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SANTOS SILVA**

**Decision-Making Process in Erasmus Student Mobility to
Portugal: Case Study**

**Processo de Tomada de Decisão na Mobilidade de
Estudantes Erasmus para Portugal: Caso de Estudo**



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Mobility: Case Study**

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de Estudantes Erasmus: Caso de Estudo**

Dissertação apresentada à Universidade de Aveiro para cumprimento dos requisitos necessários à obtenção do grau de Mestre em Gestão, realizada sob a orientação científica do Mestre Victor Manuel Ferreira Moutinho, Assistente no Departamento de Economia, Gestão e Engenharia Industrial da Universidade de Aveiro e Coorientação científica do Doutor António Carrizo Moreira, Professor Auxiliar do Departamento de Economia, Gestão e Engenharia Industrial da Universidade de Aveiro.

I dedicate this work to those who take the world as a classroom.

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palavras-chave

EMS, tourism-first, education-first, estudantes internacionais, Erasmus, mobilidade, Modelo Push-Pull, motivações para viajar

resumo

Com a evolução das atuais economias do conhecimento, o mundo do trabalho torna-se mais competitivo. Como forma de ganhar competências que tragam benefícios para as suas carreiras, os estudantes universitários aproveitam as diversas oportunidades existentes e vão estudar no estrangeiro. Este estudo desenvolve e testa empiricamente um modelo estrutural que examina os antecedentes que influenciam a tomada de decisão de um aluno Erasmus em mobilidade de estudos (EMS) em Aveiro, Coimbra e Porto (2014-2015). A análise de fiabilidade, a análise fatorial exploratória e as regressões lineares foram utilizadas para avaliar o modelo. Com base num questionário com uma amostra de 872 respostas válidas, este estudo demonstrou que os estudantes EMS são também influenciados por fatores turísticos, dando assim seguimento ao trabalho que recentemente tem vindo a ser abordado por outros autores. As conclusões e sugestões podem ser utilizadas pelas Instituições de Ensino Superior como meio de atrair mais estudantes EMS.

Keywords

EMS, tourism-first, education-first, international students, Erasmus, mobility, Push-Pull Model, travel motivations

abstract

With the evolution of nowadays knowledge-based economies, the labour class becomes more competitive. As a way of getting skills that bring benefits to their careers, university students take advantage of the many opportunities available and go abroad to study. This study develops and empirically tests a structural model that examines the antecedents that influence the decision-making process of an Erasmus student under mobility for studies (EMS) in Aveiro, Coimbra and Porto (2014-2015). Reliability analysis, exploratory factor analysis and linear regressions were used to evaluate the model. Based on a survey with a sample of 872 valid responses, this study has demonstrated that EMS students are also influenced by touristic factors, which gives support to what has recently been approached by other authors. Conclusions and suggestions can be applied by other organizations, mainly Higher Education Institutions in order to attract more EMS students.

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List of Acronyms

EFA	Exploratory Factor Analysis
EMS	Erasmus Mobility for Studies
HEI	Higher Education Institution
ISM	International Student Mobility
SMP	Erasmus Student Mobility Placement

Chapter 1 INTRODUCTION

While societies are advancing to a state of knowledge-based economies, governments and institutions are increasingly joining efforts onto looking for new ways to attract and retain highly skilled workforce into their economies. A way to do it is by increasing the number of international students coming to study at their institutions, contributing to the economy and hopefully staying to work after – it is, therefore, important to study this segment and to understand which factors have impact on their decision-making process, so the countries and institutions can use them as their benefit.

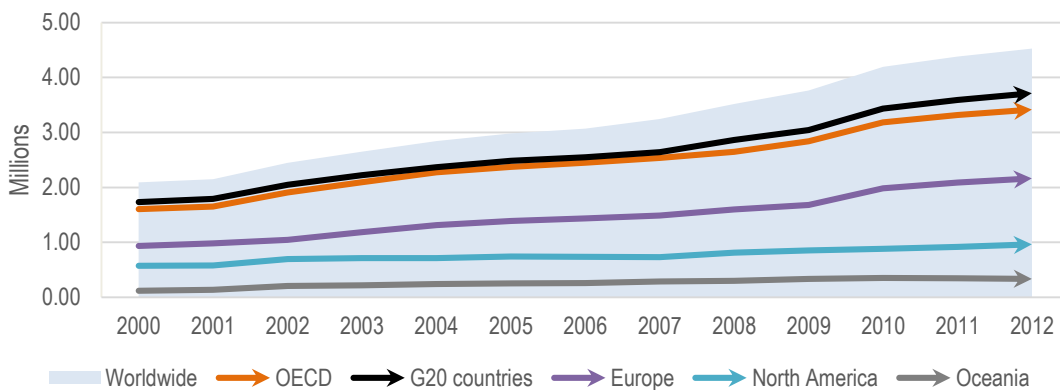
Humans are mobile: throughout the ages they travelled to all corners of the Earth and whether as workers, students, tourists or pilgrims, technology has provided the tools to make it quick, safe and cheap, making the planet their global village (McLuhan, 1962). This phenomenon brought many changes as nowadays knowledge-based society's economies are getting more and more interconnected and companies are looking for highly skilled people that can keep up with today's demands (such as adapting to the uncertainties of an unpredictable global economy), governments are setting several initiatives to foster the number of students that go to study abroad in order to gain cultural knowledge, learn new languages and business method, and thus improving "their prospects in globalised sectors of the labour market" (European Commission, 2009b; OECD, 2004, 2014b, p. 342; OECD & World Bank, 2007; Parey & Waldinger, 2010; Teichler, 2011).

.In Europe, the European Commission took joint efforts to reform its own education system – the Bologna process launched in 1999 aimed to establish the European Area of Higher Education, while promoting "mobility by overcoming obstacles to the effective exercise of free movement" (European Ministers of Education, 1999, p. 3). The increment of intra-European Union mobility boosts competitiveness, attracting more international students and helping to meet the goal of turning Europe into a leading knowledge-based society (A. R. Cardoso, Portela, Sá, & Alexandre, 2006).¹

¹ *International students* differ from *foreign students*: the first term is applied when a student crosses borders with the sole purpose of studying, whereas a *foreign student* refers to a student who enrolls abroad at an Higher Education Institution (HEI) without having the citizenship of that country, and who has not "necessarily crossed a border to study" (these students may be long-term residents, for example). These two terms were part of a convention adopted in 2006 between OECD and UNESCO Institute for Statistics in order to have a comparative dataset in the future (OECD, 2014b, p. 352). However, other organisations might use other definitions and criteria when setting their data, making the comparison between studies somewhat problematic, which can lead to inaccurate conclusions (Clark, 2009).

According to OECD's report 'Education at a Glance' (2014b), the number of students enrolled outside their country of citizenship has currently be growing at 7%/year, having more than quintupled since 1975: from 0.8 million in 1975 to over 4.5 million in 2012 (pp. 343-344)(see Chart 1), mainly as the result of the promotion of the "academic, cultural, social and political ties among countries, particularly as the European Union was taking shape, to a substantial increase in global access to tertiary education, and to reduced transportation costs" (p. 344).

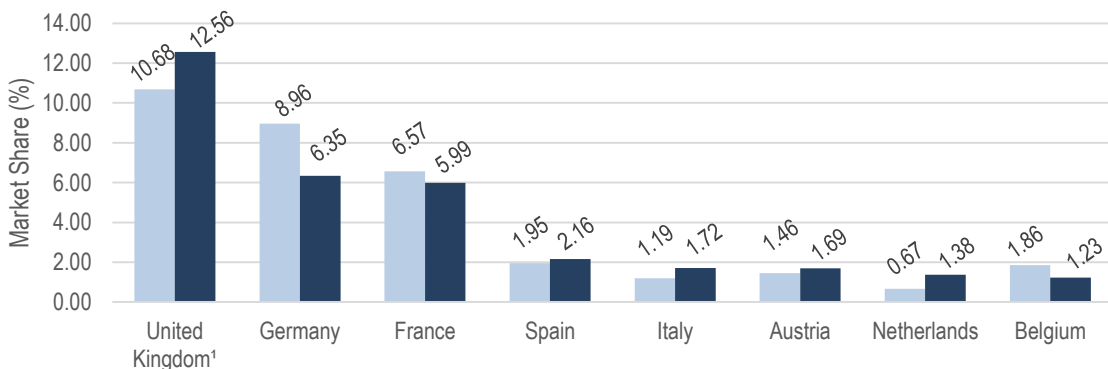
Chart 1 – Evolution in the number of students enrolled outside their country of citizenship, by region of destination (2000 to 2012)



(Source: OECD, 2014b, pp. 342, Chart C4.1)

Comparing the European market share as destination for foreign students since 2000 to 2012, the eight top countries went down from 33.33% to 33.09%, mainly due to the decrease registered in Germany (-2.61%); the United Kingdom, however, registered an increment of 1.88%, topping 12.56% in 2012 (see Chart 2).

Chart 2 – Percentage of all foreign students enrolled at a HEI (2000-12)



(Source: OECD, 2014b, p. 346)

It is also important to pay attention to some of the factors that are taken into consideration when choosing a country of destination. Neighbouring countries have usually a significant share – as an example, of the foreign students in Portugal in 2012, 9% were from Spain (this factor can reveal several advantages on a student's

perspective, like cost, quality and enrolment). Having a common language is also an important factor: the percentage of foreign students from countries with common official language was 55% in Portugal in 2012, of which 18.1% were from Brazil (OECD, 2014b, pp. 351; 359-360). This kind of information is relevant when trying to understand what makes a student choose a university over other in order to create an effective marketing plan (Cubillo, Sánchez, & Cerviño, 2006; Soutar & Turner, 2002).

In 2012 the twenty largest world economies (G20) attracted 75% of foreign students worldwide: the European Union member countries alone accounted for 48% of the global share, being therefore a top destination to study abroad (OECD, 2014a, p. 7). United Kingdom is the European country with most foreign students (12.56%), followed by Germany (6.35%) and France (5.99%). Spain, Italy, Austria, The Netherlands and Belgium have a small share each (2.16%; 1.72%; 1.69%; 1.38%; 1.23%, respectively)(OECD, 2014b, p. 345).

This global increment of International students brings several advantages to the host economies, making it a very important segment economically within the travel market, significantly contributing to the economy of the host country as for they usually stay way more time than a typical holiday tourist (Llewellyn-Smith & McCabe, 2008; Mazzarol, 1998; Ritchie, 2003; Shanka, Ali-Knight, & Pope, 2002; Weaver, 2008). It is, thus, understandable that national and local entities try to attract as many student as possible – HEI in particular have been during the last decades increasingly applying marketing concepts and theories as a result of governments' intervention in the higher education, which has been going from a state of control to a state of supervision, applying at the same time marketization policies (Hemsley-Brown & Oplatka, 2006; Judson & Taylor, 2014; Williams, 1995). This strategy is "aimed at strengthening student choice and liberalising markets in order to improve the quality and variety of the services offered" (Jongbloed, 2003, p. 13).

NOTE: Portugal, in particular, has recently published a report about the country's strategy for the internationalization of the Portuguese higher education: one of the goals is to double the number of international students in Portugal by 2020. Having in consideration Portugal received 31000 students in 2013, it would mean to attract 62000 students in 2020 (MEC, 2014, p. 48 – table 2). It proposes several guidelines to achieve this goal, such has by creating a common brand to be used to promote the internationalization of the Portuguese higher education, participating in education fairs, of by offering a wider range of courses taught in English, among several others (MEC, 2014).

It is then of the utmost importance to study the international student community, specifically which main factors influence their decision-making process so marketing plans can be adapted correctly (Cubillo et al., 2006; Soutar & Turner, 2002). Although several studies have been carried out on this topic, only a few authors studied the Erasmus mobility for studies or applied tourism factors to the decision-making process in general – this

detail is important to determining if Erasmus Mobility for Studies (EMS) are influenced by tourism factors as suggested by González, Mesanza and Mariel (2011).

Therefore, the following study has two major objectives:

1. Develop and empirically test a model examining the main factors that influences the decision-making process of an EMS;
2. Explore, in particular, the influence of travel motivations in the EMS programme.

This study is designed as follows: first chapter will introduce the topic in a global panorama; second chapter will give some insights about the EMS in general terms and then focusing in Portugal; third chapter presents the literature review about which factors influence the decision-making process of an EMS student and related relationships; proposed hypothesis and structural model is presented on the fourth chapter; fifth chapter contains the methodology description and results; and finally findings are discussed from the point of view of theoretical & managerial implications and future research is presented on the sixth chapter.

Chapter 2 CONTEXT

*K*nowing that the international student mobility has been growing, a focus is given to a specific project: the Erasmus Programme. Also registering new participation records every year, the now Erasmus+ Programme is one of the flagship projects of the European Union, empowering the participants by developing a set of skills and by broadening their horizons of what “united in diversity” really means. Portugal is a small player within the Erasmus Programme, receiving 4.1% of the total EMS students in 2012-13, but has been increasing its share as a result of the internationalization efforts done by HEI and the Portuguese government.

