid growth, commercial growth and improvement, making jobs for residents, economic worldwide and stimulates exports (UNWTO, 2016).

Tourism is a dynamic industry, It's a service sector industry that becoming one of the important resource of money for many countries. The definition of tourism as we all

know is traveling or moving from one place to another place, in the other word, "is an activity for people going and staying somewhere that is out of their usual environment and it's not more than one year" (WTO, 1995, p. 14) and less than 24 hours. Tourism is a domestic and international industry, Domestics are traveler who travels in their own country and internationals are the one who travel around the world; international tourism has incoming and outgoing effect. Tourism started in 1950s in that traditional world it was the primary form of travel, it characterized by new form of holiday travels and experience of globalization in 1960s. First of 19th century perceived a good time of tourism , companies started developing to offer the best service that they can to the needs of tourism. First and second world war had negative impact on tourism industry but this negative impact later was a reason for improvement in the industry in a nutshell planning for rebuild Europe was a huge investment (Marshall, 1945). There is a huge different in tourism between before and after 2nd world war, before 2nd WW there was large amount of unspecified tourism but after that tourism had change and altered forms for good. Dramatically, after second WW economy in western countries was growth extensively.

The invention of steamships during the early 1800s provided the necessary improvement for tourism plus the growth of roads in Europe made travels cheaper for travelers and more trustworthy (Robert Fulton in 1807, George Stephenson in 1814); Companies were transporting tourism in the mid of 19th century.

2.2 History of Tourism

Tourism history is going back about 2000 years ago when rich citizen of ancient room decided to spend their holiday out of their normal life place, therefor they decided to spend their summer out of their cities so they travelled to rural area for the

summer time (Watson, 2008). The industry developed slowly through the needs of tourists such as accommodation. Due to safety issues tourism industry stopped for 100 years after the Roman Empire. Tourism turned out to be one of the important industry in this modern world, there are different ministry of tourism in all countries. The development is the result of attracting and maintaining the old ones which will absolutely attracts and brings new foreigners, helping the economy, job creation, and some other avenues which are unknown. Actually, tourism is an important source for taking foreign currency to the countries and helps the economy. According to UNWTO (2017) in Figure 1. 1.3 trillion Tourists traveled around the world which the circulation of money from this was about 1.2 trillion Dollars.

Figure 1: International Tourism Statistics
(UNWTO, 2017)

Tourism started to take new path of change after the post-industrial period maturation, technical modernization in transportation, development of urban life, population growth and economic growth. In 20th century one of the important singularities was the birth of mass tourism in the industry, mass tourism started in

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England with industrialization and urbanization after post-industrial revelation. Mass tourism is the movement of big amount of people traveling in their holidays (Sharpley, 1999, p. 117).

Mairesse (2008) arguing that mass tourism and activities like that are pointed out for their harsh impact on environment, the result of this effect is Global warming that is one of the major problems in 21st century. Another form of tourism that is opposite of mass tourism is alternative tourist. According to Wearing and Neil (1999) alternative tourist are not dealing with large group of people.

2.3 Impact of Tourism

The growth of tourism had different impact on many countries such as social, economic, environment, etc. Tourism will provides job and improve the wealth in the country. Most of developed and developing countries are trying to take advantage from tourist to become more affluence and to improve their life quality but on the other hand more visitor in a place will bring mass tourism, so it has positive and negative advantage (URL 1).

Some of important positive impacts of tourism are: it will create more jobs, bring more money to the country, it will keep alive local traditions and customs because tourists enjoy traditional shows, making more money help government to protect natural land-scape, will help local business to continue because more tourist means more demand for local food and craft, in contrast there are few negative effect like most jobs are seasonal, most of money will go to big companies, overcrowding will bring traffic jams, some tourist damage natural environment, local shop increase the price because tourist will pay more than local (URL 1). Negative impacts of tourists

in a destination can make the residents less supportive of the industry resulting in a need for a community mandate in order to sustain the tourism industry and managing the critical aspects of tourism (Lawson et al., 1998).

2.3.1 Impact on Economy

Impact Tourism has direct effect on economy. In host countries with high tourism product like manmade aquarium, beaches, hotels, parks, restaurants, etc. will create job and bring more money and improve the cash flew.

According to Archer (1984) tourism is an activity that influence the whole community so it's important for tourism to get support from community. Tourism plays a significant role for countries whose their revenue and economy growth exclusively obtain from the visitors of their country (Crandall, 1987).

Tourism impacts on economy are also so important from managerial point of view for their decision making and marketing therefore residence of host countries need to knows the comparative importance of tourism in their countries (Miernyk, 1965).

2.3.2 Impact on Politics

Tourism development in developing countries is not just depended to their economy, is also related to their political forces who govern their country. In opinion of Litvin (2003), international politics as well as internal political structure has crucial effect on tourism growth and policies.

All tourism features are governed by political decisions, like domestic travel or cross borders, currency exchanges, airlines or trains operations, multinational corporations, etc. In many countries government imposing expensive taxation on tourism sector, in

these countries governments and policies considered tourism as a leisure activity to derive more income for the state (Litvin, 2003).

2.3.3 Impact on Culture

One of the fastest growing global tourism is cultural tourism. Mixture of tourism and culture is becoming a powerful engine for countries. There is a mutually beneficial relationship between culture and tourism that can make a strong attractiveness for a place.

On the report of Organization for Economic Cooperation and Development (2009) that illustrate important link between tourism and culture also show how this link can attract tourist to come and visit a destination, more tourist increase the livability in the location and invest more job for residence.

According to McLean (2006), Cultural structures were used in many metropolitan areas to facilitate the development of watershed regions, rejuvenation of local communities and raise property prices. Tourism is used in rural areas to sustain conventional livelihoods and design and help societies that are endangered by migration. For example, in the Gaelic-speaking regions of the Highlands of Scotland tourists to summer festivals carry much money to remote areas as well as help local languages and customs will play a special role in rural areas because sometimes there are little alternate sources of earnings.

2.3.4 Impact on Environment

One of the essential aspects for tourist is environmental quality, both natural and man-made. Some of the impacts on environment are linked to infrastructure, for example tourism amenities, such as resorts, hotels, restaurant, etc. plus roads and airports (Evan, 1998).

Tourism development has positive and negative impact on environment. In the opinion of Jamieson (2000), it can raise the awareness of environmental value and it can be a way for finance protection of natural resources, in contrast uncontrolled tourist in natural areas will increase the pollution, discharges into the sea, natural habitat loss, forest fires, etc.

2.3.5 Impact on Local Residence

More tourists will create more jobs in all tourism service companies like restaurants, hotels, transportations, casinos. According to Haley and Haley (1997), tourists have more demand for local products so it will make indirect employment. Communication improvement and transportation facilities also infrastructure investment will be positively affected when tourist demands increase in a place, so it will bring better quality of life, more income and improve the economy for residence of the state (Milman & prizm,1988; Inskeep, 1991).

2.4 Types of Tourism

Tourism is one the fastest growing industry in the world, there are many reasons of travelling and people visiting new places for different purposes, some of them are business traveler; some of them visit new cities and countries to learn more about their culture and history, etc. All of these make different parts and types of tourism.

2.4.1 Mass Tourism

One of the most popular forms of tourism that is often cheaper than the other form is mass tourism. It is organized for large number of people. One of the good examples for mass tourism is during the World cup, people travelling from different part of world to same destination, another example, when it's time for Omre that Muslims travels to Mecca for prayers.

Airesse (2008), shows that people choose mass tourism because it's ease of arranging, mass tourism is mostly a holiday package food, drink, transfer and accommodation. Vanhove (1997), believe that there are two characteristic for mass tourism, firstly is large amount of people, secondly is inflexible plans and fix programs.

All tourists' behavior has potentially negative effects on wild life and environment (Gossling, 2003; Zareba, 2008). Moscardo (2001) and Kuvan (2010), believe that more demand for mass tourism activity will bring more negative impact on environment and society worldwide.

2.4.2 Sustainable Tourism

People are always traveling around the world to see different Architectural styles, to visit the famous area, to learn a new language, to get new information about other countries cultures, etc. Accommodation, transportation and other facilities that tourists are using for their holidays is harming environment, sustainable tourism is a kind of tourism for visiting and traveling to a destination but trying to have a positive impact on the environment, society and economy. Planners are trying not to just focus on economic benefits, also on residents' idea about their city or country and try to reduce the negative impact (Hardy et al., 2002).

Sustainable tourism nowadays is well-known as a social norm that trying to push societal behavior and system toward sustainable development. The world tourism organization (WTO, 2001) prefers the following definition of sustainable development:

Sustainable tourism developments meet the needs of present tourists and host regions while protecting and enhancing opportunities for future. It is envisaged as leading to management of all resources in such a way that economic, social and aesthetic needs can be fulfilled while maintaining cultural integrity, essential ecological process, biological diversity and life support system.

