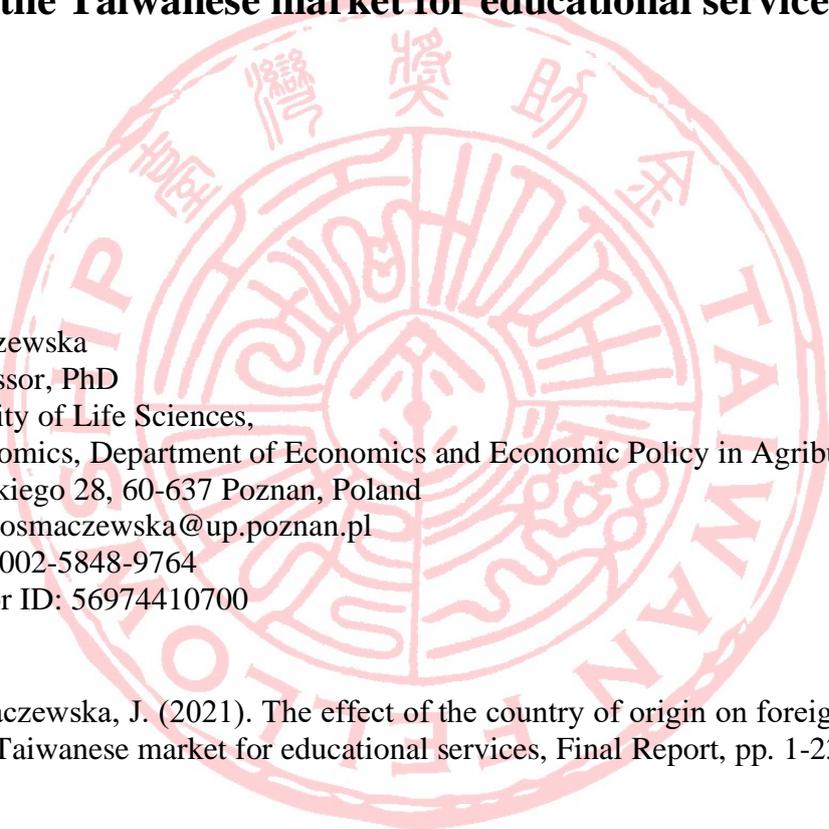


**The effect of the country of origin on foreign consumers' behavior
in the Taiwanese market for educational services**



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Thank you

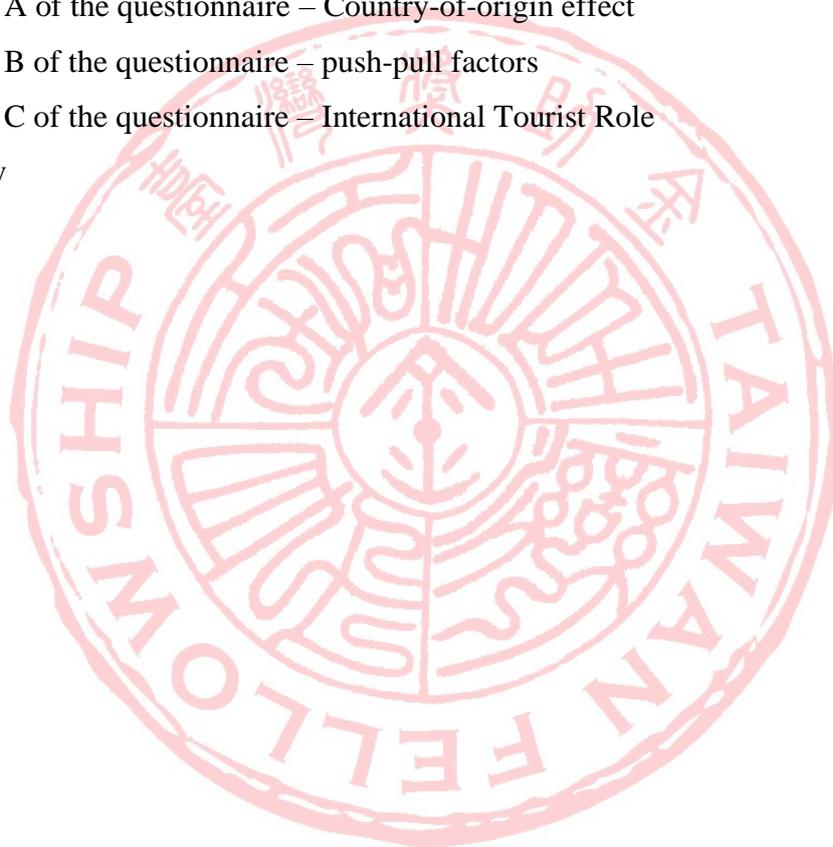
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6. Summary