2.1 THE ERASMUS PROGRAMME: AN OVERVIEW

The increasingly knowledge-based European society demands particular skills and competences among the labour market, such as flexibility, mobility and a broader mind-set. The European Union has added an extra effort on its educational agenda by including this portfolio in several initiatives in order to achieve the goals proposed, including recently in the European Union 2020 strategy². It is thus “a societal imperative to expand opportunities to higher education as broadly as possible” (European Commission/EACEA/Eurydice, 2014, p. 15).

A new focus on the mobility among HEI came to light during the 1980 and 1990: on 15 June 1987, after a six years pilot programme, the European Commission approved its new flagship project – the *European Community Action Scheme for the Mobility of University Students*, widely known as the Erasmus Programme – strongly supporting the mobility amongst European students, and considered the most successful student exchange scheme in the world (European Commission, 2014a; EYP, 2013).

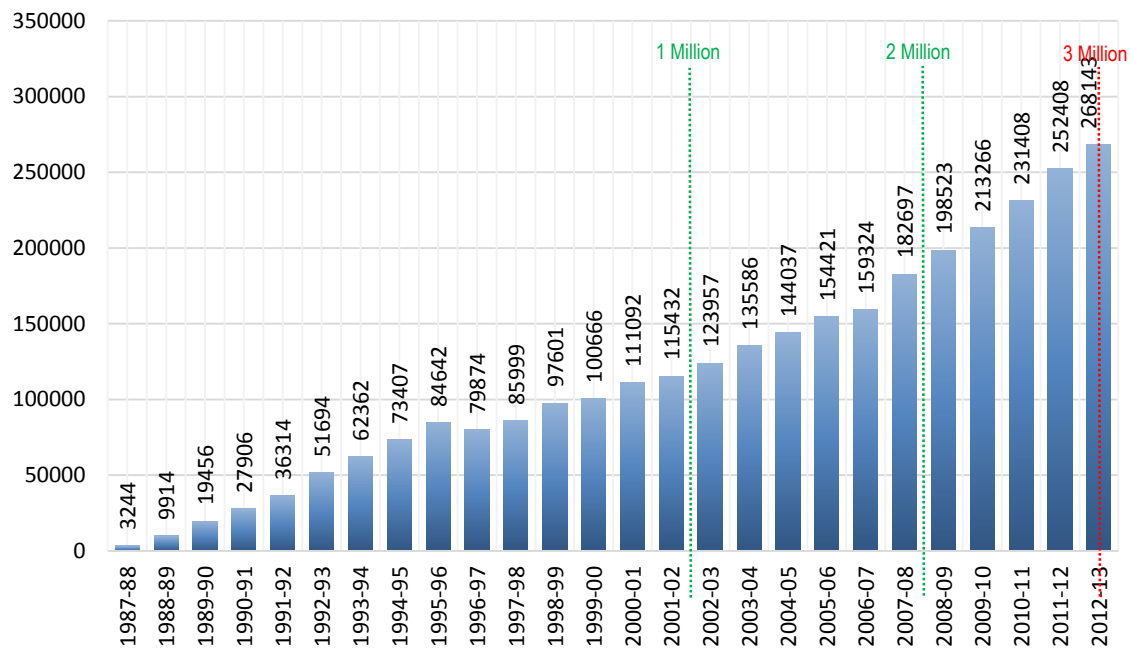
Taking advantage of the tremendous efforts put in action towards the European education, the Erasmus Programme expanded to several countries – by 2013 (its last year) 33 countries were part of the programme: 27 European Union members and Croatia, Iceland, Liechtenstein, Norway, Switzerland and Turkey.

Aiming to fight against youth unemployment by developing a wide range of skills and competences needed by the employers (such as mobility and bilingualism), the programme empowered three million students and staff so far, from 1987 to 2013 – starting with 3244 students in 1987-88, it increased enormously during the first

² “In 2020, at least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad” (European Commission, 2009a)

years, reaching the first millionth in 2002/2003, the second in 2008/2009 and the third in 2012/2013 – the goal was to reach three millionth by 2014, but the year-by-year increase of 6% made it possible to reach it one year before the deadline (European Commission, 2014a)(Chart 3). The programme's success also led to a cultural phenomenon and fostered the European Identity (ESN AISBL, 2013; Mitchell, 2012).

Chart 3 – Number of participants under the Erasmus Programme



(Source: European Commission, 2014a, p. 31)

The Erasmus as of today was made of many successions of programmes, namely Erasmus (1987-89), Erasmus (1990-94), Socrates I (1995-99), Socrates II (2000-06), Lifelong Learning Programme (2007-13), and the newly implemented Erasmus+ (2014-20): although widely recognised for having a notorious success, the Erasmus Programme was replaced by a new scheme for education, training, youth and sports: Erasmus+. Planned according to the goals planned to be achieved by the UE's growth strategy (*Europe 2020*), Erasmus+ brings together seven existing programmes (including Comenius, Erasmus Mundus and Leonardo da Vinci (European Commission, 2014b)) and plans to provide grants to over four million students and staff within the next seven years (2014-2020), having its budget increased by 40%, topping 14.7 billion euros (European Commission, 2014c; European Parliament & Council of Europe, 2013).

Looking at the data published by the European Commission regarding the Erasmus Programme (2007-13), over one million students (1116354) went abroad to study at another HEI. The main sending and hosting countries were Spain, France and Germany: these three countries alone sent 42.76% and received 38.96% of a total of 903832 students under mobility for studies from 2007 to 2012 (European Commission, 2012, pp. 36, Chart 18, p. 40, 2013, pp. 21, Chart 18-19, 2014a, pp. 8-9)

Taking into analysis the last academic year for which statistics are available (2012-13), six in ten students under mobility for studies were female (60.6%) and 22.6 years old. The more than two hundred thousand students received on average 253 euros as European Union monthly grant in order to cover part of their living expenses (an increase by 9.5% on the previous year). The students were mainly undergoing a Bachelor's (70%) or Master's (28%) degree and spent 6.2 months abroad, on average. As for the two biggest share of courses, 41% were from social sciences, business and law, followed by students of humanities (21.9%). The total number of students was increased by 3.8% on the previous year (European Commission, 2014a, pp. 8-9).

From 2007-08 to 2011-12, Turkey registered the highest increment on incoming students under the programme, doubling from 1,799 students to 4,557 students in 2012-13 (+104.98%). The second country was Latvia which increased their students by 81.38% to 727, followed closely in third place by Cyprus which recorded an increment of 79.94%, ending up with 463 students under the mobility for studies³ (European Commission, 2012, pp. 41, Chart 21, 2013, pp. 22, Chart 21).

Although those countries had the highest increment on the incoming number of students, they represented, on average, only 2.12% of the total 904102 students (2007-2012). Analysing the top three receiver countries – Spain, France and Germany – Germany registered the highest increment (18.34%), followed by France (17.21%) and on third place Spain (12.58%). It is also important to notice that even though Spain, France and Germany held, on average, a 39.03% share of the total, these countries lost 2.99%, meaning that even though more students chose these countries, even more students chose other countries. Germany was the only of these three countries to have a positive increment during the four years of this analysis (2011-12: +0.33%)(European Commission, 2013, pp. 21, Chart 18; 21).

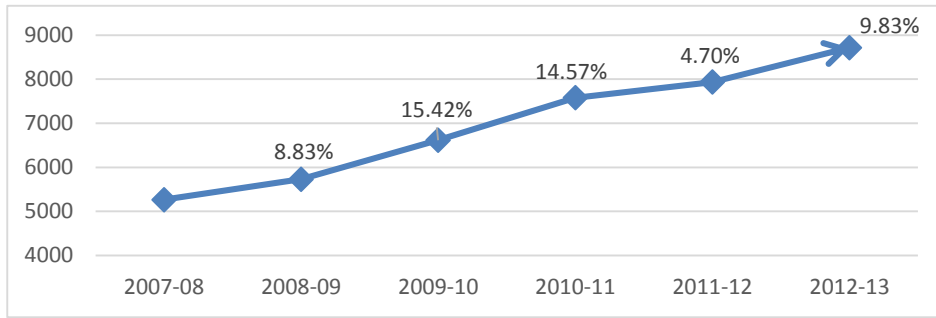
During the academic year 2012-13, 212,522 students went abroad to study through the Erasmus Programme to one of the 33 participating countries, whereas Europe received over 2.1 million foreigner students in 2012: in 2000-01 there were 111 thousand Erasmus students and 935 thousand foreigner students (2000), and in 2005-06 over 154 thousand Erasmus students participated in the programme, and Europe received 1,388 million foreigner students (European Commission, 2013, pp. 21, Chart 18, 2014a, p. 8; OECD, 2014b, pp. 342, Chart C4.1).

2.2 EMS IN PORTUGAL

During the last Erasmus Programme (Lifelong Learning Programme, 2007-13), the number of EMS students in Portugal (incoming) increased by 65.48%, from 5,267 students in 2007-08 to 8,716 students in 2012-13, dispersed by 85 Portuguese higher institutions (ANPROALV, 2014; MEC, 2014, p. 80)(Chart 4).

³ Switzerland and Croatia registered a higher increment (25860% and 2527.27%, respectively), but both countries joined the Erasmus Programme in 2010-11 onwards.

Chart 4 – Evolution of participants in Portugal under the Lifelong Learning Programme (2007-2013)



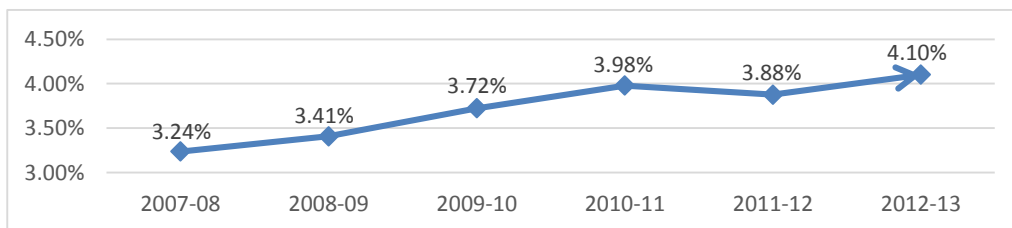
(Source: MEC, 2014, p. 80, Table 7)

Among the top universities, the Portuguese HEI which received more EMS student was the new University of Lisbon with 1469 students, almost the double than the University of Porto (814 EMS students); third place went to University of Coimbra, with 775 students, and the University of Aveiro ranked 9th, with 238 EMS students (ANPROALV, 2014)⁴. Geographically, and for this study, 16 HI in Porto received EMS students in 2012-13 (1,688 students; 59.12%), 2 HI in Coimbra (929 students; 32.54%) and the University of Aveiro received 238 students (8.34%).

Spain was the country that sent in more EMS students (26.8%), followed by Italy (13.3%) and Poland (12.4%); the high percentage of Spain when compared to the other countries follows the same pattern when analysing the ISM (9% comes from Spain), and can be explained by the “cost, quality and enrolment advantages” (OECD, 2014b, p. 351). It is also important to note that Portugal attracted 61.71% more EMS students than it sent abroad: 8716 incoming vs 5390 outgoing, in 2012-13 (MEC, 2014, p. 78, Table 7-8).

Comparing the Portuguese incoming share on the Lifelong Learning Programme (2007-13), Portugal received only 3.75% of the total EMS during that period (check Chart 5 for yearly Portuguese market share).

Chart 5 – Portugal's incoming market share on the Lifelong Learning Programme (2007-2013)



(Source: European Commission, 2013, p. 21, Chart 18; MEC, 2014, p. 80, Table 7)

⁴ The ranking given by ANPROALV (2014) presents ‘Universidade Técnica de Lisboa’ (Technical University of Lisbon) and ‘Universidade de Lisboa’ (University of Lisbon) as two independent HI. However, and even though both institutions were merged in 2012, becoming the ‘Universidade de Lisboa’ (University of Lisbon), only one year later (2013-14) they were formally working as one entity. It is also important to note that even though ‘Universidade Católica Portuguesa’ ranks 6th place on the original ranking, that HI is composed by four major regional centres: Lisbon (headquarters); Braga, Beiras, and Porto – in total it received 369 EMS students in 2012-13, but the regional centre of Porto received 81 students only.

Chapter 3 LITERATURE REVIEW

The present chapter deeply explores the existing literature available about how the decision-making process of an international student is made. Having a Push-Pull model as basis, the review explores the three stages in order to formulate hypothesis.