One of the contested issue in all sustainable discussion is climate changes, it's also seen as a major issue for future of sustainable tourism (Scott, 2011; Scott et al., 2016; Weaver, 2011). Figure 2 shows a critical view of sustainability and tourism.
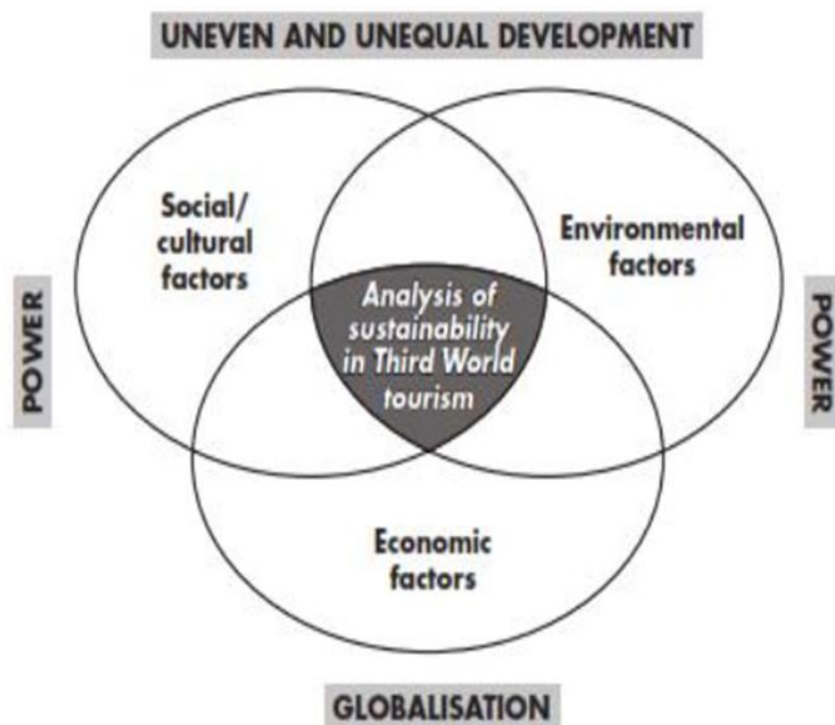
Figure 2: Tourism and Sustainability, Context of Globalization
(Adopted from Mowforth and Munt (2009))

2.4.3 Alternative Tourism

Wearing and Neil (1999), alternative tourist is for small group of people, they are focusing on individual plan, and they book their own flight, they experience host

culture and their local environment. This small group also has their own negative affect on natural, social and environment that is in relation with economy (Newsome, Moore, & Dowling, 2002).

Alternative tourist is not type of tourists itself, but it's including different type of tourism. According to Lew (2008, p. 412) Tourism has different type such as, Agritourism or agrotourism (any activity that brings people to visits farms or ranches, like strawberry festival), Birth tourism (people who travel to other countries for the purpose of giving birth), Culinary tourism (or food tourism are people who travel with purpose of tasting different food), Cultural tourism (those travelers that wants to learn about different behavior and history of other people), Extreme tourism (or shock tourism are travelers who enjoy dangerous places and event), Geotourism (people interested in geographical form of place), Heritage tourism (people that travel to experience authentic activity) , LGBT tourism (tourism that marketed to lesbian, gay, bisexual and transgender people), Medical tourism(people traveling for medical treatment), Nautical tourism(marine tourism sailing and boating holidays activities), Pop-culture tourism(travelling for the different type of media festival), Religious tourism(traveling for spiritual reason), Slum tourism(visit non-touristy place), Space tourism(travelling into space), War tourism(sightseeing or historical study in war zone), Wildlife tourism(going to visit local wild animal and local planet in their own habitats).

Higgins-Desbiolles (2008) is saying that the purpose of alternative tourist is to make a better life with high quality for people, and sustainable economy. The existence of alternative tourists from industry point of view is that this form of tourists is made by

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small or privet companies, created by family member or group of friends, where everyone has respect for environment (Cater, 1995).

There are different types of tourists as mentioned in the form of alternative tourism, and there are several types that are mentioned below but the important one here is educational tourism:

2.4.3.1 Winter Tourism

Winter tourism that becoming popular global activity these days is for those people who are interested in winter activity such as skiing, snow board, etc. The generation of winter tourism is since 1865 in St. Moritz Graubünden when many brave managers are decided to take the risk and open their hotel in winter; one of the hotel managers Johannes Badrutt invited some of their summer customer for winter to see the snowy location, in 1970 winter tourist took over the summer tourist in many of ski resorts (URL 2).

2.4.3.2 Adjectival Tourism

Tourism can only develop with the improvement of technology, transportation growth will make movement easy so large amount of people can go from one place to another one in the short and way, and they can start to enjoy their vacation.

2.4.3.3 Seaside Tourism

This one is also famous in 3s tourists (sea, sun, sand) enjoying water sports rafting, fishing, swimming, windsurfing, etc.

2.4.3.4 Event and Gastronomic Tourism

Food and festival lovers. People who want to know and learn about food culture in different country. Sometimes they will attend to food tour and courses also spend sometimes cooking traditional food and cuisine.

2.4.3.5 Health Tourism

Interested in Spas, fitness, relaxation, wellness. Some people travel to other countries with the purpose of health and using health centers, it will be cheaper for some countries.

2.4.3.6 Business Tourism

People who are traveling to another place with the purpose of International, national, regional or local conferences, seminars, business trips, etc.

2.4.3.7 Urban Tourism

On the authority of Vandermey (1984) one of the biggest misinterprets and down grade is urban tourism. Urban tourism help people to come together, share their culture, experience life from another point of view, there are many researchers that they did their research in urban tourism field area like Page (1995), Law (1993, 1996), Murphy (1996), Ashworth and Tunbridge (1990, 2000), etc. In several characteristic urban tourism can be seen as different as other types of tourism this characteristic can also be useable for some country side or any non-urban place (Edwards et al., 2008).

2.4.3.8 Rural Tourism

Villagers are warm and welcoming to guest and stranger, at the same time pure nature of village and their pure culture makes people to like to go and visit their places (URL 3). According to Halloran (2000) rural tourism can be divided to different part such as rural resorts, farm festivals and events, countries way of accommodation, adventure travel and tour, ecotourism experience.

2.4.3.9 Educational Tourism

Education is not confined to regional borders anymore because of accelerated market and cultural globalization. Students searching towards graduate programs aren't

longer tied by geographical borders. Several organizations and institutions believe in this theory and are operating across the globe to accomplish their objectives. A comprehensive understanding of the decision-making processes of foreign students provides a solid foundation for the creation of education programs to address their specific needs. At almost the same period as they study abroad, they are still a credible listening board for expressing their thoughts and anxieties.

According to Rodger (1998), any kind of traveling individually or in a group of people across the world to learn new things and gain more knowledge is known as educational tourism. Abubakar, Shneikat and Oday (2014) explain that, passing the border to get acquire intellectual services is educational tourism. Travelling with the purpose of learning experience is not something new but there are few research about it in the case of North-Cyprus(Gibson, 1998; Holdnak & Holland, 1996). See Figure 3.
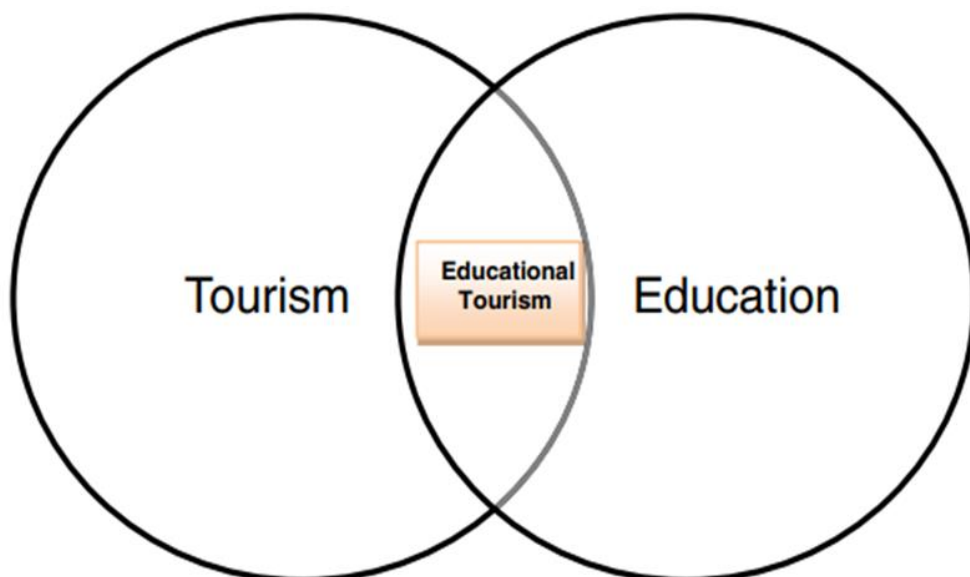
Figure 3: Two Main Component of Edu-tourism
(Borrowed from Abubakar, Shneikat and Oday (2014))

As mentioned by Blight (1995) and Mansfield (2013), international student leave their usual environment with hope to learn new culture and get new experience. In 2011, the educational sector of Turkish Republic of Northern Cyprus made 400 million dollar (Zaman, 2014). For attracting more international students universities are using internationalization strategies and it will help them to growth their market as well (Cubillo, Sánchez, & Cerviño, 2006).