1. Significance of the project and the problem to be solved

The increasing transnational access to educational services – a manifestation of globalization trends in modern economies – enables current and potential students to receive education even in very remote areas of the world. Originated by Schooler (1965), country-of-origin (COO) has been developed further by many other scientists and international marketing experts who have proposed various definitions. One of them refers to "any influence, positive or negative, that the country of manufacture might have on the consumer's choice processes or subsequent behavior" (Elliott and Cameron, 1994, p. 50). For a long time, the country-of-origin effect was examined only in regard to products. The first works on its occurrence in relation to selected services have only begun to appear since the late 1990s (more on Dinnie, 2004; Berentzen et al., 2008). Today, the impact of the country of origin (COO) on the opinions and behaviors that drive consumer buying preferences is one of the most thoroughly analyzed phenomena in the relevant literature. Two models are typically used to explain the impact of the country-of-origin effect on product quality evaluation. The halo model assumes that if the consumer has no knowledge about the product, then they use the general country image or stereotype as a halo to judge the product's quality. On the other hand, the summative model indicates that if a consumer has had previous experience with products from a particular country, their current estimation of the quality of other products made there will be based on such previous experience and knowledge (Nicolescu, 2011). As such, it has been proven, among others, that the country-of-origin effect influences the purchasing process more in consumers who do not know the product's attributes (Schaefer, 1997; McCaskill 2016), as well as when purchasing luxury and durable products (Hamzaoui and Merunka, 2006; Panda and Misra, 2014; Aiello et al., 2009). Moreover, there is a positive bias of the country-of-origin effect for more developed countries since consumers prefer products from advanced countries rather than less-developed ones that are stereotyped as manufacturers of low-quality goods (Shenge, 2010). However, it should be noted that the country-of-origin effect is a phenomenon different from the country image that creates it (Xu et al., 2020). Country image is considered in two dimensions, where at the cognitive level it influences the perception of the product or brand attributes while at the affective level it is responsible for positive or negative emotional associations with the given country. Given the effects of the globalization process, the impact of the country-of-origin effect in the context of hybrid products is analyzed as a multidimensional construct including such elements as country of design, country of brand, country of manufacture and country of assembly (Chao, 2001), although some authors also recommend analyzing the country-of-parts aspect (Insch and McBride 2004; Pharr, 2005). The way the country-of-origin effects are defined in the literature has evolved over time, from

simple forms that included general country-of-origin influence to more complex forms that take into account such aspects as experience, knowledge, stereotypes, ethnocentrism, political and/or cultural relationship between the country-of-origin and the country-of purchase, general country-of-origin image, specific-to-product-in-question country-of-origin image, brand image, country-of-purchase political, social and economic factors and target segment specifics (Vrontis and Thrassou, 2007). The subject literature includes several possible ways of defining the impact of the country of origin on the service purchase process. Two approaches were tested as part of this project and included such COO effect dimensions as:

- country of service delivery, country of person image and country of brand (Nicolesau 2011; Aruan 2018);
- innovativeness, diversity, quality, prestige (Roth & Romeo, 1992; Bose & Ponnampalani, 2011; Boguszewicz-Kraft et al., 2020).

COO is especially important for credence services such as education; nevertheless, the analyzes carried out in Taiwan and abroad mainly focus on goods rather than on services (e.g. Yunus and Rashid, 2016; Michaelis et al., 2008; Usunier 2011; Samiee 2011; Rezvani et al., 2012; Pileliene and Šontaitė-Petkeviciene 2014; Herz and Diamantopoulos, 2013). Issues that have been most frequently addressed in studies published to date are the influence of the image of the country of origin on how the consumers behave and assess the product's quality, its real value and the risk related to its purchase, together with the consumers' buying intentions and willingness to pay a particular price (Wilcox 2015). The influence of the country providing the services has been studied in recent years as well. The studies undertaken included examining the services offered by airlines (Hoenen et al., 2005; Hamin and Elliott 2006), international sea cruises (Ahmed et al., 2002) as well as insurance and catering services (Lin and Chen 2006; Goralski and Salgado 2014) and university reputation (Chee et al., 2016). Research on choosing a study abroad destination was also carried out among pre-university domestic students from Malaysia and China (Basha et al., 2016).