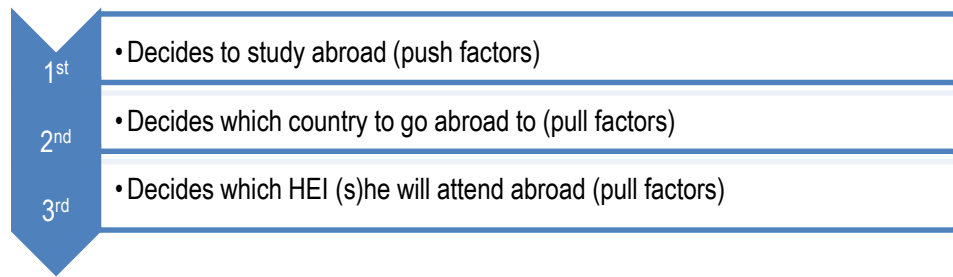
3.1 PUSH-PULL MODEL

During the last decades several studies regarding the international student mobility have been published: some analyse the motivation of the international students (Mazzarol & Soutar, 2002; Park, 2009) and some others use statistical data and mathematical flow analyses (González et al., 2011; McMahon, 1992).

While studying the flow of students from 18 developing nations (to the USA), McMahon (1992) tested a Push-Pull model which has been used by several other researches until nowadays to study the decision-making process of an international student when choosing a hosting HEI (Cubillo et al., 2006; González et al., 2011; Maringe & Cartes, 2007; Mazzarol & Soutar, 2002). According to the author, there are factors that push and pull a student to go study abroad: factors such as (low) level of economic wealth or the (lack) availability of educational opportunities in the home country may “push” the student to study abroad, whereas (the existence of) scholarships given by host country or the (larger) size of its economy may “pull” more students to study there.

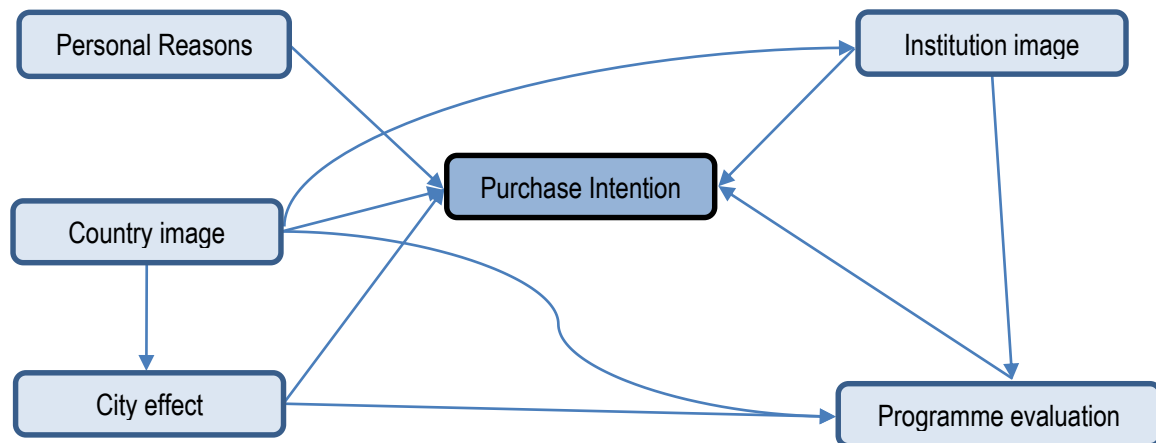
Another important addition to this model was given by Mazzarol and Soutar (2002) – according to them a student goes through three different stages when selecting a study destination. First, push factors within the home country make the student go study abroad, such as “overseas course better than local” or “course not available at home”. Second, he is pulled by other factors to choose a host country, e.g. “host qualifications recognised” and “knowledge of host country”. Last stage is when the student is influenced by pull factors to select a HEI, like if the “institution has a reputation for quality and is willing to recognise the student’s previous qualifications” (p. 85; 88)(Figure 1). The decisions will follow those three stages in that exact order (p. 84).

Figure 1 – Student decision-making framework according to Mazzarol and Soutar (2002)



Cubillo *et al.* (2006) explored the existing literature regarding what influences the decision-making process of international students and presented a hypothetical model made of four factors subdivided in 19 variables to ultimately analyse the purchase intention⁵ (Figure 2).

Figure 2 – Theoretical framework proposed by Cubillo *et al.* (2006)



3.2 PERSONAL REASONS

According to Mazzarol (1998) the “decision to study overseas is one of the most significant and expensive initiatives they (students and family) will have ever undertaken” (p. 165), and thus can be categorized as a high-involvement purchase as the students carefully choose their hosting HEI (Binsardi & Ekwulugo, 2003; Mittal, 1989; Mullins & Walker, 2012). Binsardi and Ekwulugo (2003) also point out that “students are not buying degrees; they are buying the benefits that a degree can provide in terms of employment, status, lifestyle, etc” (p. 319).

The European Commission recently issued the report ‘Erasmus Impact Study’ (2014d), which surveyed over 78 thousand individuals (students, staff, HEI and employers) to analyse the effects of mobility on the

⁵ In this case “purchase intention” is defined “as the intention of the student regarding the destination country as provider of education service” (Cubillo *et al.*, 2006, p. 104).

employability and competences of students and internationalizations of HEI. Amongst other conclusions, it showed both employability and competences of students are benefited from studying abroad; the risk of unemployment 12 months after finishing studies is 50% lower to former Erasmus students than non-mobiles students, and 23% lower after 5 years (p. 113;116). Also 42% of the Erasmus respondents “increased their advantage over non-mobile students on memo⁶ factors though study abroad” and 52% of them “improved their skills through stay abroad” (p. 84). In the employers perspective, 64% considered important to have an experience abroad (p. 16).

Several other studies and reports show that studying abroad boosts career prospects and improves students’ skills when compared to those students that did not go abroad, reason why it is common to have the opportunity to enhance future career prospects listed as an important factor that leads a student to go abroad (ESN AISBL, 2013; European Commission, 2014d; Hussin, Soon, & Sidin, 2000; Shaftel, Shaftel, & Ahluwalia, 2007; Soutar & Turner, 2002; Sweeney, 2012).

As higher education is considered a service that requires a high-involvement by the buyer (student)(Mazzarol, 1998), it is common for the student to ask for advice and guidance. Therefore, an important factor that influences the decision-making process are the recommendations given by family members, friends and counsellors/agents during the three stages (Bourke, 2000; González et al., 2011; Maringe & Cartes, 2007; Mazzarol & Soutar, 2002).

The above theoretical review allows to set three hypothesis:

- **H1:** Personal Reasons have a positive impact on Home Country Effect;
- **H2:** Personal Reasons have a positive impact on Host Country Effect;
- **H3:** Personal Reasons have a positive impact on Host Institution Effect.

3.3 HOME COUNTRY EFFECT

According to McMahon (1992), home country factors will ‘push’ the students who seek an international education to go abroad and, according to Mazzarol and Soutar (2002), these factors are the first to influence the decision-making process of those students (p. 83)(Figure 1). These factors are usually connected to the political or economic situation of the home country (Maringe & Cartes, 2007).

One of the factors revised by some authors is the difficulty to gain entry to a specific course or university within the home country (Maringe & Cartes, 2007; Mazzarol, Kemp, & Lawson, 1996; Mazzarol & Soutar, 2002; McMahon, 1992; Yang, 2007). A close example are the several Portuguese students that go to Spain every

⁶ Memo[©] stands for “Monitoring Exchange Mobility Outcomes” – it is a tool developed by CHE Consult made of six ‘memo[©] factors’ that measure and analyse the benefits of studying abroad.

year to study medicine (either because their marks are not high enough to be accepted or there are not enough places available at the Portuguese universities)(Agência Lusa, 2012). Intention to migrate and being able to attend a better courses abroad are also important factors among the international students (Mazzarol & Soutar, 2002; Yang, 2007).

Stagnation or decline of their home country economy can also lead students choose to go abroad (Maringe & Cartes, 2007; Mazzarol & Soutar, 2002; McMahon, 1992), same for political instability (Maringe & Cartes, 2007).

3.4 HOST COUNTRY EFFECT

Host country has an important role on the decision-making process of a student when going abroad. According to McMahon (1992) factors related to host country will attract the student (pull factors), making him prefer a specific country over others. It is also the 2nd stage on the decision-making process on Mazzarol and Soutar's model (2002), after the student had been 'pushed' to go abroad (1st stage; home country push factors) and before being 'pulled' to choose a specific HEI (3rd stage; HEI pull factors)(Figure 1).

Several studies have showed that the country's image is a major pull factor (Binsardi & Ekwulugo, 2003; Bourke, 2000; Mazzarol & Hosie, 1996; McMahon, 1992), increasing the competition among host nations in order to attract more international students (Bourke, 2000, p. 110).

Mazzarol and Soutar (2002) surveyed 1606 students (53% of them were international students) from 1996 to 2000 in Taiwan, India, China and Indonesia in an attempt to identify the different reasons why students selected a specific host country. It considered the "awareness and reputation of the host country (...) to be critical" on the decision-making process (Mazzarol & Soutar, 2002, p. 90). Among the factors listed, social links such as siblings or friends studying/living there, high overall reputation for quality education and a high international profile are presented.

Another factor to have in consideration is the city image that acts as a pull factor (Cubillo et al., 2006; Llewellyn-Smith & McCabe, 2008; Price, Matzdorf, Smith, & Agahi, 2003). According to Cubillo *et al.* (2006) the host city influences the student when choosing the host country since it "represents the environment in which the service will be produced and consumed" (p. 109). Choosing a city with an "affordable cost of living" seems to be important for most international students (p. 603), and even though EMS generally receive a grant to help on the extra costs arising from studying abroad (European Commission, 2014a, p. 8), 26% of the non-mobile students surveyed by The Erasmus Impact Study stated that they did not take part of the Erasmus Programme due to the Erasmus grant being insufficient (2014d, p. 76).

3.5 HOST INSTITUTION EFFECT

Host institution effect is the third and last stage of the decision-making process of a student who goes abroad, being composed by several 'pull' factors that make a particular HEI more attractive than the rest (Mazzarol & Soutar, 2002, p. 83)(Figure 1).

Until the 80's higher education was rated as a product, where students were the product itself and the employers were the customers (Kotler & Fox, 1995; Levitt, 1980). However, later studies in the field defined higher education as a pure service since educational services cannot be separated from the person delivering it and the costumer (student) that takes part in the process (inseparability), one cannot keep it (perishable), cannot be perceived, felt or tested in advance (intangible) and each and every service given is unique (heterogeneity)(Mazzarol, 1998; Nicholls, Harris, Morgan, Clarke, & Sims, 1995; Patterson, Romm, & Hill, 1998; Shank, Walker, & Hayes, 1996), and thus service marketing models have been successfully applied (DeShields Jr, Kara, & Kaynak, 2005; Hemsley-Brown & Oplatka, 2006; Nicolescu, 2009; Temple & Shattock, 2007).

The internationalization and globalization phenomenon has led the HEIs to promote themselves in order to create a strong positive image in the minds of the future students, helping to attract more students (Altbach & Knight, 2011; Miaoulis, 2003; OECD, 2014b; Ritchie, 2003; UNESCO, 2009). A way to create an influential institution image is to form positive opinions, impressions and ideas in the prospective students (Kotler & Fox, 1995) – that image will come from an evaluation of the service that will have indirect elements as starting points (as it is a service), such as the HEI reputation, staff expertise and campus environment (Maringe & Cartes, 2007; Mazzarol & Soutar, 2002; Soutar & Turner, 2002; Wilkins, Balakrishnan, & Huisman, 2012).

During the last decade the HEI core values, such as public interest and political democracy, have been replaced for some policies that are closely related to the private sector (productivity, profit, and so forth)(S. Cardoso, Carvalho, & Santiago, 2011; Nicolescu, 2009), which led several HEI explore the phenomenon of branding in order to be more attractive to students and academic staff (Chapleo, 2004; Hemsley-Brown & Oplatka, 2006; Wæraas & Solbakk, 2009). Marketization policies are aimed to give students more freedom of choice and to liberalise markets, which are set to improve the quality and offer a higher variety of services (Jongbloed, 2003).

Universities have been increasingly paying attention to international ranking, such has Times Higher Education⁷, Leiden Ranking⁸ and the Academic Ranking of World Universities⁹, taking advantage of the prestige it can give and using it to promote themselves (Clarke, 2007; González et al., 2011; Marginson & Wender, 2007). Rankings

⁷ <http://www.timeshighereducation.co.uk/>

⁸ <http://www.leidenranking.com/>

⁹ Also known as Shanghai Ranking: <http://www.shanghairanking.com/>

play also an important role on the attractiveness of the HEI (Cubillo et al., 2006; González et al., 2011; Yang, 2007): as Ellen Hazelkorn (2011) puts down, HEI “use rankings to guide restructuring of higher education because societies which are attractive to investment in research and innovation and highly skilled mobile talent will be more successful globally” (p. 37).

Several other studies show that HEI staff expertise, international strategic alliances and facilities are also an important source to attract international students (Beneke, 2011; Bourke, 2000; Ford, Joseph, & Joseph, 1999; Hussin et al., 2000; Mazzarol, 1998; Mazzarol & Soutar, 2002).