According to Gursharan (2009), Pull factor are usually linked to the home country, especially those who motivate someone to leave the position and move to a better location. Productivity falls, inequality, lack of development, weak economic realities, shortage of infrastructure, and degradation of resources capital may be several potential driving forces. Although pull factors are linked to the host nation to make it more attractive than the home country. Referring to pull and push factor framework by Felix and Steve (2007), pull factors from host country are safety, easy admission, and international perception plus pull factors from universities are availability of course in institute, cheap accommodation and low cost of living, labor market because students are looking for job future prospects, on the other side push factors are political, economic and host country capacity that are on the assumption of family, friends, word-of-mouth, advertising in media, agencies and agents.

The globalization of universities is becoming a significant strategic feature (Ayoubi & Massoud, 2007). As a result, marketing-driven companies are becoming more and more colleges and students have grown to be their clients (Chen, 2008; Mazzarol & Soutar, 2001).

In international universities, especially higher education institutions, it is becoming constantly difficult to expand and maintain a competitive advantage in their specific objectives (Cubillo-Pinilla et al., 2009; Ahmadreza et al., 2011). According to research by Ina and Michael (2005), Particularly when traveling from home for the first time, sometimes very lenient to adapt to a new culture. The most popular challenges encountered by foreign students include depression, learning requirements, ethnic inequality, language difficulties, adapting to different environmental environments, variations in culture or faith, shifts in the intake of food and many more.

Gambetta (1996) in her analysis indicated that this preference be placed on choosers whose decisions can be anticipated in the political, cultural and ethnic sector in the light of structural, economic and cultural constraints. Hemsley-Brown (2003) suggests that although young people's actions and preferences may be affected by economic, political, and social factors, the layers of preconception ideas emerging from the family, society, life's experience and personality are all mediated.

In the background of foreign students wanting to study abroad even less is accessible to discuss these ideas (Davey, 2005). And the options and decision-making of students of Africa and Iran who plan to pursue higher education abroad seem to be hardly available. The use of consumer behavior theory in education is credited to Chapman (1986) and later Moogan et al. (1999).

Because of the intangibility and the related advantages of higher education programs, "posting items on the table" is not often convenient for students to assist in the decision process as Moogan et al. (1999) have stated in their quantitative higher

education research on the decision-making of students. For example Hemsley-Brown (2003) claims that while young people's decisions and choices may be affected by economic, cultural and social influences; they are all mediated by preconceptions that derive from family, society, life experience, and the personality.

The most recent theory that is developed by Foskett and Hemsley-Brown (2001), who argues that the choice is not rational and irrational or a random one. The first is the framework within which decisions are taken and involves social, educational, economic and political concerns that can influence young people's decisions in any given situation. In a nation which operates under the educational policy system for all, for example, it is assumed that young people do not have an alternative in engaging in some courses. The second dimension incorporates a number of influencers of preference, including colleges, media teachers and home factors. The third dimension includes the chosen people themselves with a view to their self-image, their assessment of possible pathways and their appraisal of their personal benefits.

Decisions are a multi-stage and dynamic mechanism which an applicant who is ready to pursue higher education undertakes knowingly and often unintentionally, and which addresses the question of selecting the destination and the curriculum to research (Maringe & Carter, 2007).

Chapter 3

CASE OF NORTH-CYPRUS

3.1 Islands and Tourists

Island state have not gotten similar consideration as mainland economics, it's understandable that there are huge different between main lands and islands in terms of population and land area. However, small islands have so many perfect opportunities to offer such as culture, history, and most important one 3S (sun, sand, sea), some islands are referred to paradise and it must be seen (Baum, 1997; Butler, 1993; Gössling 2003; Peron, 2004; Sheller, 2003).

According to Alipour and Kilic (2005), in many islands the significant part for creating financial thriving is tourism industry and also it's a reason for surmounting different basic shortcomings. Scheyvens and Momsen (2008), maintain that in the small islands for becoming more attractive and exotic, segregation in tourism is favorable.

What researches are showing that is, small islands because of tourism related activities are more depended on tourism than main land (McElroy & Olazarri, 1997; Liu & Jenkins, 1995; Hein, 1990). In many islands government are giving highest priority to the tourism industry and increasing tourism possibility in their islands (Briguglio & Briguglio, 1996). Compare to the main-lands natural attractiveness and

weather in small islands are giving them high potential to attract tourists. According to Baum (1997), the small islands are more interest for the tourist than big islands.

3.2 The Case of Cyprus

Cyprus is an island in the eastern Mediterranean; this island country in the Mediterranean is the 3rd most populous island in this ocean. According to Witt (1991), Cyprus is over 3500 square miles. Cyprus is surrounded with 3 different continents, Asia, Africa and Europe (See Figure 4).

Figure 4: Map of Cyprus

The history of human living in the island goes back to the 10th millennium Bc. Over the centuries Cyprus occupied by several major powers in the Middle East, including Persians, Egyptian, Assyrian (URL 4).

During the ottomans period (1571-1871) two communities raised in Cyprus instead of one, Turkish Cypriots and Greek Cypriots .Since 1974 Cyprus is divided in two different countries, North part called Turkish Republic of North Cyprus (TRNC),

internationally North part is not recognized as a country, but South part since 2004 is a European Union member and known as the Republic of Cyprus.

3.3 The Case of TRNC

After civil war (1974) Cyprus is divided and north part of island is Turkish republic of Cyprus, commonly called North Cyprus. North and south are separated by a buffer zone under the control of United Nation (See Figure 5). Nicosia is the largest city in island and it's a share capital for both parts, usually called Lefkosa in north part.

Figure 5: Buffer Zone Border Between South and North Cyprus

Cyprus has an estimate population of 1.21 million in 2020, which about 500 thousands are living in the North Cyprus (URL 5). Weather in North Cyprus is typical Mediterranean (Bradt, 2006), cool and rainy winter, there are all type of weather ranging from sunny days to chilly evening and rainfall during winter months. Spring is short with unstable weather, wind or heavy storm. Summer in

25

north Cyprus is the season for high temperature, its hot enough to turn some land to brown, warm sea and crystal clear sky. Short and turbulent autumn will complete the seasons of year.

Lefkosa, Kyrenia, Famagusta, Morphou, Iskele, and Karpaz are the main cities in TRNC. Entertainments and activities in North Cyprus are all dependent on the seasons and weather. The main seasons for tourists are spring and summer, spring is the season for people in love with wild flower, climbing and summer is for water activities, sunbath, scuba-diving, etc. There are also many activities and festivals for people that prefer to visit the island in cold weather, autumn is festival season, such as music festival, agricultural festival to celebrate the affluence agricultural produce in TRNC.

North Cyprus is a place for different activities and tourists, visitors can experience water-sports, natural view, visit archaeological ruins and historical places. This land includes the unique and special beauties that are hard to find in other part of world, perfect and shiny beaches, shinning sun in most days of year, pure nature. This island is the best place for guests to be, people in Cyprus are warm-blooded, they are friendly and open to visitors, there are wide ranges of cuisine, and Cyprus will give guests an especial holiday.

In north Cyprus due to variety of international school educational tourism is growing day by day and a large part of tourism industry in north Cyprus is belong to edu-tourism. Educational tourism is travelling around the country or the world individually or in a group of participants for the purpose of learning experience (Rodger, 1998). There 25 universities in north Cyprus that 12 are in Lefkosha, 5 are

in Girne, 5 are in Famagusta, 1 is in lefke and 3 are in Guzelyort and most of the have program in both English and Turkish languages (URL 4, see Figure 6).

The country's universities are divided into public and private. Northern Cyprus State Universities have set up entrance exams for foreign students that students are required to take.

Figure 6: Wikipedia Universities Map in Northern Cyprus

Chapter 4

METHODOLOGY

This chapter delineates the details of the methodology approach and research method. It starts with explaining the sampling strategy and then data collection procedure. Following that, explaining the measurement instrument of the study. Finally, information of data analysis strategy presents.