In the current era of globalization processes, some claim that the country-of-origin effect becomes less and less important for the products a country offers (Samiee 2011; Martin and Cerviño 2011). Hence, a key research question arises: does the impact of the country-of-origin effect on consumer buying habits become weaker for products only or for services as well?

Considering the New Southbound Policy and the growing importance of trade in international educational services, devoting more research efforts to this topic is essential to better recognize the economic and cultural factors that determine consumer behavior in the Taiwanese educational market.

This project contributes to the literature on behavioral economics, especially concerning decision-making processes, and fills the existing gap regarding the influence of the country of origin on the extent of services used.

This project addresses the effect of the country of origin on the consumers' decision-making process, especially in the education service sector. Hence, it helps to bridge that gap. Findings from this study make it possible to capture the significance that the country-of-origin effect has on consumer decision-making, especially with regard to educational services provided in Taiwan. Moreover, they enable the revision of the traditional push-pull model, often referred to when discussing a decision-making process, and the empirical verification of a purely theoretical model of student international preferences proposed by Cubillo, Sánchez and Cerviño (2006). Thus, a model based on empirical data explains what makes foreign students choose a particular educational service, and to what extent the country, the city and the university affect their decisions. The results of the project are also supposed to reveal whether the fact of studying abroad is likely to change the way the students perceive themselves as tourists (International Tourist Role by E. Cohen, 1972). It seems to be a socially vital issue as it may greatly affect consumer buying habits in the future, especially as regards tourist services.

2. Research project objectives

The scientific aim of this project is to propose a model integrating different push-pull factors that influence the decision-making process of foreign students who choose Taiwan as an academic destination. This project includes developing a model of COO affecting the study destination choices.

The detailed research objectives of the project are as follows:

- analyze the country-of-origin effect on the consumers' decision-making process regarding the Taiwanese education market;
- determine the factors affecting the students' decision-making process when choosing Taiwan as their academic destination (country, city and university: three stages of the process proposed by Mazzarol and Soutar 2002 and also used after revisions by Lu and Tian 2018);
- empirically verify the model of students' international preferences proposed by Cubillo, Sánchez and Cerviño (2006) – International Students' Preference Model;
- empirically find out whether studying abroad has a significant influence on how the students perceive themselves as tourists

The following hypotheses have been put forth:

H1: Students' perceptions of the country of origin highly determine their decision-making process of choosing a study destination;

H2: The host country's "pull" factors are more important than the "pull" factors of a host university and host city (supported by Llewellyn-Smith and McCabe, 2008 but rejected by Lee, 2014);

H3: A statistically significant relationship exists between personal experiences related to studying abroad and perceiving oneself as a potential tourist

All these hypotheses will be tested and their results will be presented in future scientific publications. This report contains descriptive statistics to present the research results obtained.

3. Research concept and methodology

The studies were conducted among the incoming (non-Taiwanese) students and domestic students (Taiwanese students) in specific municipalities (Kaohsiung, New Taipei, Taichung, Tainan, Taipei, Taoyuan, Hsinchu, Hualien). The focus was placed on the push-pull factors and perceptions of the country of origin which affected the study destination choice. The research on the empirical verification of the relationship between how the students perceive themselves as tourists and their intention to continue studying abroad was carried out among two student groups (Taiwanese and non-Taiwanese students).

The research consisted of two stages.

Stage one made it possible to determine the factors affecting the students' decision-making process in choosing Taiwan as a study destination and to develop a model of students' international preferences, as already proposed by Cubillo, Sánchez and Cerviño (2006). Moreover, it also made it possible to determine the influence of the country of origin on the consumers' decision-making process regarding educational services. Hypotheses H1 and H2 were tested at this stage. A Principal Component Analysis (PCA) will be carried out for that purpose, with the hypothesis verification results to be published in scientific journals.

Stage two made it possible to find out whether studying abroad has a significant influence on how the students perceive themselves as tourists. This was done using a twenty-item questionnaire (International Tourist Role) utilizing E. Cohen's typology (Cohen, 1972; Mo et al., 1993; Cardon et al., 2011). A comparison will be performed between the results of students who have experience in studying abroad and those who do not. At this stage, hypothesis H3 will be verified using paired sample t-tests separately for each pair of items, and the hypothesis verification results will be published in a scientific journal.