3.6 TRAVEL MOTIVATIONS

Among the literature reviewed there is only one study having a ‘travel motivations’ (or similar) factor on its own (Jianvittayakit, 2010), even though the majority of the rest of the studies included variables dispersed in different factors that could be put together and form one factor only, making it possible to study the impact of the leisure factor on the decision-making process of an international student. It is also important to notice that there is only one study regarding the decision-making process of the EMS students (González et al., 2011)

This factor is very important to further analyse one of the findings of a research conducted by González *et al.* (2011): EMS seems “to be biased towards the Mediterranean countries” – countries which climate is warmer than the rest of the European countries and, therefore, allowing several leisure activities to be done (p. 427). Thus, the authors leave the question to the reader: are public funds being used to finance leisure activities instead of an academic programme (p. 427)? This question leads to another important question: are EMS students “tourist first” or “education first”?

This question leads to the educational tourism field: educational tourism is a new form of tourism that started being discussed by several academics during the 90s, most notably by Gibson (1998), Holdnak and Holland (1996) and Kalinowski and Weiler (1992); another important contribution was also given by Brent Ritchie and his book *Managing Educational Tourism* (2003), where he examines educational tourism from many different perspectives that had been, until then, studied individually. Brent Ritchie defines ‘educational tourism’ as a “tourist activity undertaken by those who are undertaking an overnight vacation and those who are undertaking an excursion for whom education and learning is a primary or secondary part of their trip” (p. 18). The author conceptualized educational tourism into three major segments listed as a continuum – at one side: Tourism (tourism is the only motivation factor: e.g. go to the beach to relax); in the middle: Educational Tourism (tourism and education are the two main factors present; e.g. visit a museum while at a foreign city); and at the other side: Education (education is the only factor; e.g. ‘active’ field trip) (2003, p. 13, Figure 1.2). Educational Tourism could also be divided by two other segments: ‘Tourism First’ (type of tourism where tourism experiences are the primary aspect, and education is secondary) and ‘Education First’ (opposite to ‘tourism first’, having

educational aspects as main factors and tourism is a small part of the experience)(p. 12) – university students undergoing an exchange programme are perceived as “education first” educational tourism experiences (p. 12).

Several other studies pointed educational push/pull factors as the main factors, such as future career prospects (European Commission, 2014d; Shaftel et al., 2007; Soutar & Turner, 2002), academic reputation (Cubillo et al., 2006; González et al., 2011; Yang, 2007) or HEI staff expertise (Jianvittayakit, 2010; Li & Bray, 2007; Padlee, Kamaruddin, & Baharum, 2010).

However, a few other studies focused a little bit more on the importance of climate and touristic factors on the decision-making process of an international student, such as González (2011), Jianvittayakit and Dimanche (2010) and Llewellyn-Smith and McCabe (2008).

Bourke (2000) surveyed 225 international students studying in Ireland, of which 73% agreed that to “experience new cultures” was one of the reasons they went to study abroad. Also according to The Erasmus Impact Study report (European Commission, 2014d), around 92% of EMS students considered that the opportunity to meet new people was a very important reason that led them to participate in Erasmus, same for the 92% and 94% who considered the opportunity to learn/improve a new language and to live abroad very important (respectively); around 41% answered that they were also influenced by the idea of having a ‘relaxed’ year abroad (leaving more time for leisure activities)(European Commission, 2014d, p. 74 - Figure 3-2).

In their study, Jianvittayakit and Dimanche (2010) concluded that travel motivation factors are more important during the 2nd stage (when choosing the host country), whereas the academic motivation factors are taken into account when choosing the institution, considering travel motivation factors as the primary motivation factors, leaving academic motivation factors as secondary. Another important approach was given by Llewellyn-Smith and McCabe (2008), stating that international students should be classified as “tourism first” educational tourists, “with travel being their primary motivation and the educational component being secondary importance”, after surveying a sample of students that had studied abroad at an Australian university (p. 604). In both works travel motivation factors had a great importance on all three stages of the decision-making process.

Three different hypotheses are to be studied further later;

- **H4:**
 - **a)** *Travel Motivation Push* has a positive impact on *Home Country Effect*;
 - **b)** *Travel Motivation Pull* has a positive impact on *Home Country Effect*;
- **H5:**
 - **a)** *Travel Motivation Push* has a positive impact on *Host Country Effect*;
 - **b)** *Travel Motivation Pull* has a positive impact on *Host Country Effect*;

- **H6:**
 - **a)** *Travel Motivation Push* has a positive impact on *Host Institution Effect*.
 - **b)** *Travel Motivation Pull* has a positive impact on *Host Institution Effect*.

Chapter 4 PROPOSED STRUCTURAL MODEL

The fourth chapter lists all items and hypothesis to be considered on this study and presents the proposed structural model (dimensions) to be tested, including causal relationships between its constructs and respective hypothesis.

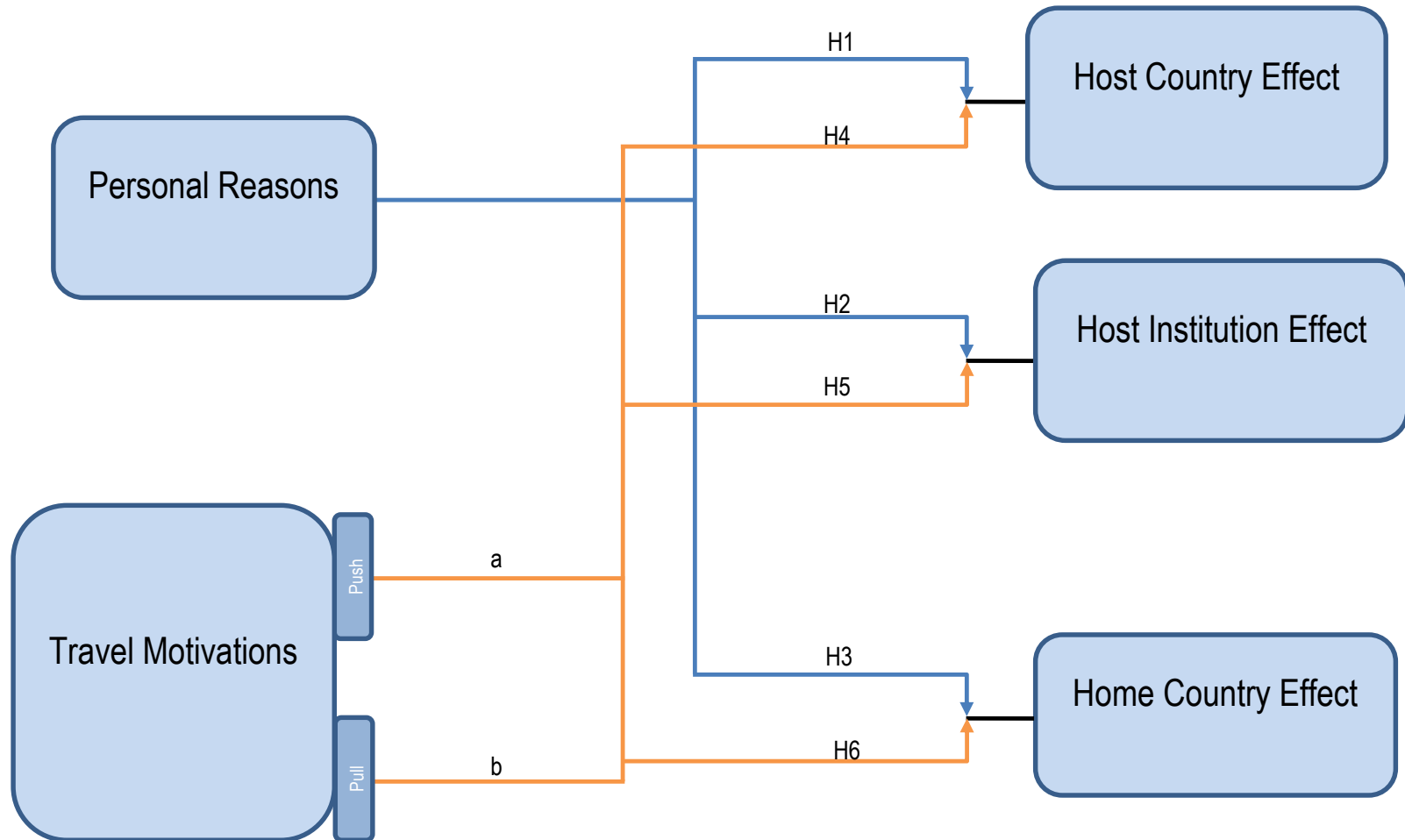
4.1 HYPOTHESIS AND STRUCTURAL MODEL

Nine hypothesis were formulated based on literature review under Chapter 3, and the proposed model is presented at Figure 3, including all hypothesis – the expected causal directions are indicated by the arrows.

Hypothesis are listed as bellow:

- **H1:** *Personal Reasons* has a positive impact on *Home Country Effect*;
- **H2:** *Personal Reasons* has a positive impact on *Host Country Effect*;
- **H3:** *Personal Reasons* has a positive impact on *Host Institution Effect*;
- **H4:**
 - **a)** *Travel Motivation Push* has a positive impact on *Home Country Effect*;
 - **b)** *Travel Motivation Pull* has a positive impact on *Home Country Effect*;
- **H5:**
 - **a)** *Travel Motivation Push* has a positive impact on *Host Country Effect*;
 - **b)** *Travel Motivation Pull* has a positive impact on *Host Country Effect*;
- **H6:**
 - **a)** *Travel Motivation Push* has a positive impact on *Host Institution Effect*.
 - **b)** *Travel Motivation Pull* has a positive impact on *Host Institution Effect*.

Figure 3 – Proposed structural model



4.2 MEASURES AND QUESTIONNAIRE

The data present on this study was collected using a closed question questionnaire based on constructs presented at previous studies carried out on this field of studies.

Two categorical Likert-type scales were used to measure the constructs: a five-point Likert scale was applied on all but *Travel Motivations* construct, which used a seven-point Likert-type scale – this decision was made to give the respondents a wider scope of options to choose from on one of the key constructs on this study (*Travel Motivations*). It is also noteworthy to point out that *Travel Motivations* was the construct with more variables to be analysed (27), and thus a seven-point Likert scale provided a better data basis to be studied later on, since it would be possible to maintain a higher level of reliability: several studies have shown that a seven-point scale is more sensitive when compared to a five-scale (Diefenbach & Weinstein, 1993; Finstad, 2010), giving a “higher degree of detail and precision” (Cohen, Manion, & Morrison, 2007, p. 327). The five-point likert scale has been used by several authors in their studies about this subject (Llewellyn-Smith & McCabe, 2008; Mazzarol et al., 1996; Park, 2009), and the same applies to the seven-point scale (Mazzarol, 1998; Mazzarol & Soutar, 2002; Wilkins et al., 2012). The level of agreement scale anchors ranged from 1 – *strongly disagree* to 5 – *strongly agree* (5-point Likert scale)/7 – *strongly agree* (7-point liker scale), as recommended by Vagias (2006).

The items used on this study came from two different sources mainly: *Personal Reasons*, *Host Country Effect* and *Host Institution Effect* were adapted from Cubillo et al. (2006); whereas *Travel Motivations*, they key construct to be studied, was adapted from Llewellyn-Smith and McCabe (2008). *Home Country Effect* items were taken from two different authors: two items from Mazzarol and Soutar (2002) and the remaining two from were originated on Maringe and Cartes’s study (2007): these four items were all considered important to the study. All original measures were in English, and thus no translation was needed, only small changes to adapt to the Portuguese scenario (since none of the studies were about Portugal).

The initial questionnaire was submitted by a sample of 15 EMS students (total) randomly chosen from ESN Aveiro, Coimbra and Porto databases, attending HEI in Aveiro, Coimbra or Porto, respectively. The feedback helped to correct and improve readability and clarity of the scales. Table 1 lists the items used per construct.

Table 1 – Used items per construct

Construct	Item
Personal Reasons:	
	I went abroad to...
PR1	...enhance my future career prospects.
PR2	...increase my future earnings prospects.
PR3	...make international contacts.
PR4	...improve my language skills.

Construct	Item
	My family's recommendations helped me to decide...
PR5	...to go abroad.
PR6	...to go to Portugal.
PR7	...my current host institution.
	My friends' recommendations were important to decide...
PR8	...to go abroad.
PR9	...to go to Portugal.
PR10	...my current host institution.
	My professor/counsellor's recommendations were important to decide...
PR11	...to go abroad.
PR12	...to go to Portugal.
PR13	...my current host institution.
Host Country Effect:	
	I chose Portugal for its...
HostCE1	...social reputation.
HostCE2	...academic reputation.
HostCE3	...development level.
HostCE4	...opportunity of working during the course.
HostCE5	...linguistic proximity or distance.
HostCE6	...social facilities.
HostCE7	...international environment.
HostCE8	...university environment.
Host Institution Effect:	
	I chose my current host institution because of its...
HIE1	...institution prestige.
HIE2	...ranking position.
HIE3	...brand reputation.
HIE4	...academic reputation.
HIE5	...researcher reputation.
HIE6	...quality reputation.
HIE7	...expertise of teaching staff.
HIE8	...professional experience of teaching staff.
HIE9	...campus atmosphere.
HIE10	...social life at university.
HIE11	...safety and security.
HIE12	...library facilities.
HIE13	...availability of computers.
HIE14	...availability of quiet areas.
HIE15	...availability of areas for self-study.
HIE16	...sport facilities.