4.1 Research Paradigm

The right research approach or methodology and data analysis method should be selected based on the research questions of the study (Bell, Bryman & Harley, 2018). Since the aim of this research was to investigate the motivational factors for students to choose North Cyprus to study, the deductive approach applied in order for a comprehensive understanding of the subject of the study (Graziano & Raulin, 1993).

4.2 Sampling Strategy

In this study judgmental sampling was applied in order to assess the hypotheses of the study (Kothari, 2004). The reason for choosing this non-probability sampling technique was the criteria assuming the sample participants should have. Judgmental sampling allows researcher to implement the certain selection criteria to the sampling technique that serves the purpose of the research. The population was the international students of Eastern Mediterranean University (EMU) from Iran and Africa as the main criterion to determine the sample.

4.3 Data Collection

For determine the feasibility and testing various aspects of the research design we start with a pilot study. The pilot study was conducted from 30 African and Iranian students, pre-testing is critical to classify difficulties in the questionnaire. We used the result of these small samples to improve our research and start it in a big size. The thesis' data collection was conducted from 28 January 2020 until 2 August 2020 in the form paper and pencil. In total, 200 questionnaires were distributed and 199 questionnaires were useable for the final data analysis procedure. In order to collect data from students from different departments, the researcher tried to reach them at a convenient time for them in order to fill the self-administer questionnaires. Then the aim of research for those who accept to participate voluntarily was explained. The researcher assured them about their confidentiality and anonymity.

4.4 Measurement

The survey instrument was designed in English. The instrument of this research contained the eight factors namely as cost, quality, environmental, regulatory, cultural, political, safety and social. All the factors were taken from Abubakar, Shneikat, and Oday (2014). All the items were assessed through a five-point Likert scale ranging from 5 = strongly agree to 1 = strongly disagree. All the surveys had a cover page, in which explained the purpose of the research. The demographic questions were including age, gender, their level of study and class rank, and their nationality either Iranian or African.

4.5 Data Analysis

The profile of the respondents including age, gender, education, academic year, and country/ area was reported through the frequency analysis. The general perception of the international students regarding the motivational factors on their decision to study

abroad as well as the frequencies and percentages of each question in the survey were evaluated through descriptive analysis. All the analyses in this study were cried out by SPSS V. 25 with the confidence levels of 95%.

In order to decide about choosing parametric or non-parametric analysis we checked for the normality of the data. The skewness and kurtosis of the variables can be used to generally detect the normality of the data. However, the normality of the data can be approved statistically by the Kolmogorov-Smirnov Test. Although the normality of the variables in terms of skewness and kurtosis can be approved, their distribution might not be statistically normal. Therefore, in order to test the normality of the variables statistically, the Kolmogorov-Smirnov test was utilized. As it is explained in the results section the data set in this study was not normally distributed. Therefore, the non-parametric tests were utilized for analyzing the data.

In order to compare the motivational factors in the groups of whether Iranian or African students, the Friedman test as the non-parametric test was utilized. Moreover, in order to test the hypotheses, the Mann-Whitney U test as the non-parametric test was utilized. Since the country variable has only two groups the Mann-Whitney U test was chosen.

Table 1: Respondents' Profile

Profile Category		Frequency (N=199)	Percentage (%)
Gender	Female	108	54.3
	Male	91	45.7
Age	18-20	25	12.6
	21-25	66	33.2
	26-30	72	36.2
	31+	36	18.1
Education	Bachelor	78	39.2
	Master	82	41.2

	Post-graduate	39	19.6
Academic year	1st year	33	16.6
	2nd year	87	43.7
	3rd year	58	29.1
	4th year	21	10.6
Country/Area	Iran	113	56.8
	Africa	86	43.2

The result of the respondents' profile is shown in Table 1. Almost one-half (54.3%) of the respondents were female. The majority (69.4%) of the respondents were age between 21-25 (33.2%) and 26-30 (36.2%). The bachelor (39.2%) and master (41.2%) students were formed the majority of the participants in this study. Almost three-fourth (72.8%) of them were studying in the second year (43.7%) or third year (29.1%) at the university. The result of Table 2 for cross tabulation of nationality of the respondents and their gender shows that exactly half of the students from Africa where male or female. However, majority of the Iranian respondents were female (57.5%).

Table 2: CrossTtabulation of Country and Gender

			Female	Male	Total
Country/ Area	Iran	Count	65	48	113
		% within Country	57.5%	42.5%	100.0%
	Africa	Count	43	43	86
		% within Country	50.0%	50.0%	100.0%
Total		Count	108	91	199
		% within Country	54.3%	45.7%	100.0%

4.6 Conceptual Research Model & Hypotheses
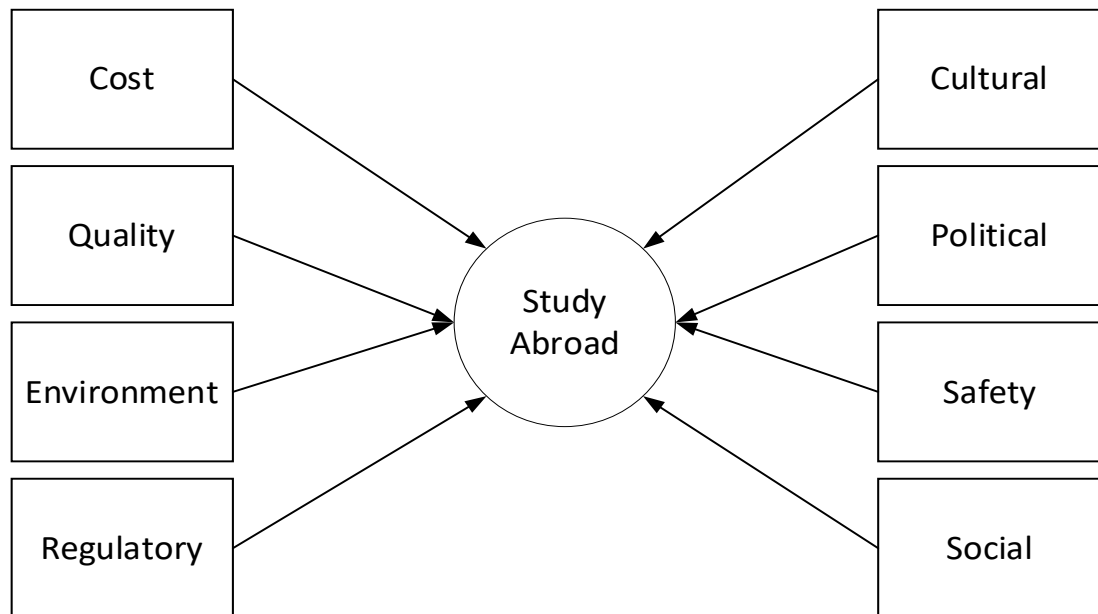
Figure 7: Conceptual Research Model

Hypothesis 1: Cost as a motivating factor for studying abroad is of different importance among African and Iranian students.

Hypothesis 2: Quality as a motivating factor for studying abroad is of different importance among African and Iranian students.

Hypothesis 3: Environment as a motivating factor for studying abroad is of different importance among African and Iranian students.

Hypothesis 4: Regulatory as a motivating factor for studying abroad is of different importance among African and Iranian students.

Hypothesis 5: Culture as a motivating factor for studying abroad is of different importance among African and Iranian students.

Hypothesis 6: politics as a motivating factor for studying abroad is of different importance among African and Iranian students.

Hypothesis 7: Safety as a motivating factor for studying abroad is of different importance among African and Iranian students.

Hypothesis 8: Social as a motivating factor for studying abroad is of different importance among African and Iranian students.

Chapter 5

RESULTS

This chapter presents the all the findings of the analysis with detailed explanations including descriptive analysis, statistical analysis of groups comparison. Assessment of the results of Friedman and Mann-Whitney U tests with the graphically explanations are presented in this chapter.

5.1 Descriptive Analysis

The results of the descriptive analysis in Table 3 show that all the variables are fairly normal since the skewness and kurtosis of the variables were within rules of being ± 3.3 as the upper threshold suggested by Sposito et al. (1983). Moreover, in order to test the normality of the variables statistically, the Kolmogorov-Smirnov test was utilized. The result of this test shows that since all the probability value of the test was below 0.001, the distribution of the data was not statistically normal. Therefore, non-parametric tests were utilized for the rest of the analysis.

The general perception of the international students regarding the motivational factors on their decision for study abroad are presented in Table 3. Moreover, the frequencies and percentages of the student's perception for each questions of the survey are shown in table 4. These results revealed that the majority of the students were agreeing regarding environment (44.2%) as the motivational factor. However, the majorities of the students were strongly disagreeing or disagree with political factor (47.1%).