4. Process and content of the survey and research

4.1 The sample

The study was conducted among students from the Kaohsiung, New Taipei, Taichung, Tainan, Taipei, Taoyuan and Hsinchu municipalities. A total of 997 completed survey questionnaires was obtained, with 735 students indicating Taiwan as their place of origin and 262 students from other places. The study was implemented using an online survey that could be accessed using a link and/or a QR code. It must be noted that data collection was severely hampered by the evolving COVID pandemic situation and the changing restrictions resulting from it.

4.2 Creating the questionnaire: question content

The survey consisted of particulars, as well as three parts: A, B and C. The students responded anonymously, with the arrangement of the survey questions making it impossible to identify either individual students or the universities they attended. The questions in the particulars enabled the basic characterization of the respondent group in terms of its demographic characteristics.

Questionnaire part A made it possible to obtain data to verify H1 assuming that the Students' decision-making process of choosing a study destination is highly determined by their perceptions of the country of origin. The study used two COO dimension approaches, including one proposed by Roth & Romeo, 1992; Bose & Ponnampalani, 2011; Boguszewicz-Kraft et al., 2020. As such, the following question was added to the survey: *How would you evaluate: Innovativeness, Diversity, Quality, and Prestige of educational services in Taiwan?* The questionnaire form included the above dimensions along with their descriptions proposed by Boguszewicz-Kraft et al., (2020), i.e.:

1. “Innovativeness—the use of state-of-the-art knowledge and technology
2. Diversity—the variety, range and attractiveness of an offer
3. Prestige—exclusiveness, status, and reputation
4. Quality—effectiveness, durability, and professionalism” (Boguszewicz-Kraft et al., 2020, p. 174).

The second approach to the COO effect in the service was applied by Nicolesau (2011) and developed by Aruan (2018). In this case, the three dimensions used included:

Country of brand (COB): University name

Country of service delivery (COSD): campus location

Country of person image (COP): nationality of lecturers (Aruan et al., 2018).

Following the approach proposed by Aruan (2018), students were asked to imagine two situations, the first of which involved studying abroad for a short time (≤ 6 months) and the

second a full study abroad situation. The survey used two forms of the following question, respectively: *Imagine yourself in a situation where you are going to study abroad for a short time (≤ 6 months)/go abroad for a full study course without any limitation. You will be provided with 9 combinations of education attributes as follows. Your task is to indicate the level of quality that you would expect from each combination where 1 = very low quality and 9 = very high quality. It does not matter if you have never studied in a university abroad before, as we are only interested in your perceptions based on your expectation of the university name, campus location, lectures from each particular country.*

Tab. 1 Multiple-choice answer options

Attributes	1	2	3	4	5	6	7	8	9
University name									
Washington University in St. Louis									
Australian National University									
The University of Tokyo									
Campus location									
Washington									
Canberra									
Tokyo									
Nationality of lecturers									
Americans									
Australians									
Japanese									

According to the statistical data, the 3 countries most frequently chosen by the Taiwanese as academic destinations were selected (USA, Australia, Japan – Ministry of Education). The universities selected for the study were found by simulating a natural search process in the Google search engine, i.e. by typing in the phrase: "capital name+University" and selecting the first organic result. While such a search is subject to numerous limitations, the most important consideration in selecting a university was its location, which had to be clear enough for all respondents to assign each of the listed universities to the selected countries. In this particular case, the use of capital city names was considered appropriate and the selection of the universities should be considered advisable in this context.

Questionnaire part B made it possible to obtain data to verify the H2 assumption that the host country's "pull" factors are more important than the "pull" factors of a host university and host city. This hypothesis needs continuous verification as past research has indicated conflicting results (supported by Llewellyn-Smith and McCabe, (2008) but rejected by Lee, (2014) and Kosmaczewska (2020) – in non-English speaking academic destinations).

For this purpose, based on the available literature, the following set of questions was used in the survey (5-Likert's scale was applied):

How important to you were the following factors when you have decided to study abroad? (Or how important will they be if you choose to do so in the future?) – push factors (11 items);

How important to you were the following factors when you have chosen the host country? (Or how important will they be if you choose one in the future?) – pull factors (18 items);

How important to you were the following factors when you have chosen the host city? (Or how important will they be if you choose one in the future?) – pull factors (6 items);

How important to you were the following factors when you have chosen the host university? (Or how important will they be if you choose one in the future?) – pull factors (8 items);

Questionnaire part C made it possible to obtain data to verify H3 assuming the existence of a statistically significant relationship between personal experiences related to studying abroad and perceiving oneself as a potential tourist. This will be done using a twenty-item questionnaire (International Tourist Role) utilizing E. Cohen's typology (Cohen, 1972; Mo et al., 1993; Cardon et al., 2011). The questions included in the C section concerned five dimensions:

Social contact dimension (SCD)

I'd prefer to associate with the local people when traveling to a foreign country

I'd prefer to live the way the people I visit do by sharing their shelter, food, and customs during my stay

I'd prefer to seek the excitement of complete novelty by engaging in direct contact with a wide variety of new and different people.