Construct	Item
Home Country Effect:	
	I went abroad because...
HomeCE1	...overseas course is better than local.
HomeCE2	...I have the intention to migrate in a near future.
HomeCE3	...of the unstable political situation.
HomeCE4	...of the unstable economic situation.
Travel Motivations (Push):	
	My decision-making process was influenced by...
TMPush1	...the desire to travel.
TMPush2	...the opportunity for fun and excitement.
TMPush3	...the social experience of living in a different country.
TMPush4	...the opportunity to meet new people and making friends.
TMPush5	...the opportunity to be challenged in a new environment.
TMPush6	...freedom and adventure.
TMPush7	...the opportunity to learn about and experience Portuguese culture.
TMPush8	...opportunity to interact with local residents.
TMPush9	...the opportunity to be independent and live away from home.
TMPush10	...opportunity to go somewhere different to other respondents from my home university.
Travel Motivations (Pull)	
	My decision-making process was influenced by...
TMPull1	...opportunity to enjoy Portugal's sea, sun and surf.
TMPull2	...the tourist and cultural attractions in Portugal.
TMPull3	...Portugal's scenery and diverse natural environment.
TMPull4	...Portugal being friendly and welcoming.
TMPull5	...Portugal's warm and sunny climate.
TMPull6	...Portugal being exotic and intriguing.
TMPull7	...Portugal's unique wildlife.
TMPull8	...Portugal being far away from home.
TMPull9	...the idea that Portuguese people like to go out and have fun.
TMPull10	...outdoor recreation and sporting activities available in Portugal.
TMPull11	...cost of travel to and within Portugal.
TMPull12	...Portuguese culture being similar to my own culture.
TMPull13	...quality and availability of transport in Portugal.
TMPull14	...affordable cost of living in the host city.
TMPull15	...the host city as a gateway to other destinations in Portugal.
TMPull16	...the host city itself.

Chapter 5 DATA AND RESULTS

The questionnaire based on the literature reviewed, composed by 5 dimensions, was submitted to collect the data needed to further analyse. This chapter describes the findings of the study's empirical research: firstly by analysing sample characteristics and then moving on to used methodology and at the end a description of the obtained results.

5.1 SAMPLE

The latest data available from the European Commission regarding the Erasmus Programme, complemented with the information published by the Portuguese National Agency for the Management of the Lifelong Learning Programme¹⁰ regarding EMS in Portugal (ANPROALV, 2014), is from 2012-13 only, and therefore the current Portuguese EMS population is unknown. In order to calculate a representative sample for an unknown population (normally distributed), Cochran (1963, p. 75) proposes the following equation:

$$n_0 = \frac{Z^2 pq}{e^2}$$

n_0 = sample size

Z^2 = abscissa of the normal curve that cuts off an area α at the tails

q = $1 - p$

p = estimated proportion of the attribute that is presented at the population

e = desired level of precision

The confidence level required will be 95%, and thus $Z = 1.96$ ($1 - \alpha$); precision $\pm 5\%$ ($e = 0.05$); and $p = 0.5$ (maximum variation); Applying the formula:

$$n = \frac{Z^2 pq}{e^2} = \frac{(1.96)^2 (.5)(.5)}{(0.05)^2} \cong 384 \text{ (rounded up)}$$

And hence, the number of samples needed is 384.

The target population was the EMS students 2014-15 from three geographical areas to be surveyed – Aveiro, Coimbra and Porto – which in 2012-13 received 2855 EMS students – 16 HI from Porto attracted 1688 students

¹⁰ Agência Nacional para a Gestão do Programa Aprendizagem ao Longo da Vida (ANPROALV): <http://www.proalv.pt/>

(59.12%), followed by 2 HI in Coimbra with 929 students (32.54%) and the University of Aveiro received 238 EMS students (8.34%). These 2855 EMS students, represented 32.76% of the Portuguese share in 2012-13.

The data was collected during the last two weeks of October 2014 and using an online questionnaire whose link was sent via email by 12 HI and using Facebook groups managed by Erasmus Student Network (Aveiro, Coimbra and Porto).

As no current number of EMS students is known at the moment (2014-15), nor from 2013-14, a comparison to 2012-13 data is done¹¹. The 12 HI that agreed to resend the questionnaire to their EMS students represented 82.77% of the EMS students that carried their studies in the 19 HI in 2012-13. The final data set had 872 valid responses, which would have represented 30.54% of the EMS share in Aveiro, Coimbra and Porto in 2012-13, and was higher than the minimum valid responses needed (384).

Porto recorded 392 answers, what would have represented 23.22% of the total EMS students in mobility in that region in 2012-13 numbers; with 332 submissions, would have been 35.74% in Coimbra; and by submitting 148 questionnaires, they would have represented 62.18% in Aveiro.

5.1.1 DEMOGRAPHICS

Nine measures were used to further know the respondents. Gender, age, country of citizenship, host HI, current level of study, period of mobility (whether 1 or 2 semesters, or if stills unknown), whether if Portugal or their host HI were their 1st option to go abroad, if there were other countries and/or HI besides Portugal or their current hosting HI, and a question to know their flow of decision during their decision-making process.

The majority of the respondents were female (70.6%) and being 22 to 25 years old (49.9%); 58.7% were undergoing a Bachelor's Degree – this uneven distribution is in line with European Union's report 2012-13 (60.9%, 22.5 years old, 67%, respectively)(European Commission, 2014a)(Table 2).

Table 2 – Sample demographics' gender, age and level of studies

	Frequency	%
Gender		
Male	256	29.4%
Female	616	70.6%
Age		
18 to 21	361	41.4%
22 to 25	435	49.9%
26 to 29	56	6.4%
>29	20	2.3%

¹¹ This comparison should be taken with caution as the only available EMS data regarding all Portuguese HI published is from 2012-13, and therefore the comparison between different periods of time might not be accurate since the performance of each HI over time is not known.

Level of studies		
Bachelor's	512	58.7%
Master's	300	34.4%
Doctoral	16	1.8%
Other	44	5%

As foreseeable, 91% of the respondents were from one of the 28 European member states – even though non-European Union citizens could apply to study under Erasmus in Europe, Erasmus+ Programme is set to give even more support to those students, expanding its boundaries (Table 3).

Spanish students alone accounted for 15.4% of the total answers, phenomenon that was also observed on the latest OECD report (2014b, p. 360 - table C4.5).

Citizens from the Eastern European countries represented a big share of the respondents (32.8%), which can be justified by a growing economy seeking for highly skilled workforce (Labaye et al., 2013).

Table 3 – Sample's demographics' country of citizenship

	Frequency	%
Country of citizenship		
European Union (28)	792	91%
Spain	134	15.4%
Eastern countries ¹²	286	32.8%
Non-European Union (28)	80	9.2%

The University of Coimbra, Porto and Aveiro were the Portuguese host HI from where more respondents were studying (32.8%, 27.6%, 17%, respectively; 77.4% in total), which was not a surprise since these three HI accounted for 63.99% of the Portuguese EMS market share in 2012-13 (Table 4).

Table 4 – Sample demographics' host HI

Geographic area	HI	Frequency	%
Aveiro	University of Aveiro	148	16.97%
Coimbra	University of Coimbra	286	32.8%
	Polytechnic Institute of Coimbra	46	5.3%
	Total:	332	38.07%
Porto	University of Porto	241	27.6%
	Catholic University of Portugal (Porto)	36	4.1%
	ESAD	24	2.8%
	Polytechnic Institute of Porto	24	2.8%
	ESAP	16	1.8%
	Others (11)	51	5.85%
	Total:	392	44.95%

¹² As define by the Multilingual Thesaurus of the European Union: <http://eurovoc.europa.eu/>

Regarding respondents' mobility information, 57.2% answered they were going to stay for one semester only, which was also observed in 2012-13 (European Commission, 2014a). 74.5% chose Portugal as their first choice, dropping to 65.3% when choosing their host HI as first option in their preferences (Table 5).

Table 5 – Sample demographics' mobility period

	Frequency	%
Period		
1 semester	499	57.2%
2 semesters	258	29.6%
Not sure ¹³	115	13.2%
Portugal as 1st option		
Yes	650	74.5%
No	222	25.5%
Current HI as 1st option		
Yes	569	65.3%
No	303	34.7%

As the Erasmus+ Programme is well-known, it is normal for an university to have several agreements to send/receive students: 3,267 HI institutions sent students under the Erasmus Programme in 2012-13, number that had been increasing so far (European Commission, 2014a, p. 8), hence 65.3% of the respondents had other countries to choose from and three out of five had other HI to go to when making the selection (60.3%)(Table 6).

Table 6 – Sample demographics' Host country and HI choices

	Frequency	%
Other than Portugal		
Yes	650	74.5%
No	222	25.5%
Other than current host HI		
Yes	569	65.3%
No	303	34.7%

Lastly, and in order to check if an EMS behaved like an ordinary international student, deciding first to go abroad, then to which country to go and finally the host HI, just like defended in the three-stages push-pull model proposed by Mazzarol and Soutar (2002), respondents confirmed the theory: 87.6% first chose to go abroad, then 80.7% chose the host country, and finally 79,1% chose their host HI (Table 7).

¹³ A student can start by going abroad for one semester and ask for an extension during that period, to a total of twelve months per cycle of studies – the respondents whose answer was 'not sure' represent those students that might/are asking for an extension.

Table 7 – Sample demographics' flow of decision

	Frequency	%
Stage		
1 st	764	87.6%
2 nd	704	80.7%
3 rd	690	79.1%

5.2 METHODOLOGY

All data was inserted and analysed using a statistical software (IMB SPSS Statistics 21) in order to ensure consistency and validity of the proposed structural model.

Firstly a reliability analysis was carried out to check scales' consistency and validity; then an exploratory factor analysis (EFA) was made in order to identify data's main relationships and convert them into factors; and finally linear regressions are applied to test the hypothesis.

Skewness and kurtosis allow to understand if the data is set as a normal distribution (kurtosis) by analysing its symmetry (skewness). Curran et al. (1996) recommend skewness and kurtosis absolute values to be below 2.0 and 7.0, respectively, in order to have a population and distribution considered normal.

Cronbach's Alpha was used to assure scales' internal consistency and reliability of a group of variables (items), expressing the expected correlation between the used scale and other hypothetical scales from the same universe with the same amount of items to measure the same characteristics. Values should spawn from 0 to 1, according to a consistency scale by Pestana and Gageiro (2005)(Table 8).

Table 8 – Reference values for Cronbach's Alpha

Scale consistency	Alpha Values
Very Good	> 0.9
Good	0.8 – 0.9
Reasonable	0.7 – 0.8
Weak	0.6 – 0.7
Unacceptable	< 0.6

Source: Pestana and Gageiro (2005)

After this reliability analysis has been done, an EFA was conducted. In general there is no consensus among the literature about the minimum data characteristics needed to do an EFA, although several recommendations are available, usually in terms of sample size and subjects-to-variable ratio (STV) – the data set available on this study fulfils the most common recommendations ($N = 872$, $STV = 13:1$)(Costello & Osborne, 2005; MacCallum, Widaman, Zhang, & Hong, 1999). Possible underlying factors are identified by examining the

interdependence among variables, paying attention to the Kaiser-Meyer-Olkin (KMO) values in order to estimate the sample appropriateness to the group of variables – those values can range from 0 to 1, and the closest to 1 the better (Malhotra, 2009; Pestana & Gageiro, 2005)(Table 9). The quality of the correlations between the variables may be improved by removing some items.

Table 9 – Keyser-Meyer-Olkin (KMO) reference values

Factor Analysis	KMO Values
Very Good	[0.9 – 1]
Good	[0.8 – 0.9[
Average	[0.7 – 0.8[
Reasonable	[0.6 – 0.7[
Weak	[0.5 – 0.6[
Unacceptable	< 0.5

Source: Pestana and Gageiro (2005)

The analysis had into consideration the communalities values, considering values equal or higher than 0.5, and used a principal component analysis, as well as an orthogonal factor rotation using the Varimax Method: minimizing “the number of variables that have high loadings on each factor” and simplifying the interpretation of the factors (IBM, 2013, p. 97).

To determine the number of factors to consider, both Scree Plots and the Kaiser criterion were considered, while having the literature review in mind.

5.3 RESULTS

5.3.1 RELIABILITY AND SCALES CONSISTENCY

All skewness and kurtosis values are below the reference values proposed by Curran et al. (1996) – 2 and 7, respectively – assuring the item normality.