Table 3: Descriptive Statistics of Questionnaire Variables

Variable Label	Variables	Mean	Med.	Mode	S.D.	Sk.	Ku.
Tuition fees and scholarships	Cost_1	3.62	4	4	0.945	-0.378	0.039
Living expenses in the host country	Cost_2	3.50	3	3	1.004	-0.220	-0.453
Quality of education	Quality_1	3.28	3	4	1.105	-0.362	-0.621
Quality of life	Quality_2	2.60	3	3	1.222	0.144	-0.934
Qualified and friendly academic staff	Quality_3	3.46	3	3	0.936	0.013	-0.216
Availability of labs and research instruments	Quality_4	3.24	3	3	0.953	0.076	-0.335
Natural and environmental factors e.g., landscape, sea & beach	Environment_1	4.16	4	4	0.721	-0.742	1.255
Favorable climate and weather condition	Environment_2	3.63	4	4	0.985	-0.393	-0.195
Recognition in the home country	Regulatory_1	2.80	3	3	1.078	0.238	-0.542
Geographic location	Regulatory_2	3.28	3	3	1.058	-0.185	-0.549
Lack of available program in home country	Regulatory_3	2.14	2	1	1.247	0.866	-0.375
Easy to get visa/visa free	Regulatory_4	3.44	4	5	1.529	-0.372	-1.390
Easy admission	Regulatory_5	4.26	5	5	1.068	-1.507	1.569
Closeness to the home country (proximity)	Cultural_1	2.76	3	3	1.173	0.120	-0.745
Historical or colonial ties	Cultural_2	2.38	2	1	1.357	0.477	-1.166
New language, common language, and travel	Cultural_3	3.69	4	3	0.955	-0.182	-0.607
Welcoming attitudes of the locals	Cultural_4	2.79	3	3	1.323	0.306	-0.971
Political instability in home country	Political_1	3.15	3	3	1.098	-0.131	-0.367
Political stability in host country	Political_2	2.62	3	3	1.041	0.101	-0.736
Political ties with the host country	Political_3	2.01	2	1	1.166	0.957	-0.138
Safety and low rate of discrimination in host country	Safty_1	4.16	4	4	0.867	-1.210	2.059
Institutionalized legal processes	Safty_2	3.19	3	3	1.121	0.051	-0.597
Accreditation and reputation of the country & its institutions	Socail_1	3.05	3	3	1.120	-0.155	-0.583
Future job prospects	Socail_2	3.24	3	4	1.276	-0.270	-1.014
English as teaching medium	Socail_3	3.57	4	4	1.051	-0.510	-0.153
Referrals from friends, family members and social media	Socail_4	2.71	3	2a	1.293	0.317	-0.926

Note: Med. = Median; S.D. = standard deviation; Sk. = Skewness; Ku. = Kurtosis, a: Multiple modes exist. The smallest value is shown.

Table 4: Descriptive Statistics of Likert Scale Questions

Variables	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Cost_1	37	18.6	73	36.7	71	35.7	13	6.5	5	2.5
Cost_2	35	17.6	64	32.2	70	35.2	25	12.6	5	2.5
Avg. Cost	36.0	18.1	68.5	34.4	70.5	35.4	19.0	9.5	5.0	2.5
Quality_1	23	11.6	73	36.7	53	26.6	36	18.1	14	7.0
Quality_2	13	6.5	33	16.6	67	33.7	34	17.1	52	26.1
Quality_3	32	16.1	53	26.6	92	46.2	18	9.0	4	2.0
Quality_4	21	10.6	51	25.6	86	43.2	36	18.1	5	2.5
Avg. Quality	22.3	11.2	52.5	26.4	74.5	37.4	31.0	15.6	18.8	9.4
Environment_1	65	32.7	105	52.8	26	13.1	2	1.0	1	.5
Environment_2	41	20.6	71	35.7	65	32.7	17	8.5	5	2.5
Avg. Environment	53.0	26.6	88.0	44.2	45.5	22.9	9.5	4.8	3.0	1.5
Regulatory_1	14	7.0	36	18.1	66	33.2	62	31.2	21	10.6
Regulatory_2	25	12.6	61	30.7	67	33.7	36	18.1	10	5.0
Regulatory_3	12	6.0	24	12.1	26	13.1	55	27.6	82	41.2
Regulatory_4	78	39.2	28	14.1	28	14.1	33	16.6	32	16.1
Regulatory_5	113	56.8	49	24.6	19	9.5	11	5.5	7	3.5
Avg. Regulatory	48.4	24.3	39.6	19.9	41.2	20.7	39.4	19.8	30.4	15.3
Cultural_1	16	8.0	35	17.6	68	34.2	45	22.6	35	17.6
Cultural_2	14	7.0	41	20.6	27	13.6	41	20.6	76	38.2
Cultural_3	47	23.6	63	31.7	71	35.7	16	8.0	2	1.0
Cultural_4	32	16.1	23	11.6	54	27.1	52	26.1	38	19.1
Avg. Cultural	27.3	13.7	40.5	20.4	55.0	27.6	38.5	19.3	37.8	19.0
Political_1	25	12.6	43	21.6	85	42.7	28	14.1	18	9.0
Political_2	5	2.5	38	19.1	64	32.2	61	30.7	31	15.6
Political_3	7	3.5	22	11.1	27	13.6	52	26.1	91	45.7
Avg. Political	12.3	6.2	34.3	17.3	58.7	29.5	47.0	23.6	46.7	23.5
Safty_1	78	39.2	86	43.2	28	14.1	3	1.5	4	2.0
Safty_2	33	16.6	35	17.6	81	40.7	37	18.6	13	6.5
Avg. Safety	55.5	27.9	60.5	30.4	54.5	27.4	20.0	10.1	8.5	4.3
Socail_1	19	9.5	50	25.1	73	36.7	35	17.6	22	11.1
Socail_2	36	18.1	60	30.2	42	21.1	38	19.1	23	11.6
Socail_3	39	19.6	72	36.2	60	30.2	19	9.5	9	4.5
Socail_4	25	12.6	28	14.1	52	26.1	52	26.1	42	21.1
Avg. Social	29.8	14.9	52.5	26.4	56.8	28.5	36.0	18.1	24.0	12.1
Average	34.0	17.1	50.7	25.5	56.5	28.4	33.0	16.6	24.9	12.5

Note: Freq. = frequency; Avg. = average; Range = 5 (Strongly Agree) to 1 (Strongly Disagree).

5.2 Statistical Analysis

The main criterion for choosing the right statistical analysis method is distribution if data to be whether normal or not. Since the distribution of the data in this study was not normal, the non-parametric statistical analysis was the right choice.

The main research question in this study aims to understand which of motivational factors has a greater influence on students of EMU study abroad. To answer this question, the Friedman test as the non-parametric test was utilized. The result of this analysis is shown in Table 5. This result revealed that there was a statistically significant difference in motivational factors influencing international students' decision for studying abroad in EMU (χ^2 (7) = 379.332, p = 0.000). The rank of each factor is shown in the Mean Rank column in Table 4, which they sorted in order. The most important factor was environment (Mean Rank = 6.44) and least important factor was political (Mean Rank = 2.66). In addition, the result in Table 3 showed that the majority of the students were agree with environment as a motivational factor (average = 44.2%). However, it is shown in Table 4 that the majority of the students were strongly disagree or disagree with political factor.

These results clearly explain why environment and political factors are the most and least important (respectively) motivational factors for the international students to study abroad. This despite the fact that safety and regulatory factors are shown to have neutral importance as the evidence in Table 4 is shown that students almost equally agreed or disagreed with the safety and regulatory factors. The 50th percentiles or Median column in Table 5 can be used to see the differences between

the factors. As can be seen, safety and cost have the same median value (3.5) that indicate an equal level of importance for students.

Table 5: The Mean Rank Comparison Between Motivational Factors

Factor	Mean Rank *	Percentiles		
		25th	50th (Median)	75th
Environment	6.44	3.50	4.00	4.50
Safety	5.75	3.00	3.50	4.00
Cost	5.33	3.00	3.50	4.50
Regulatory	4.24	2.75	3.25	3.50
Social	4.14	2.60	3.20	3.60
Quality	4.08	2.75	3.00	3.50
Cultural	3.37	2.25	2.75	3.50
Political	2.65	2.00	2.67	3.00

χ^2 (df) = 379.332 (7), p = 0.000 ***

Note: * = Friedman statistic; χ2 (df) = Chi-square value (degrees of freedom); *** = p-value <0.001

In order to test the hypotheses, the Mann-Whitney U test as the non-parametric test was utilized due to having only two groups for the country variable. This test is suitable for comparing differences between two groups of independent variables on the ordinal or continues dependent variable.

The first hypothesis expressed that cost as a motivating factor for studying abroad is of different importance among African and Iranian students. The result of testing this hypothesis is shown in Table 6 and Figure 8. The results revealed that cost a motivational factor had not statistically significant difference between African and Iranian students (U = 4477.50, p > 0.05). However, in terms of ranking, cost had a higher level of importance for African (Mean Rank = 104.44) than Iranian (Mean Rank = 96.62) students. These results are graphically depicted in Figure 8.