If I find a place that is particularly pleasant for me, I may stop there long enough to become socially involved in its life.

I'd prefer to make friends with the local people when traveling to a foreign country

I'd prefer to have as much contact with the local people as possible when traveling to a foreign country.

Tourist infrastructure dimension (TID)

I'd prefer to travel to countries where there are international hotel chains.

I'd prefer to travel to countries that have the same transportation system as in my country.

I'd prefer to travel to countries that are popular tourist destinations.

I'd prefer to travel to countries with well-developed travel industries.

Travel services dimension (TSD)

I'd prefer to be on a guided tour when traveling to a foreign country.

I'd prefer to make all my major travel arrangements through travel agencies when traveling to a foreign country.

I'd prefer to have travel agencies take complete care of me, from beginning to end, when traveling to a foreign country.

I'd prefer to travel to countries that have the same tourist infrastructure as my country.

I'd prefer to travel to countries where there are restaurants familiar to me.

Culture similarity dimension (CSD)

I'd prefer to travel to countries where the people are of the same ethnic group as mine.

I'd prefer to travel to countries where the culture is similar to mine.

I put a high priority on familiarity when thinking of travel destinations.

Pre-trip planning dimension (PPD)

I'd prefer to start a trip with no pre-planned or definite timetable when traveling to a foreign country.

I'd prefer to start a trip with no pre-planned or definite routes when traveling to a foreign country.

5. Questionnaire survey results

5.1 Basic characteristics of the respondents

A total of 997 students participated in the survey, with 735 of them being Taiwanese and 262 non-Taiwanese students. The non-Taiwanese student group was represented by students from Japan (25), Mainland China (23), Vietnam (45), Malaysia (65), Indonesia (35), South Korea (3), Macao (7), Hong Kong (15) and Other countries (44). Women comprised 69% and men 31% of all study participants. The gender distribution among Taiwanese students was as follows: 72% of women and 28% of men, whereas among the non-Taiwanese students, women comprised 61% and men 39%. Table 2 shows respondent age, broken down by Taiwanese and non-Taiwanese students, as well as the students' place of education, respectively.

Tab. 2 Respondent characteristics in terms of age groups and study location.

<i>Age</i>	Taiwanese Students (n=)	Taiwanese students (%)	non-Taiwanese students (n=)	non-Taiwanese students (%)
16-19	248	33	53	20
20-24	417	57	147	56
25-29	27	4	37	14
other	43	6	25	10
<i>City</i>				
Taipei	110	15	49	18
New Taipei	369	50	57	22
Taoyuan	8	1	28	11
Taichung	86	12	47	18
Tainan	32	4	12	5
Kaohsiung	67	9	54	21
Hsinchu	63	9	15	5

Among all students surveyed, 24% received a scholarship grant from the Taiwanese government. 64% of students had no experience related to studying abroad; 33% of students reported that they are taking part or have taken part in education abroad once or twice, with only 3% of students having done so 3 or more times. The study abroad destinations most frequently indicated by the respondents were the USA (15%), Japan (11%) and the UK (9%). Students who had study abroad experience were most likely (41%) to have participated in a short study abroad program (≤ 6 months), and only 27% of them reported having completed a full study abroad program. At the same time, most students (48%) paid for such education in full or took advantage of partial support by scholarship (12%). Considering the previous or current experience with studying abroad or lack thereof, the declared financial situation of the

students surveyed did not differ significantly. They most often described their financial situation as average (67%) or good (22%) . It should be noted that the vast majority (95%) of the students surveyed have never applied to take part in the study abroad program and did not pass the recruitment process. However, 34% of them declared that they are planning to apply for a study abroad program soon (this year and the next one).