The reliability analysis was applied and its results confirmed the internal consistency of the scales used: *Host Institution Effect* registered a Cronbach’s Alpha greater than 0.900, and thus presenting a very good internal consistency; *Personal Reasons* and both *Travel Motivations (Push/Pull)* obtained values between 0.8 and 0.9, values considered as *good* according to Curran et al. (1996). *Host Country Effect* and *Home Country Effect* had both a *reasonable* consistency (0.792, 0.783, respectively).

Table 10 presents the reliability analysis results.

Table 10 – Reliability Analysis results

	Item	Mean	Std. Deviation	Skewness	Kurtosis	Cronbach's Alpha
Personal Reasons	PR1	4.12	0.963	-0.861	-0.143	0.814
	PR2	3.66	1.219	-0.798	-0.157	
	PR3	4.29	0.899	-1.175	0.876	
	PR4	4.42	0.917	-1.905	3.715	
	PR5	3.34	1.312	-0.316	-0.929	
	PR6	2.86	1.262	0.089	-0.815	
	PR7	2.56	1.201	0.270	-0.629	
	PR8	3.43	1.414	-0.472	-1.026	
	PR9	2.92	1.311	-0.120	-1.023	
	PR10	2.74	1.176	-0.143	-0.747	
	PR11	3021	1.402	-0.281	-1.124	
	PR12	2.72	1.305	0.117	-0.975	
	PR13	2.81	1.350	0.031	-1.097	
Host Country Effect	HostCE1	3.470	1.167	-0.621	-0.300	0.792
	HostCE2	3.34	1.111	-0.7208	-0.587	
	HostCE3	2.87	1.098	-0.178	-0.575	
	HostCE4	1.96	1.127	0.983	0.146	
	HostCE5	3.31	1.410	-0.404	-1.094	
	HostCE6	3.36	1.131	-0.576	-0.251	
	HostCE7	3.67	1.126	-0.689	-0.177	
	HostCE8	3.71	1.074	-0.587	-0.229	
Host Institution Effect	HIE1	3.41	1.155	-0.481	-0.359	0.925
	HIE2	3.13	1.280	-0.211	-0.838	
	HIE3	2.93	1.201	-0.060	-0.632	
	HIE4	3.51	1.096	-0.412	-0.213	
	HIE5	2.88	1.122	-0.205	-0.490	
	HIE6	3.48	1.101	-0.579	-0.101	
	HIE7	3.25	1.093	-0.195	-0.264	
	HIE8	3.22	1.130	-0.235	-0.486	
	HIE9	3.25	1.184	-0.361	-0.677	
	HIE10	3.55	1.159	-0.706	-0.043	
	HIE11	2.81	1.141	-0.078	-0.562	
	HIE12	2.75	1.145	-0.059	-0.652	
	HIE13	2.37	1.119	0.175	-0.801	
	HIE14	2.66	1.127	-0.096	-0.684	
	HIE15	2.72	1.167	-0.093	-0.788	
	HIE16	2.43	1.211	0.349	-0.678	
Home Country Effect	HomeCE1	2.73	1.376	0.189	-1.209	0.783
	HomeCE2	3.15	1.370	-0.286	-1.130	
	HomeCE3	1.98	1.235	0.947	-0.286	
	HomeCE4	2.12	1.293	0.650	-1.031	
Travel Motivations (Push)	TMPush1	3.23	1.170	-0.916	4.339	0.837
	TMPush2	5.63	1.577	-0.274	1.063	
	TMPush3	6.15	1.381	-2.135	4.656	
	TMPush4	6.13	1.195	-2.044	5.310	
	TMPush5	6.04	1.289	-1.849	3.905	

	Item	Mean	Std. Deviation	Skewness	Kurtosis	Cronbach's Alpha
	TMPush6	5.76	1.518	-1.530	1.796	
	TMPush7	5.95	1.265	-1.526	2.888	
	TMPush8	5.49	1.514	-0.862	0.218	
	TMPush9	5.51	1.856	-1.152	0.226	
	TMPush10	5.48	1.628	-1.061	0.493	
	TMPull1	5.31	1.740	-1.010	0.320	
	TMPull2	5.21	1.664	-1.035	0.476	
	TMPull3	5.16	1.567	-0.834	0.139	
	TMPull4	5.61	1.579	-1.230	0.973	
	TMPull5	5.21	1.809	-0.950	-0.026	
	TMPull6	4.79	1.813	-0.728	-0.342	
	TMPull7	4.20	1.629	-0.288	-0.377	
	TMPull8	4.16	2.028	-0.231	-1.146	
	TMPull9	4.60	1.715	-0.404	-0.516	
	TMPull10	4.28	1.722	-0.177	-0.578	
	TMPull11	4.42	1.866	-0.307	-0.836	
	TMPull12	4.64	1.975	-0.341	-1.072	
	TMPull13	3.83	1.722	-0.023	-0.814	
	TMPull14	5.39	1.548	-1.064	0.799	
	TMPull15	4.77	1.719	-0.573	-0.304	
	TMPull16	5.46	1.636	-1.118	0.727	
Travel Motivations (Pull)						0.880
Valid N (listwise)				872		

5.3.2 EXPLORATORY FACTOR ANALYSIS

Personal reasons

Thirteen items were analysed and two iterations were made: first, 'PR4 – I went abroad to improve my language skills' had to be put aside due to its low communality value (0.306). After removing PR4, 'PR3 – I went abroad to make international contacts' registered a low community value (0.399) as well, and thus it was deleted. The remaining communalities were all above 0.6, which is considered good (Table 11).

Four factors were obtained, explaining 72.246% of the total variance. KMO was 0.783, which, according to Pestana and Gageiro (2005), is considered *average*, close to *good*. As for the Cronbach's Alpha, Factor 1 and 2 retrieved values slightly higher than 0.8 (*good*) and Factor 3 had 0.712 (*reasonable*). However, Factor 4 registered 0.586, and even though it ranked as *unacceptable*, it was close to 0.600 (*weak*) and no further analysis was conducted.

Table 11 – Exploratory Factor Analysis: Personal Reasons

Items	Factors			
	Factor 1 Advice from professors	Factor 2 Advice from friends	Factor 3 Advice from family	Factor 4 Career Prospects
PR1 – I went abroad to enhance my career prospects.				0.873
PR2 – I went abroad to increase my future earnings prospects.				0.783
PR5 – My family's recommendations helped me to decide go abroad.			0.873	
PR6 – My family's recommendations helped me to decide to go to Portugal.			0.783	
PR7 – My family' recommendations helped me to decide my current host institution.			0.873	
PR8 – My friends' recommendations were important to decide to go abroad.		0.769		
PR9 – My friends' recommendations were important to decide to go to Portugal.		0.869		
PR10 – My friends' recommendations were important to decide my current host institution.		0.824		
PR11 – My professor/counsellor's recommendations were important to decide to go abroad.	0.825			
PR12 – My professor/counsellor's recommendations were important to decide to go to Portugal.	0.820			
PR13 – My professor/counsellor's recommendations were important to decide my current host institution.	0.851			
Total value	4.096	1.480	1.248	1.124
Variance (%)	37.234%	13.451%	11.345%	10.216%
Cumulative Variance (%)	37.234%	50.684%	62.030%	72.246%
Cronbach's Alpha Coefficient	0.845	0.812	0.719	0.586

Host Country Effect

Exploratory analysis was done to HCE1 to HCE8. 'HostCE4 – I chose Portugal for its opportunity of working during the course' revealed a low communality (0.227), and it was not considered, improving total variance to 61.628% (Table 12).

By analysing *Rotated Component Matrix*, 'HostCE 6 – had loadings higher than 0.400 in two factors (cross-loading), which represents a complex structure. However, further iterations would only create more cross-loadings and as the difference between both loadings was almost 0.200 (0.171), the variable was integrated on the factor where the loading was greater. With seven item, both KMO were set to *reasonable*.

Table 12 – Host Country Effect

Items	Factors	
	Factor 5 Academic	Factor 6 Country's Environment
HostCE1 – I chose Portugal for its social reputation.		0.664
HostCE2 – I chose Portugal for its academic reputation	0.822	
HostCE3 – I chose Portugal for its development level.		0.664
HostCE5 – I chose Portugal for its linguistic proximity or distance		0.802
HostCE6 – I chose Portugal for its social facilities.		0.598
HostCE7 – I chose Portugal for its international environment.	0.664	
HostCE8 – I chose Portugal for its university environment.	0.814	
	Total value	3.242
	Variance (%)	46.308%
	Cumulative Variance (%)	61.628%
	Cronbach's Alpha Coefficient	0.741
		0.708

Host Institution Effect

Sixteen variables were put under analysis: 'HIE16 – I chose my current host institution because of its sport facilities' was withdrawn due to low communality (0.299). Kaiser criterion formulated three factors – however, 'HIE3 – I chose my current host institution because of its brand reputation' and 'HIE11 – I chose my current host institution because of its social life at university' registered cross-loadings. It was decided to drop HIE3 out (difference between loadings was lower than 0.200), forming now two factors: HIE8 – I chose my current host institution because of its professional experience of teaching staff' was now presenting cross-loadings, but the difference between them was lower than 0.200, so it remained in. As Scree Plot also revealed a two factors solution before the factor's eigenvalues levelled off. No further analysis was needed (Table 13).

The KMO value was 0.909, considered as *very good*, while the total variance explained was 61.320%. Cronbach's Alphas were set to 0.905 (Factor 7; *very good*) and 0.859 (Factor 8; *good*).

Table 13 – Host Institution Effect

Items	Factors		
	Factor 7 Ranking & Environment	Factor 8 Facilities	
HIE1 – I chose my current host institution because of its institution prestige.	0.800		
HIE2 – I chose my current host institution because of its ranking position.	0.583		
HIE4 – I chose my current host institution because of its academic reputation.	0.871		
HIE5 – I chose my current host institution because of its researcher reputation.		0.654	
HIE6 – I chose my current host institution because of its quality reputation.	0.866		
HIE7 – I chose my current host institution because of its expertise of teaching staff.	0.761		
HIE8 – I chose my current host institution because of its professional experience of teaching staff.	0.629		
HIE9 – I chose my current host institution because of its campus atmosphere.	0.645		
HIE10 – I chose my current host institution because of its social life at university.	0.672		
HIE11 – I chose my current host institution because of its social life at university.		0.615	
HIE12 – I chose my current host institution because of its safety and security.		0.644	
HIE13 – I chose my current host institution because of its library facilities.		0.791	
HIE14 – I chose my current host institution because of its availability of computers.		0.785	
HIE15 – I chose my current host institution because of its availability of quiet areas.		0.822	
	Total value	6.889	1.696
	Variance (%)	49.206%	12.114%
	Cumulative Variance (%)	49.206%	61.320%
	Cronbach's Alpha Coefficient	0.905	0.859

Home Country Effect

The four items had a total explained variance of 61.092% and an average KMO (0.738). Cronbach's Alpha was considered reasonable (0.783). Scree Plot suggested the same number of factors (one) as the Kaiser criterion did, having strong loadings at that component (all above 0.700)(Table 14).

Table 14 – Home Country Effect

Items	Factor
	Factor 9 Home Image
HomeCE1 – I went abroad because overseas course is better than local.	0.751
HomeCE2 – I went abroad because I have the intention to migrate in a near future	0.703
HomeCE3 – I went abroad because of the unstable political situation.	0.825
HomeCE4 – I went abroad because of the unstable economic situation.	0.839
	Total value 2.444
	Variance (%) 61.092%
	Cumulative Variance (%) 61.092%
	Cronbach's Alpha Coefficient 0.783

Travel Motivations (Push)

Ten items were analysed: '**TMPush8** – My decision-making process was influenced by the opportunity to interact with local residents' was dropped out due to low communality (0.205), followed by '**TMPush3** – My decision-making process was influenced by the social experience of living in a different country' (0.456). Due to similar cross-loadings, '**TMPush1** – My decision-making process was influenced by the desire to travel' and then '**TMPush4** – My decision-making process was influenced by the opportunity to meet new people and making friends' were removed in order to avoid complex structures.

Two factor were generated and visibly confirmed through the Scree Plot: the factors accounted for 64.923% of the total variance and generated a KMO of 0.771 (*reasonable*). Factor 10's Cronbach's Alpha was *reasonable* (0.751), whereas Factor 11's alpha was considered *weak* (even though close to *reasonable*)(Table 15).