Table 6: The Mann-Whitney U test - Cost Factor

Factor	Mean Rank N		$U \dagger$	Z-value	P-value	Decision
	Iran	Africa				
Cost			4477.50	-0.963	0.335	*Rejected*
	96.62	104.44				
	113	86				

Note: † = Mann-Whitney U statistic; Asymptotic significance (2-tailed) p-value

As can be seen in Figure 8, although the Mean rank of cost for African students is greater than Iranian students, the distribution of that for both groups is not that much different (graphically explanation).
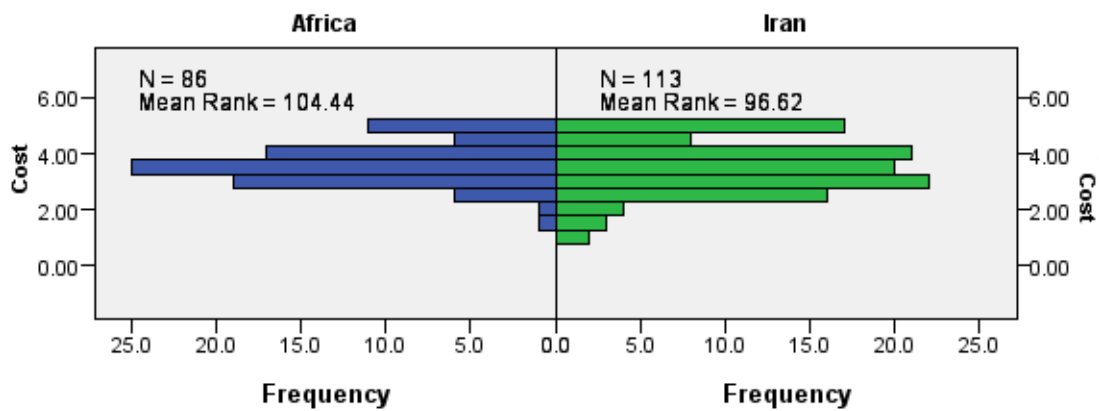

Figure 8: The Graphical View of Mann-Whitney U test - Cost Factor

The second hypothesis expressed that quality as a motivating factor for studying abroad is of different importance among African and Iranian students. The result of testing this hypothesis is shown in Table 7 and Figure 9. The results revealed that cost a motivational factor had a statistically significant difference between African and Iranian students ($U = 4023.50$, $p < 0.05$). That is, in terms of ranking, quality had a higher level of importance for African (Mean Rank = 109.72) than Iranian (Mean Rank = 92.61) students. These results are graphically depicted in Figure 9.

Table 7: The Mann-Whitney U test - Quality Factor

Factor	Mean Rank N		U †	Z-value	P-value	Decision
	Iran	Africa				
Quality			4023.50	-2.095	0.036 *	Supported
	92.61	109.72				
	113	86				

*Note: † = Mann-Whitney U statistic; Asymptotic significance (2-tailed); * = p-value < 0.05*

As can be seen in Figure 9, the Mean rank of quality for African students is greater than Iranian students. Moreover, the distribution of Iranian and African groups are different (graphically explanation), in which the frequency of strongly disagree or disagreement with the quality factor for Iranian students is higher than African students.
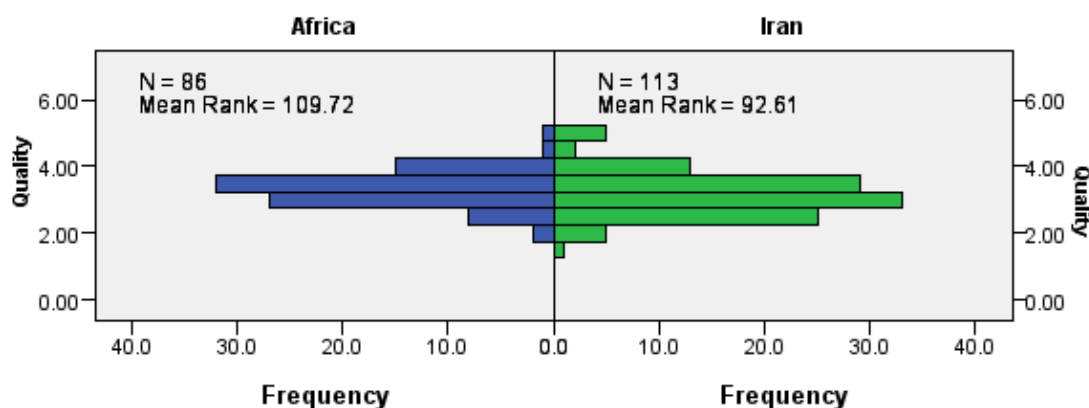

Figure 9: The Graphical View of Mann-Whitney U test - Quality Factor

The third hypothesis expressed that environment as a motivating factor for studying abroad is of different importance among African and Iranian students. The result of testing this hypothesis is shown in Table 8 and Figure 10. The results revealed that cost a motivational factor had a statistically significant difference between African and Iranian students ($U = 3360.00$, $p < 0.001$). That is, in terms of ranking, environment had a higher level of importance for Iranian (Mean Rank = 113.27) than

African (Mean Rank = 82.57) students. These results are graphically depicted in Figure 10.

Table 8: The Mann-Whitney U test - Environment Factor

Factor	Mean Rank N		U †	Z-value	P-value	Decision
	Iran	Africa				
Environment			3360.00	-3.802	0.000 ***	Supported
	113.27	82.57				
	113	86				

*Note: † = Mann-Whitney U statistic; Asymptotic significance (2-tailed); *** = p-value <0.001*

As can be seen in Figure 10, the Mean rank of environment for Iranian students is greater than African students. Moreover, the distribution of Iranian and African groups are different (graphically explanation), in which the frequency of strongly agree or agreement with the environment factor for Iranian students is higher than African students.
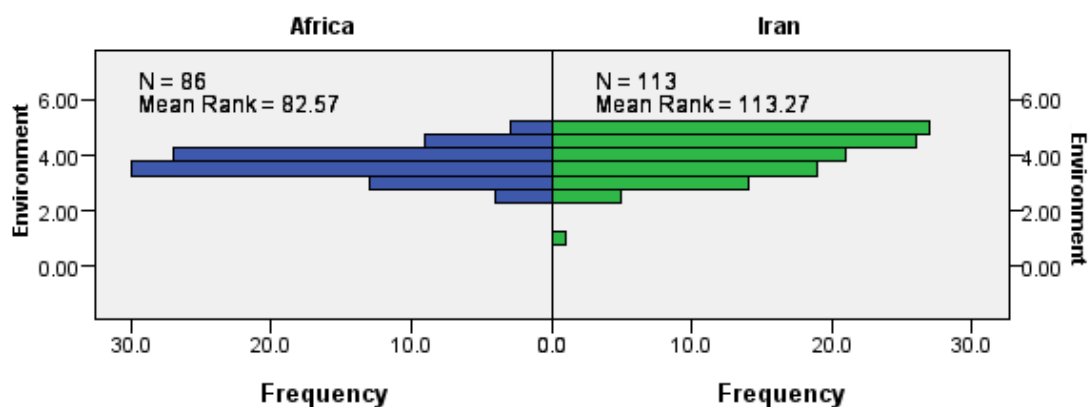

Figure 10: The Graphical View of Mann-Whitney U test - Environment Factor

The fourth hypothesis expressed that regulatory as a motivating factor for studying abroad is of different importance among African and Iranian students. The result of testing this hypothesis is shown in Table 9 and Figure 11. The results revealed that

cost a motivational factor had a statistically significant difference between African and Iranian students (U = 1331.50, p < 0.001). That is, in terms of ranking, regulatory had a higher level of importance for Iranian (Mean Rank = 131.22) than African (Mean Rank = 58.98) students. These results are graphically depicted in Figure 11.