5.2 Part A of the questionnaire – Country-of-origin effect

Questionnaire part A made it possible to obtain data to verify H1 assuming that the students' decision-making process of choosing a study destination is highly determined by their perceptions of the country of origin. This paper presents the results obtained in a descriptive manner. The hypotheses presented will be verified in scientific journals dedicated to such considerations.

The students surveyed were asked two questions, i.e.: *If you could study abroad without any limitations, which country would you like to choose; If you could study abroad considering your current limitations, which country would you like to choose?* (the question included multiple-choice answers, including "other") Table 3 shows the mean values and standard deviation for the responses obtained, broken down by Taiwanese and non-Taiwanese students.

Tab. 3 Declared student preferences concerning countries of study (with and without limitations)

Country	Taiwanese students %	non-Taiwanese students %
USA (WL)	28	19
USA (L)	19	12
Australia (WL)	8	11
Australia (L)	9	11
Japan (WL)	17	13
Japan (L)	24	14
South Korea (WL)	7	13
South Korea (L)	10	10
Mainland China (WL)	3	6
Mainland China (L)	5	15
UK (WL)	14	14
UK (L)	9	9
Other (WL)	24	24

Other (L)	23	29
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WL – without limitation; L – with current limitation

Following the country-of-origin analysis approach described earlier, students were asked to evaluate the educational services provided in Taiwan in terms of 4 dimensions: Innovativeness, Diversity, Quality, and Prestige. Students were presented with a brief explanation of what each dimension was construed as, i.e. *Innovativeness – the use of state-of-the-art knowledge and technology; Diversity – the variety, range and attractiveness of an offer* *Prestige – exclusiveness, status, and reputation; Quality – effectiveness, durability, and professionalism* (Boguszewicz-Kraft et al., 2020). Table 4 shows the results obtained.

Tab. 4 COO dimension evaluation in the context of educational services in Taiwan.

Factors	Taiwanese students Mean	Taiwanese students SD	non-Taiwanese Mean	non-Taiwanese SD
Innovativeness	4.10	1.00	4.13	0.98
Diversity	4.17	0.96	4.19	0.94
Prestige	4.05	0.91	4.07	0.90
Quality	4.34	0.87	4.36	0.85

1- not important at all; 2- somewhat unimportant; 3- neither important nor unimportant; 4- somewhat important; 5 very important

In the next step, the second approach to analyzing the COO effect was applied, as proposed by Aruan (2018) and described in detail in section 4.2. Students were asked to evaluate 3 dimensions of the country-of-origin effect, including country of brand (COB) – university name; country of service delivery (COSD) – campus location and country of person image (COP) – nationality of lecturers. The dimensions were assessed in the context of expectations to study abroad for a short time (≤ 6 months), as well as a full study abroad course without any limitation. The students' task was to indicate the quality level that they would expect in the case of each item, where 1 means very low quality and 9 means very high quality. Table 5 and 6 show the results obtained, broken down by Taiwanese and non-Taiwanese students.

Tab. 5 Evaluation of 3 dimensions of the country-of-origin effect (short study abroad period ≤ 6 months)

Attributes	Taiwanese students Mean	non-Taiwanese students Mean	Taiwanese students SD	non-Taiwanese students SD
1 = very low quality and 9 = very high quality				
University name				
Washington University in St. Louis	6.50	5.68	2.37	2.77
Australian National University	6.44	5.81	2.17	2.62
The University of Tokyo	6.78	6.10	2.40	2.61
Campus location				
Washington	6.68	5.69	2.24	2.41
Canberra	6.20	5.45	2.14	2.22
Tokyo	6.56	5.90	2.30	2.38
Nationality of lecturers				
Americans	6.33	5.68	2.29	2.37
Australians	6.23	5.68	2.23	2.40
Japanese	5.99	5.52	2.32	2.48

Tab. 6 Evaluation of 3 dimensions of the country-of-origin effect (full study abroad course)

Attributes	Taiwanese students Mean	non-Taiwanese students Mean	Taiwanese students SD	non-Taiwanese students SD
1 = very low quality and 9 = very high quality				
University name				
Washington University in St. Louis	6.62	5.76	2.38	2.77
Australian National University	6.47	5.87	2.24	2.66
The University of Tokyo	6.73	6.06	2.36	2.62
Campus location				
Washington	6.66	5.79	2.19	2.43
Canberra	6.29	5.64	2.11	2.38
Tokyo	6.55	5.90	2.25	2.48
Nationality of lecturers				
Americans	6.43	5.85	2.24	2.43
Australians	6.33	5.82	2.21	2.45
Japanese	6.16	5.69	2.31	2.54

5.3 Part B of the questionnaire – push-pull factors

The results from questionnaire part B made it possible to obtain data to verify the H2 assumption that the host country's "pull" factors are more important than the "pull" factors of a host university and host city. When responding to the statements, the students used a 5-point Likert scale (*1 – not important at all; 2 – somewhat unimportant; 3 – neither important nor unimportant; 4 – somewhat important; 5 – very important*).