Table 15 – Travel Motivations (Push)

Items	Factors	
	Factor 10 Escape	Factor 11 Knowledge seeking
TM2 – My decision-making process was influenced by the opportunity for fun and excitement.	0.737	
TM5 – My decision-making process was influenced by the social experience of living in a different country.		0.757
TM6 – My decision-making process was influenced by freedom and adventure.	0.838	
TM7 – My decision-making process was influenced by the opportunity to meet new people and making friends.		0.740
TM9 – My decision-making process was influenced by the opportunity to be independent and live away from home.	0.813	
TM10 – My decision-making process was influenced by opportunity to go somewhere different to other respondents from my home university.		0.775
	Total value	2.825
	Variance (%)	47.077%
	Cumulative Variance (%)	64.923%
	Cronbach's Alpha Coefficient	0.751
		1.071
		17.846%
		0.676

Travel Motivations (Pull)

Sixteen items were put into analysis: 'TMPull18 – My decision-making process was influenced by Portugal being far away from home' was not considered due to its low communality (0.397). 'TMPull19 – My decision-making process was influenced by the idea that Portuguese people like to go out and have fun' presented cross-loadings, but as the difference between the values were greater than 0.200 the item was not put aside. A two-factor solution was given and confirmed by analysing the Scree Plot (Table 16).

The solution explained 54.658% of the total variance, having a *very good* KMO (0.919). Factor 12's Cronbach's Alpha Coefficient was *very good* (0.907), while Factor 13's was considered *reasonable*.

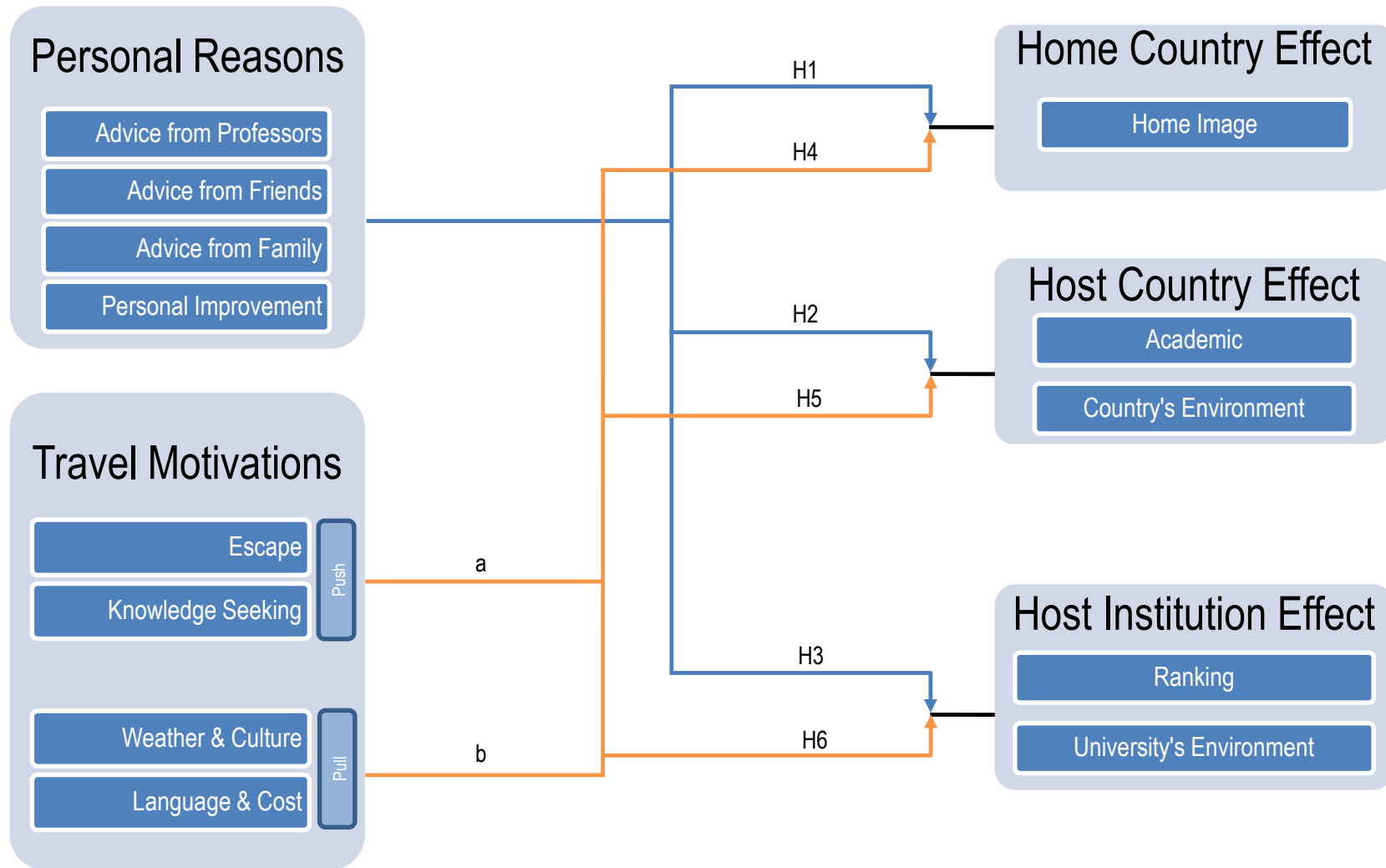
Table 16 – Travel Motivations (Pull)

Items	Factor	
	Factor 12 Weather & Culture	Factor 13 Language & Cost
TMPull11 – My decision-making process was influenced by opportunity to enjoy Portugal’s sea, sun and surf.	0.721	
TMPull12 – My decision-making process was influenced by the tourist and cultural attractions in Portugal.	0.667	
TMPull13 – My decision-making process was influenced by Portugal’s scenery and diverse natural environment.	0.747	
TMPull14 – My decision-making process was influenced by Portugal being friendly and welcoming.	0.663	
TMPull15 – My decision-making process was influenced by Portugal’s warm and sunny climate.	0.701	
TMPull16 – My decision-making process was influenced by Portugal being exotic and intriguing.	0.798	
TMPull17 – My decision-making process was influenced by Portugal’s unique wildlife.	0.620	
TMPull19 – My decision-making process was influenced by the idea that Portuguese people like to go out and have fun.	0.676	
TMPull20 – My decision-making process was influenced by the outdoor recreation and sporting activities available in Portugal.	0.662	
TMPull21 – My decision-making process was influenced by the cost of travel to and within Portugal.		0.705
TMPull22 – My decision-making process was influenced by Portuguese culture being similar to my own culture ¹⁴		0.779
TMPull23 – My decision-making process was influenced by the cost of travel to and within Portugal		0.668
TMPull24 – My decision-making process was influenced by the affordable cost of living in the host city.		0.732
TMPull25 – My decision-making process was influenced by the host city as a gateway to other destinations in Portugal.	0.606	
TMPull26 – My decision-making process was influenced by the host city itself.	0.644	
Total value	6.665	1.533
Variance (%)	44.435%	10.223%
Cumulative Variance (%)	44.435%	54.658%
Cronbach’s Alpha Coefficient	0.907	0.745

The EFA results are visually presented on Figure 4.

¹⁴ The original item was ‘**TM22** – My decision-making process was influenced by Portuguese culture being different to my own culture’ – the scale was reversed in order to measure the construct in the same direction.

Figure 4 – Proposed structural model after EFA



5.3.3 TESTS OF HYPOTHESIS

From the 13 factors obtained, a regression analysis was performed to test the hypotheses presented in Hypothesis and Structural Model. Dependent and independent variables (the extracted factors) were put into test to examine the relationships between them. Regressions were conducted under IBM SPSS Statistics 21 standard method.

The values given by β are used to determine the intensity of the relationship: the closer to 1, the stronger the identified relationship is; the specific contribution (%) given by an independent variable to a dependent variable is presented through F statistics, whereas t statistics give a specific percentage of the contribution given by an independent to a dependent variable. p -value should give values below 1%, 5% or 10% (0.01, 0.05, and 0.1, respectively).

R^2 output gives the information of how much variance can the independent variables explain in the dependent variable (e.g. 0.25 indicates that 25% of the dependent variance is accounted for in the model in analysis). Muijs (2004, p. 165) argued that R^2 between 0.11 to 0.3 suggest a modest goodness of fit.

Three proposed structural models were studied:

- Proposed Structural Model A: factors related to *Personal Reasons* dimension were analysed as the only independent factors;
- Proposed Structural Model B: factors related to *Travel Motivations* dimension were analysed as the only independent factors;
- Proposed Structural Model A+B: both factors related to *Personal Reasons* and *Travel Motivations* dimensions were analysed as independent factors.

5.3.3.1 MULTI-COLLINEARITY ANALYSIS

A multi-collinearity diagnoses using correlational and Variance Inflation Factor (VIF) was conducted before testing the hypothesis in order to check the correlations among the identified factors that resulted from EFA – or in other words, to see if the standard errors are inflated due to multi-collinearity, which will look like some variables are statistically insignificant while the otherwise would be expected.

Person coefficients (r) can range from -1 to 1: the higher the value, the higher the correlation between the variables is: Evans (1996) ranked the absolute value of r as following: 0.00-0.19 – *very weak*; 0.20-0.39 – *weak*; 0.40-0.59 – *moderate*; 0.60-0.79 – *strong*, 0.80-1.0 – *very strong*. As for VIF, Hair et al. (1995) recommended values lower than 10 in order to not have a significant multi-collinearity.

The highest correlation value registered was 0.509 (*Ranking & Environment vs Academic*; check table below) – according to Cohen et al. (2007), correlations ranging from 0.20 to 0.35 represent a very low relationship

between variables (even though they may be statistically significant), whereas group predictions having correlations from 0.35 to 0.65 may be possible (Table 17).

Table 17 – Pearson and Variance Inflation Factor Coefficients (VIF)

	Factor													VIF		
	1	2	3	4	5	6	7	8	9	10	11	12	13	Model A	Model B	Model A+B
1	1													0.000		1.100
2	0.000	1												0.000		1.179
3	0.000	0.000	1											0.000		1.067
4	0.000	0.000	0.000	1										0.000		1.064
5	0.268	0.163	0.069	0.187	1											
6	0.106	0.179	0.201	0.240	0.000	1										
7	0.296	0.184	0.047	0.071	0.509	0.081	1									
8	0.231	0.205	0.070	0.294	0.247	0.441	0.000	1								
9	0.203	0.159	0.066	0.374	0.266	0.313	0.153	0.445	1							
10	0.137	0.001	-0.077	0.095	0.111	0.113	-0.072	0.237	0.222	1						
11	0.197	0.209	0.051	0.030	0.373	0.234	0.238	0.197	0.207	0.000	1			1.552		1.642
12	0.107	0.257	-0.049	0.037	0.302	0.246	0.142	0.205	0.211	0.494	0.441	1		1.466		1.504
13	0.210	0.202	0.208	0.220	0.215	0.390	0.352	0.394	0.347	0.172	0.193	0.000	1	1.884		2.043
	1 – Advice from Professors				5 – Academic				9 – Home Image				13 – Language & Cost			
	2 – Advice from Friends				6 – Country Environment				10 – Escape							
	3 – Advice from Family				7 – Ranking & Environment				11 – Knowledge Seeking							
	4 – Career Prospects				8 – Facilities				12 – Weather & Culture							

5.3.3.2 MODEL A

Regression analysis of *Home Country Effect* antecedents

The regression analysis shows the variance of *Home Country Effect* that can be predicted by the combination of its antecedents was 21.1% ($R^2=0.211$)(Table 18).

Career Prospects, *Advice from Professors* and *Advice from Friends* have influence on *Home Image*, and therefore on *Home Country Effect*: the first has the highest influence ($\beta=0.374$; $\rho<0.05$), followed by *Advice from Professors* ($\beta=0.203$; $\rho<0.05$) and *Advice from Friends* ($\beta=0.159$; $\rho<0.05$). *Advice from Family* predicts 6.6% of the dependent factor only ($\beta=0.066$; $\rho<0.05$). Having all statistically positive relationships, the hypothesis H1 thus was confirmed at a R^2 of 0.138 (to *Academic*) and 0.141 (to *Country's Environment*).

Regression analysis of *Host Country Effect* antecedents

The values obtained from the regression analysis confirmed hypothesis H2: from the four antecedents analysed, all of them were statistically significant at $\rho<0.05$, with a positive prediction –*Advice from Professors* was the strongest driver ($\beta=0.268$; $\rho<0.05$), whereas *Advice from Family* was the weakest ($\beta=0.069$; $\rho<0.05$). R square yielded a 0.138 (13.8%) value (Table 18)

Regression analysis of *Host Institution Effect* antecedents

The four factors were able to predict *Facilities* variation – *Career Prospects* were the strongest driver ($\beta=0.294$; $\rho>0.05$). However, hypothesis H3 was only partially confirmed due to *Advice from Family* not being statistically significant to *Ranking & Environment* ($\beta=0.047$; $\rho>0.1$). The *Ranking & Environment* variance able to be predicted was 12.9 % ($R^2=0.129$), whereas *Facilities* predicable variance was a little higher: $R^2=0.187$ (Table 18).