Table 9: The Mann-Whitney U test - Regulatory Factor

Factor	Mean Rank N		U †	Z-value	P-value	Decision
	Iran	Africa				
Regulatory			1331.50	-8.802	0.000	Supported
	131.22	58.98				
	113	86				

*Note: † = Mann-Whitney U statistic; Asymptotic significance (2-tailed); *** = p-value <0.001*

As can be seen in Figure 11, the Mean rank of regulatory for Iranian students is greater than African students. Moreover, the distribution of Iranian and African groups are different (graphically explanation), in which the frequency of strongly disagree or disagreement with the regulatory factor for African students is higher than Iranian students.
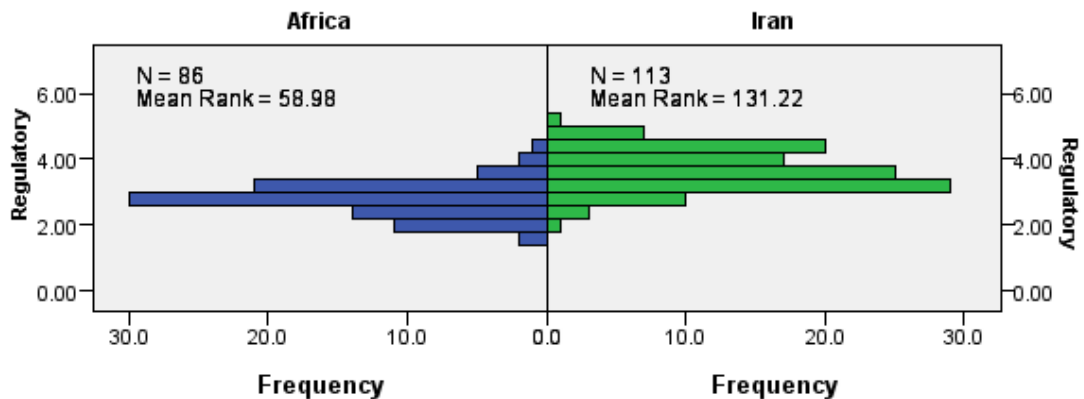

Figure 11: The Graphical View of Mann-Whitney U test - Regulatory Factor

The fifth hypothesis expressed that culture as a motivating factor for studying abroad is of different importance among African and Iranian students. The result of testing this hypothesis is shown in Table 9 and Figure 12. The results revealed that cost a motivational factor had a statistically significant difference between African and Iranian students ($U = 1708.50$, $p < 0.001$). That is, in terms of ranking, culture had a higher level of importance for Iranian (Mean Rank = 127.88) than African (Mean Rank = 63.37) students. These results are graphically depicted in Figure 12.

Table 10: The Mann-Whitney U test - Cultural Factor

Factor	Mean Rank N		U †	Z-value	P-value	Decision
	Iran	Africa				
Cultural			1708.50	-7.855	0.000	Supported
	127.88	63.37				
	113	86				

Note: † = Mann-Whitney U statistic; Asymptotic significance (2-tailed); *** p-value <0.001

As can be seen in Figure 12, the Mean rank of culture for Iranian students is greater than African students. Moreover, the distribution of Iranian and African groups are different (graphically explanation), in which the frequency of strongly disagree or disagreement with the cultural factor for African students is higher than Iranian students.
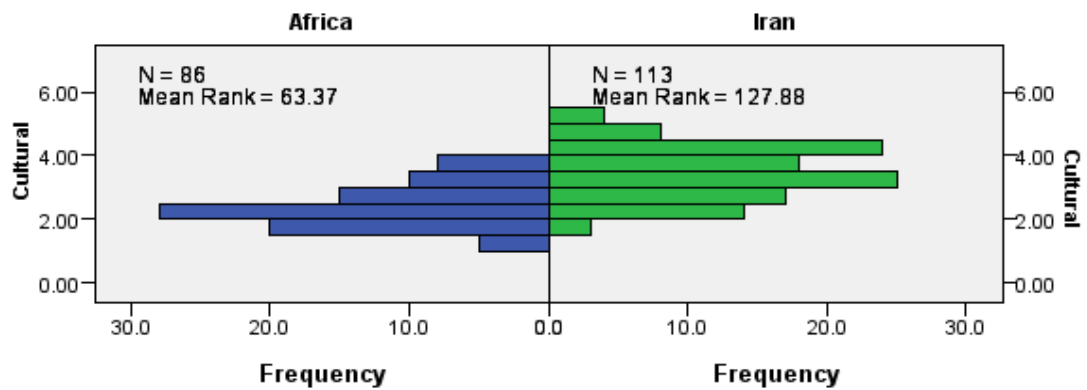
Figure 12: The Graphical View of Mann-Whitney U test - Cultural Factor

The sixth hypothesis expressed that political issue as a motivating factor for studying abroad is of different importance among African and Iranian students. The result of testing this hypothesis is shown in Table 11 and Figure 13. The results revealed that cost a motivational factor had a statistically significant difference between African and Iranian students ($U = 3429.00$, $p < 0.001$). That is, in terms of ranking, political issue had a higher level of importance for Iranian (Mean Rank = 112.65) than African (Mean Rank = 83.65) students. These results are graphically depicted in Figure 13.

Table 11: The Mann-Whitney U test - Political Factor

Factor	Mean Rank N		U †	Z-value	P-value	Decision
	Iran	Africa				
Political			3429.00	-3.584	0.000	Supported
	112.65	83.37				
	113	86				

Note: † = Mann-Whitney U statistic; Asymptotic significance (2-tailed); *** = p-value <0.001

As can be seen in Figure 13, the Mean rank of political factor for Iranian students is greater than African students. Moreover, the distribution of Iranian and African groups are different (graphically explanation), in which the frequency of strongly

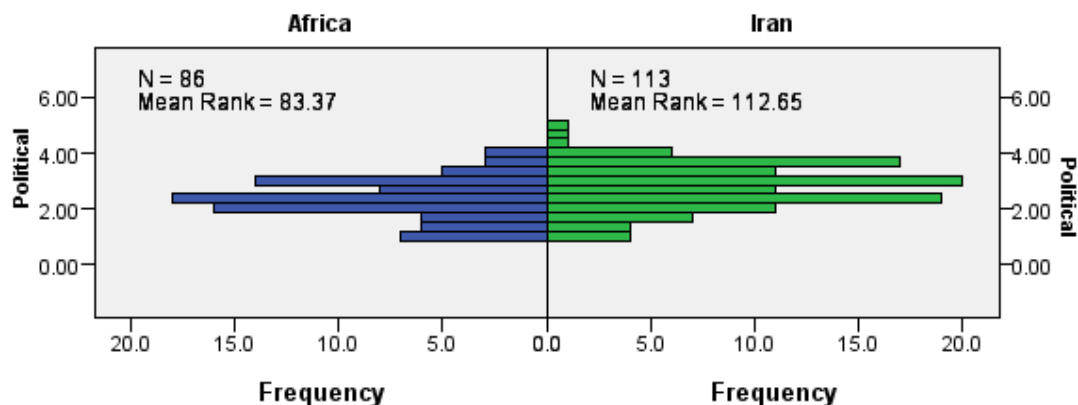disagree or disagreement with the political factor for African students is higher than Iranian students.

Figure 13: The Graphical View of Mann-Whitney U test - Political Factor

The seventh hypothesis expressed that safety as a motivating factor for studying abroad is of different importance among African and Iranian students. The result of testing this hypothesis is shown in Table 12 and Figure 14. The results revealed that cost a motivational factor had a statistically significant difference between African and Iranian students ($U = 3352.00$, $p < 0.001$). That is, in terms of ranking, safety had a higher level of importance for Iranian (Mean Rank = 113.34) than African (Mean Rank = 82.48) students. These results are graphically depicted in Figure 14.

Table 12: The Mann-Whitney U test - Safety Factor

Factor	Mean Rank N		U †	Z-value	P-value	Decision
	Iran	Africa				
Safety			3352.00	-3.806	0.000	Supported
	113.34	82.48				
	113	86				

*Note: † = Mann-Whitney U statistic; Asymptotic significance (2-tailed); *** p-value <0.001*

As can be seen in Figure 14, the Mean rank of safety for Iranian students is greater than African students. Moreover, the distribution of Iranian and African groups are

different (graphically explanation), in which the frequency of strongly agree or agreement with the safety factor for Iranian students is higher than African students.
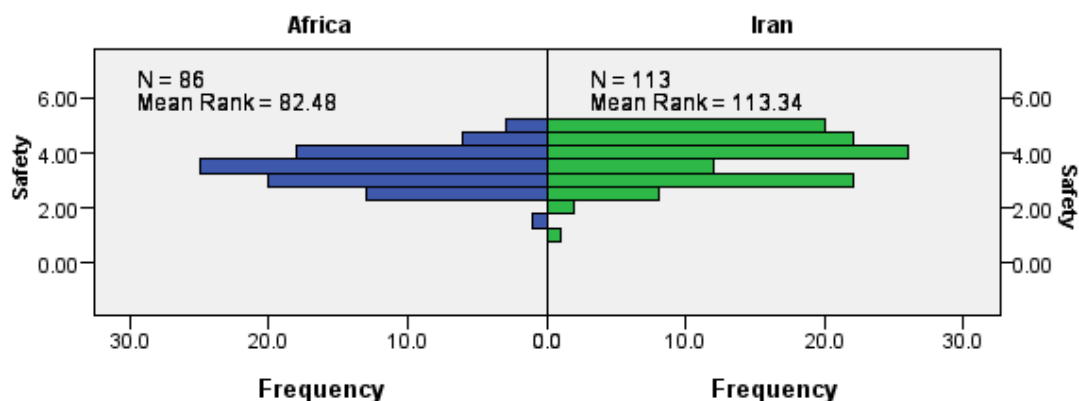

Figure 14: The Graphical View of Mann-Whitney U test - Safety Factor

The last hypothesis expressed that social as a motivating factor for studying abroad is of different importance among African and Iranian students. The result of testing this hypothesis is shown in Table 13 and Figure 15. The results revealed that cost a motivational factor had a statistically significant difference between African and Iranian students ($U = 3244.00$, $p < 0.001$). That is, in terms of ranking, social had a higher level of importance for Iranian (Mean Rank = 114.29) than African (Mean Rank = 81.22) students. These results are graphically depicted in Figure 15.