Table 7 shows the mean value and standard deviation of the responses obtained, broken down by Taiwanese and non-Taiwanese students.



Tab. 7 Evaluation of the importance of individual push and pull factors in the process of making (or considering) a decision to study abroad and the choice of country, city and university.

TS- Taiwanese students; non-TS – non-Taiwanese students

Factors	TS Mean	non-TS Mean	TS SD	non-TS SD
Push factors – study abroad				
Opportunity for entertainment and excitement	3.87	3.76	0.83	1.02
Desire to travel	4.22	4.00	0.78	1.00
The social experience of living in different country	4.47	4.30	0.72	0.90
Meeting new people and making friends	4.26	4.20	0.82	0.97
The educational experience of studying in a different country	4.40	4.37	0.76	0.85
Experience and deal with challenges in a new environment	4.41	4.27	0.75	0.90
Freedom and adventure	4.20	4.13	0.86	0.90
To be independent and live away from home	3.97	3.99	0.92	1.02
Increase my job prospects	4.27	4.18	0.81	0.88
Increase my language skills	4.39	4.32	0.76	0.82
To go somewhere different to other respondents from my home university	4.14	3.94	0.80	0.98
Pull factors - host country				
Learning about and experiencing host country's culture	4.36	4.22	0.72	0.86
The tourist and cultural attractions in the host country	4.30	4.04	0.75	0.92
The host country's scenery and diverse natural environment	4.22	4.15	0.80	0.88
The host country is friendly and welcoming	4.29	4.20	0.77	0.91
The host country is exotic and intriguing	4.13	3.94	0.81	1.00
The host country's unique wildlife	3.77	3.73	0.93	1.09
The host country is far away from home	3.47	3.47	1.00	0.99
Weather in the host country	4.00	3.81	0.84	1.05
Outdoor recreation and sports activities available in the host country	3.89	3.73	0.89	0.88
Safety and security	4.52	4.45	0.74	0.95
Cost of travelling to and within the host country	4.24	4.23	0.81	1.05
The host country's geographic proximity	4.11	3.84	0.85	1.12
Host country's culture is similar to my own culture (culture proximity)	3.59	3.49	1.01	1.12
Language proximity between my country and the host country	3.62	3.48	1.03	1.13
Economic proximity between my country and the host country	3.50	3.56	0.98	0.97
The host country is included to developed nations	3.79	3.70	0.91	1.05
Quality and availability of transport in the host country	3.91	3.93	0.86	0.96
Ability to work part-time legally	4.15	4.05	0.81	1.00
Availability of Mandarin Chinese study programs	3.69	3.68	1.05	1.11
Scholarship	4.16	4.26	0.83	0.94
Pull factors – host city				
Opportunity to interact with local residents	4.25	4.12	0.75	0.90
The host city as a gateway to other destinations	4.13	3.97	0.80	0.98
Affordable cost of living in the host city	4.48	4.36	0.72	0.85
Availability and variety of accommodation in the host city	4.38	4.24	0.74	0.90
The host city itself	4.27	4.08	0.76	0.89
I prefer to study abroad in the capitals	3.86	3.53	0.93	1.09
Pull factors – host university				
My home university had an exchange partnership with the host university	3.93	3.59	0.84	1.10
My home university give me credit for courses I completed at the host university	4.36	3.85	0.77	1.17
The services provided by the host university for incoming exchange students	4.26	3.97	0.77	0.97
The host university employees were responsive and helpful to my enquiries	4.27	4.06	0.77	0.97
Information about the host university was widely available and accessible	4.34	4.16	0.76	0.90
The range of services and facilities provided by the host university	4.31	4.13	0.75	0.88
The host university campus looked attractive	4.08	3.99	0.83	0.86
Social activities and sports clubs at the host university	3.96	3.78	0.85	1.03

5.4 Part C of the questionnaire – International Tourist Role

Questionnaire part C made it possible to obtain data to verify H3 assuming the existence of a statistically significant relationship between personal experiences related to studying abroad and perceiving oneself as a potential tourist.