Table 13: The Mann-Whitney U test - Social Factor

Factor	Mean Rank N		U †	Z-value	P-value	Decision
	Iran	Africa				
Social			3244.00	-4.047	0.000	Supported
	114.29	81.22				
	113	86				

Note: † = Mann-Whitney U statistic; Asymptotic significance (2-tailed); *** p-value <0.001

As can be seen in Figure 15, the Mean rank of social factor for Iranian students is greater than African students. Moreover, the distribution of Iranian and African

groups are different (graphically explanation), in which the frequency of strongly

disagree or disagreement with the social factor for African students is higher than
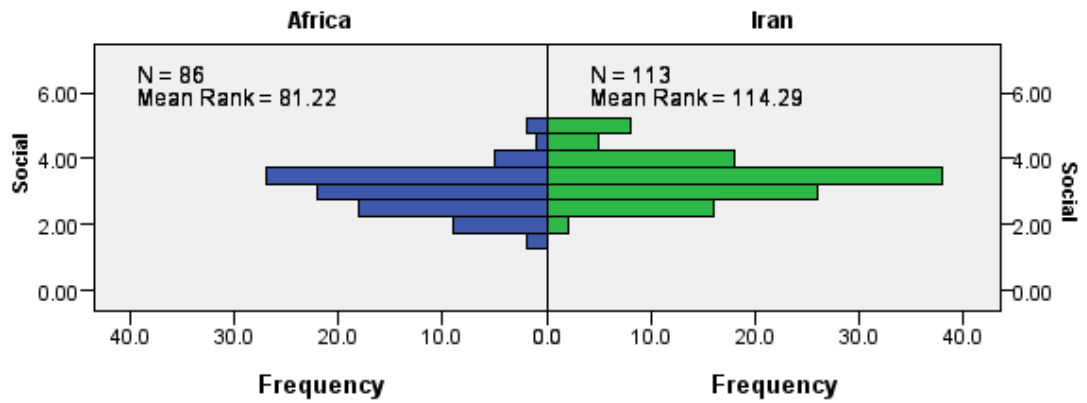
Iranian students.

Figure 15: The Graphical View of Mann-Whitney U test - Social Factor

Chapter 6

DISCUSSION AND CONCLUSION

This was an experimental research based on small sample of students from Iran and African countries studying at Eastern Mediterranean University in the TRNC. This study found that which motivational factors are more or less important for foreign students to study abroad. Various factors have been used for the motivational factors under 8 main factors, political, safety, cost, quality, environmental, regulatory, cultural and social are the main factors that for example, climate and atmosphere were part of environmental factors, tuition fee, scholarship, cost of living were under cost factors, etc. This comparative study has used 199 questionnaires to find the more motivational factor for students. The result shows that, there aren't significant differences between Iranian and African students in term of choosing different factors but both Iranian and African students are more care about environmental factors than political.

6.1 Policy Implications

There are some implications for scholars and practitioners in this study like any other research. This paper results highlighted important managerial consequences for the marketing and advertising of educational destination for tourism specially to attract Iranian and African students, it can open the eyes of marketers and people who are in charge in this sector. Finding of this study shows the needs of edu-tourism and their expectation plus it can increase the managerial insight and ideas about motives of international students. Furthermore this finding shows the important factors so

universities and countries can improve that parts to attract more and more students. New edu-tourism destination as well can get benefits from this study.

6.2 Conclusion

It has been tried to examine main motivational factors to explore the needs and wants of international students and recommend the part that marketers in the sector have to focus more. The result of this study shows that a few differences between Iranian and African students in choosing their factors but in general it's not a substantial difference. The results also show that students pay more attention to their interests and hobbies to choose the factors than to the political issues in the destination country, in this case environmental factors is more important that is includes, landscape (island), sea, beach, climate and weather condition.

6.3 Limitation

There were difficulties experiences in reaching the entire African and Iranian students, moreover there was few literature review related to motivational factors for students. The conceptual model that developed here needs to be tested on bigger group of international students in both quantitative and qualitative method to learn more about students from different countries and also it can be an online platform to answer the questions. It can be ask from students who are in the process of choosing country to know which factors are considered as an important factor to choose a country for them.

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APPENDICES

Appendix A: Questionnaire Sample

The following questionnaire is a sample of what we used in this thesis for our data collection. The originals questions are borrowed from this authors Harazneh, Al-Tall, Al-Zyoud, and Abubakar (2018), "Motivational factors for educational tourism: An empirical test", Management & Marketing. These 8 factors in the questionnaire have been selected from the 15 factors acquired from a research in the same subject obtained by the author of the above article, which have been mentioned in the previous sections.

Dear Student,

This study aims to assess the motivations of international students for choosing EMU to pursue their education. The aim is to investigate the motivation factors, which will enhance the services, provided for the students and will enhance the quality of education at EMU. Please take a few moment of your time and answer the following questions, which is intended for completion of my M.Sc. degree. Thank you very much for taking the time to contribute to this research. There is no need to reveal your identity.

Best regards,

Niusha Kianian, M.Sc. student at Eastern Mediterranean University, Faculty of Tourism.

Dear student,

To answer the questions in this section please put a tick " √ " in the appropriate box that best suits the answer you have selected.

Note: only one answer can be selected for a question.

PART 1: Demographics

1. **Gender:**
   - [ ] **Female**
   - [ ] **Male**

2. **Age range:**
   - [ ] **18-20**
   - [ ] **21-22**
   - [ ] **26-30**
   - [ ] **31+**

3. **What is your level of study?**
   - [ ] **Bachelors**
   - [ ] **Masters**
   - [ ] **Post- graduates**

4. **What is your academic class level (grade)?**
   - [ ] **1st Year**

   - [ ] **2nd Year**

   - [ ] **3rd Year**

   - [ ] **4th Year**

5. **Where are you from?**
   - [ ] **Iran**

   - [ ] **African countries**

PART 2:

The following questions stated below will be answered with the given 5 points likers scale, with 5 specifying that you strongly agree (SA), 4 specifying that you agree(A), 3 specifying that you have no idea- indifferent/neutral(I), 2 specifying that you Disagree(D) and 1 stating that you strongly disagree(SD) with the idea.

Strongly agree	Agree	Indifferent/ neutral	Disagree	Strongly disagree
5	4	3	2	1

	Cost factor					
1	Tuition fees and scholarships	5	4	3	2	1
2	Living expenses in the host country	5	4	3	2	1
	Quality factor					
3	Quality of education	5	4	3	2	1
4	Quality of life	5	4	3	2	1

5	Qualified and friendly academic staff	5	4	3	2	1
6	Availability of labs and research instruments	5	4	3	2	1
	Environmental factor					
7	Natural and environmental factors e.g., landscape, sea & beach	5	4	3	2	1
8	Favorable climate and weather condition	5	4	3	2	1
	Regulatory factor					
9	Recognition in the home country	5	4	3	2	1
10	Geographic location	5	4	3	2	1
11	Lack of available program in home country	5	4	3	2	1
12	Easy to get visa/visa free	5	4	3	2	1
13	Easy admission	5	4	3	2	1
	Cultural factor					
14	Closeness to the home country (proximity)	5	4	3	2	1
15	Historical or colonial ties	5	4	3	2	1
16	New language, common language, and travel	5	4	3	2	1

17	Welcoming attitudes of the locals	5	4	3	2	1
	Political factor					
18	Political instability in home country	5	4	3	2	1
19	Political stability in host country	5	4	3	2	1
20	Political ties with the host country	5	4	3	2	1
	Safety factors					
21	Safety and low rate of discrimination in host country	5	4	3	2	1
22	Institutionalized legal processes	5	4	3	2	1
	Social factor					
23	Accreditation and reputation of the country & its institutions	5	4	3	2	1
24	Future job prospects	5	4	3	2	1
25	English as teaching medium	5	4	3	2	1
26	Referrals from friends, family members and social media	5	4	3	2	1

Appendix B: Photos of Famagusta and EMU