Results from this part of the questionnaire made it possible to find out whether studying abroad has a significant influence on how the students perceive themselves as tourists. Students used a 5-point Likert scale (*strongly disagree; disagree; neither agree nor disagree; agree; strongly agree*) to respond to each statement. Table 8 presents the mean values and standard deviation for each item, broken down by responses among students with and without study abroad experience.

Tab. 8 Evaluation of individual statements on perceiving oneself as a tourist

Items	Students with study abroad experience <i>Mean</i>	Students without study abroad experience <i>Mean</i>	Students with study abroad experience <i>SD</i>	Students without study abroad experience <i>SD</i>
I'd prefer to associate with the local people when traveling in a foreign country	3.07	2.97	1.28	1.16
I'd prefer to live the way the people I visit do, by sharing their shelter, food, and customs during my stay	3.10	3.09	1.28	1.23
I'd prefer to seek excitement of complete novelty by engaging in direct contact with a wide variety of new and different people	3.10	3.05	1.26	1.20
If I find a place that particularly pleases me, I may stop there long enough for social involvement in the life of the place to occur	3.18	3.05	1.31	1.27
I'd prefer to make friends with the local people when traveling in a foreign country	3.16	3.05	1.31	1.23
I'd prefer to have as much contact with the local people as possible when traveling in a foreign country	3.13	3.04	1.34	1.22
I'd prefer to travel to countries where there are international hotel chains	3.01	3.01	1.10	1.02

I'd prefer to travel to countries where they have the same transportation system as in my country	3.01	3.03	1.11	1.09
I'd prefer to travel to countries that are popular tourist destinations	2.99	3.01	1.15	1.07
I'd prefer to travel to countries with well-developed travel industries	3.02	3.04	1.19	1.11
I'd prefer to be on a guided tour when traveling in a foreign country	2.86	2.97	1.15	1.10
I'd prefer to make all my major travel arrangements through travel agencies when traveling in a foreign country	2.83	2.86	1.19	1.09
I'd prefer to have travel agencies take complete care of me, from beginning to end, when traveling in a foreign country	2.79	2.84	1.18	1.10
I'd prefer to travel to countries where they have the same tourist infrastructure as in my country	2.91	2.94	1.10	1.05
I'd prefer to travel to countries where there are restaurants familiar to me	2.90	2.91	1.12	1.03
I'd prefer to travel to countries where the people are of the same ethnic group as mine	2.80	2.88	1.13	1.00
I'd prefer to travel to countries where the culture is similar to mine	2.82	2.87	1.13	1.03
I put high priority on familiarity when thinking of travel destinations	2.91	2.94	1.12	1.10
I'd prefer to start a trip with no pre-planned or definite timetable when traveling in a foreign country	2.89	2.94	1.21	1.20
I'd prefer to start a trip with no pre-planned or definite routes when traveling in a foreign country	2.87	2.90	1.24	1.22

6. Summary

Based on the results presented, it can be concluded that:

- When choosing their study destination without any restrictions imposed, Taiwanese students were most likely to choose the USA, and with restrictions in place, Japan;
- When making choices with or without restrictions, non-Taiwanese students typically indicated other countries as their preferred study destination (unspecified among the possible answers);
- Compared to their non-Taiwanese peers, Taiwanese students rate the educational services provided in Taiwan higher in terms of 4 dimensions: Innovativeness, Diversity, Quality, and Prestige;
- Non-Taiwanese students rank their expectations in regard to the quality of 3 dimensions of the country-of-origin effect, including country of brand (COB) – university name; country of service delivery (COSD) – campus location, and country of person image (COP) – nationality of lecturers, lower than Taiwanese students. Non-Taiwanese students had lower expectations for the quality of the above COO dimensions both in the case of short- and long-term study abroad;
- The mean value of evaluation of the importance of individual push and pull factors in the process of making (or considering) a decision to study abroad indicates that Taiwanese and non-Taiwanese students rank these factors in the same order (starting from the higher mean value): push factors, pull factors – host city; host university; host country;
- Using the 20-item ITR Scale made it possible to determine that, on average, students with study abroad experience scored higher than students without it only in the social contact dimension. This suggests that students without study abroad experience prefer a more novelty-seeking travel style and that previous study abroad experience only influences the desire to socially interact at the destination rather than causing an overall change in self-perception as a tourist. However, the above findings require further in-depth statistical analysis of the collected primary data.

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