Table 18 – Regression analysis: Model A

	Construct	Home Country Effect			Host Country Effect						Host Institution Effect						VIF
		Home Image			Academic			Country's Environment			Ranking & Environment			Facilities			
		β	t	ρ -value	β	t	ρ -value	β	t	ρ -value	β	t	ρ -value	β	t	ρ -value	
Personal reasons	Advice from Professors	0.203	6.746	0.000	0.268	8.497	0.000	0.106	3.377	0.001	0.296	9.348	0.000	0.231	7.555	0.000	1.000
	Advice from Friends	0.159	5.271	0.000	0.163	5.167	0.000	0.179	5.694	0.000	0.184	5.795	0.000	0.205	6.690	0.000	1.000
	Advice from Family	0.066	2.191	0.029	0.069	2.177	0.030	0.201	6.397	0.000	0.047	1.489	0.137	0.070	2.289	0.022	1.000
	Career Prospects	0.374	12.416	0.000	0.187	5.925	0.000	0.240	7.625	0.000	0.071	2.253	0.025	0.294	9.617	0.000	1.000
	R²	0.211			0.138			0.141			0.129			0.187			
	Adjusted	0.208			0.134			0.138			0.125			0.183			
	F	58.061			30.039			35.718			32.067			40.743			

The results from the exploratory analysis had some impact on the proposed structural model since there was a partially confirmed hypothesis (H3): the general overview is listed in Table 19 and its coefficients in Table 20.

Table 19 – Hypothesis results overview: Model A

Hypothesis	Results
H1: <i>Personal Reasons</i> has a positive impact on <i>Home Country Effect</i> .	Confirmed
H2: <i>Personal Reasons</i> has a positive impact on <i>Host Country Effect</i> .	Confirmed
H3: <i>Personal Reasons</i> has a positive impact on <i>Host Institution Effect</i> .	Partially Confirmed

Table 20 – Regression coefficients: Model A

Factor	Construct	Home Country Effect		Host Country Effect		Host Institution Effect	
		Home Image	Academic	Country's Environment	Ranking & Environment	Facilities	
		β	β	β	β	β	
Personal reasons	Advice from Professors	0.203**	0.268**	0.106**	0.296**	0.231**	
	Advice from Friends	0.159**	0.163**	0.179**	0.184**	0.205**	
	Advice from Family	0.066**	0.069**	0.201**	--	0.070**	
	Career Prospects	0.374**	0.187**	0.240**	0.071**	0.294**	

** (ρ -value < 0.05)
* (ρ -value < 0.10)

5.3.3.3 MODEL B

Regression analysis of *Home Country Effect* antecedents

The regression analysis showed that the factors from both independent constructs were statistical and positively significant to *Home Country Effect – Escape* was the strongest driver from *Travel Motivations (Push)* ($\beta=0.211$; $\rho<0.01$), whereas *Language & Cost* was the driver with the highest influence from *Travel Motivations (Pull)* ($\beta=0.308$; $\rho<0.01$). Hypothesis H4a and H4b were therefore confirmed at an overall fit of 0.176 (R^2) (Table 21).

Regression analysis of *Host Country Effect* antecedents

Hypothesis 5a was partially confirmed since only *Knowledge Seeking* had influence on *Host Country Effect (Academic): Escape* and *Knowledge Seeking* were not statistically significant to *Academic* and *Country's Environment*, respectively, and *Escape* yielded a negative relationship to *Country's Environment*. Hypothesis 5b was successfully confirmed: the strongest drivers to *Academic* and *Country's Environment* were *Weather & Culture* ($\beta=0.198$; $\rho<0.01$) and *Language & Cost* ($\beta=0.399$; $\rho<0.01$), respectively. The variance of *Ranking &*

Environment that can be predicted by the combination of its antecedents was 20.3% ($R^2=0.203$), whereas *Facilities* yielded a R^2 of 0.208 (Table 21).

Regression analysis of *Host Institution Effect* antecedents

Hypothesis H6a was also partially confirmed: *Escape* yielded a negative relationship to *Ranking & Environment* and *Knowledge Seeking* was also not statistically significant to that dependent factor ($\rho>0.1$). Hypothesis H6b was confirmed, having *Language & Cost* as the strongest driver on both dependent factors ($\beta=0.386$; $\rho<0.01$ and $\beta=0.358$ $\rho<0.01$, respectively). R^2 obtained were similar: 0.203 to *Ranking & Environment* and 0.208 to *Facilities* (Table 21).

Table 21 – Regression analysis: Model B

		Construct	Home Country Effect			Host Country Effect						Host Institution Effect			VIF			
			Home Image			Academic		Country's Environment			Ranking & Environment			Facilities				
Factor		β	t	ρ -value	β	t	ρ -value	β	t	ρ -value	β	t	ρ -value	β	t	ρ -value		
Travel Motivations	Push	Escape	0.113	2.949	0.003	-0.016	-0.430	<u>0.667</u>	-0.092	-2.451	0.014	-0.260	-6.887	0.000	0.121	3.219	0.001	1.552
		Knowledge Seeking	0.098	2.635	0.009	0.253	6.834	0.000	0.036	0.992	<u>0.322</u>	0.055	1.508	<u>0.132</u>	0.079	2.168	0.030	1.466
	Pull	Weather & Culture	0.112	2.649	0.008	0.198	4.724	0.000	0.275	6.683	0.000	0.246	5.916	0.000	0.110	2.644	0.008	1.884
		Language & Cost	0.308	9.393	0.000	0.169	5.179	0.000	0.399	12.501	0.000	0.386	11.962	0.000	0.358	11.120	0.000	1.134
		R²	0.176			0.189			0.221			0.203			0.208			
		Adjusted	0.172			0.185			0.218			0.199			0.204			
		F	46.333			50.423			61.587			55.186			56.874			
			0.000			0.000			0.000			0.000			0.000			

Table 22 lists the results and Table 23 presents the regression coefficients for Model B.

Table 22 – Hypothesis results overview: Model B

Hypothesis	Results
H4a: <i>Travel Motivation Push</i> has a positive impact on <i>Home Country Effect</i> .	Confirmed
H4b: <i>Travel Motivation Pull</i> has a positive impact on <i>Home Country Effect</i> .	Confirmed
H5a: <i>Travel Motivation Push</i> has a positive impact on <i>Host Country Effect</i> .	Partially Confirmed
H5b: <i>Travel Motivation Pull</i> has a positive impact on <i>Host Country Effect</i> .	Confirmed
H6a: <i>Travel Motivation Push</i> has a positive impact on <i>Host Institution Effect</i> .	Partially Confirmed
H6b: <i>Travel Motivation Pull</i> has a positive impact on <i>Host Institution Effect</i> .	Confirmed

Table 23 – Regression coefficients: Model B

	Construct	Home Country Effect	Host Country Effect		Host Institution Effect		
		Home Image	Academic	Country's Environment	Ranking & Environment	Facilities	
		β	β	β	β	β	
Travel Motivations	Push	Escape	0.113**	--	--	--	0.121**
		Knowledge Seeking	0.098**	0.253**	--	--	0.079**
	Pull	Weather & Culture	0.112**	0.198**	0.275**	0.246**	0.110**
		Language & Cost	0.308**	0.169**	0.399**	0.386**	0.358**

** (ρ -value < 0.05)

* (ρ -value < 0.10)

5.3.3.4 MODEL A+B

Regression analysis of *Home Country Effect* antecedents

Hypothesis H1 was partially confirmed since *Advice from Family* was not statistically significant ($\rho > 0.1$) to *Home Image*. The remaining independent variables were positive and statistically significant (*Career Prospects* was the strongest driver ($\beta = 0.317$; $\rho < 0.05$)). Both H4a and H4b were confirmed: *Escape from Travel Motivations (Push)* ($\beta = 0.105$; $\rho < 0.01$) and *Language & Cost from Travel Motivations (Pull)* ($\beta = 0.194$; $\rho < 0.01$) were the strongest drivers. R^2 yielded was 0.283 (Table 24).

Regression analysis of *Host Country Effect* antecedents

Hypothesis H2 was partially confirmed: *Advice from Family* was not statistically significant to *Academic* ($\rho > 0.1$) and *Advice from Professors* and *Advice from Friends* also yielded ρ -values higher than 0.1.

Hypothesis H5a was also partially confirmed: *Escape* and *Knowledge Seeking* registered ρ -values higher than 0.1 (to *Academic* and *Country's Environment*, respectively). On the other hand hypothesis H5b was confirmed, being *Weather & Culture* ($\beta=0.182$; $\rho<0.01$) and *Language & Cost* ($\beta=0.319$; $\rho<0.01$) both the strongest drivers to *Academic* and *Country's Environment*, respectively (Table 24).

The variance of *Academic* and *Country's Effect* that can be predicted by the combination of its antecedents was 24.4% ($R^2=0.244$) and 26.4% ($R^2=0.264$), respectively.

Regression analysis of *Host Institution Effect* antecedents

Hypothesis H3 was partially confirmed ($\rho<0.05$): *Advice from Friends* was the only *Ranking & Environment* antecedent with a positive and statistically significant relation ($\beta=0.236$; $\rho<0.01$), whereas *Advice from Family* was the only antecedent with a non-statistically significant relation to *Facilities* (Table 24).

Both hypothesis made from *Travel Motivations Push/Pull* (H6a and H6b) were also partially confirmed. Regression analysis to *Escape* revealed a statistical significant negative effect to *Ranking & Environment*, and *Knowledge Seeking* and *Weather & Culture* were statistically not significant to *Ranking & Environment* (both) and *Facilities* (last one only).

R^2 retrieved was 0.256 to *Ranking & Environment* and 0.279 to *Facilities*.

Table 24 – Regression analysis: Model A+B

	Construct	Home Country Effect			Host Country Effect						Host Institution Effect						VIF	
		Home Image			Academic			Country's Environment			Ranking & Environment			Facilities				
		Factor	β	t	ρ -value	β	t	ρ -value	β	t	ρ -value	β	t	ρ -value	β	t		ρ -value
Personal reasons	Advice from Professors	0.124	4.092	0.000	0.192	6.184	0.000	0.015	0.493	0.622	0.236	7.652	0.000	0.143	4.731	0.000	1.100	
	Advice from Friends	0.082	2.628	0.009	0.053	1.663	0.097	0.042	1.319	0.188	0.051	1.614	0.107	0.126	4.000	0.000	1.179	
	Advice from Family	0.033	1.121	0.262	0.047	1.527	0.127	0.140	4.628	0.000	-0.035	-1.167	0.244	0.027	0.915	0.361	1.067	
	Career Prospects	0.317	10.648	0.000	0.159	5.194	0.000	0.166	5.529	0.000	0.014	0.460	0.646	0.223	7.493	0.000	1.064	
Travel Motivations	Push	Escape	0.105	2.832	0.005	-0.031	-0.827	0.409	-0.075	-2.005	0.045	-0.284	-7.563	0.000	0.123	3.325	0.001	1.642
		Knowledge Seeking	0.082	2.325	0.020	0.221	6.086	0.000	0.036	1.016	0.310	0.012	0.333	0.739	0.057	1.619	0.106	1.504
	Pull	Weather & Culture	0.079	1.919	0.055	0.182	4.306	0.000	0.255	6.108	0.000	0.237	5.641	0.000	0.064	1.547	0.122	2.043
		Language & Cost	0.194	5.755	0.000	0.082	2.368	0.018	0.319	9.344	0.000	0.343	10.011	0.000	0.252	7.452	0.000	1.365
R ²		0.283			0.244			0.264			0.256			0.279				
Adjusted		0.276			0.237			0.257			0.250			0.273				
F		42.602			34.894			38.722			37.203			41.799				
		0.000			0.000			0.000			0.000			0.000				

The hypothesis results for this analysis are listed on Table 25 and its coefficients on Table 26.

Table 25 – Hypothesis results overview: Model A+B

Hypothesis	Results
H1: <i>Personal Reasons</i> has a positive impact on <i>Home Country Effect</i> .	Partially Confirmed
H2: <i>Personal Reasons</i> has a positive impact on <i>Host Country Effect</i> .	Partially Confirmed
H3: <i>Personal Reasons</i> has a positive impact on <i>Host Institution Effect</i> .	Partially Confirmed
H4a: <i>Travel Motivation Push</i> has a positive impact on <i>Home Country Effect</i> .	Confirmed
H4b: <i>Travel Motivation Pull</i> has a positive impact on <i>Home Country Effect</i> .	Confirmed
H5a: <i>Travel Motivation Push</i> has a positive impact on <i>Host Country Effect</i> .	Partially Confirmed
H5b: <i>Travel Motivation Pull</i> has a positive impact on <i>Host Country Effect</i> .	Confirmed
H6a: <i>Travel Motivation Push</i> has a positive impact on <i>Host Institution Effect</i> .	Partially Confirmed
H6b: <i>Travel Motivation Pull</i> has a positive impact on <i>Host Institution Effect</i> .	Partially Confirmed

Table 26 – Regression coefficients: Model A+B

	Construct	Home Country Effect	Host Country Effect		Host Institution Effect		
		Home Image	Academic	Country's Environment	Ranking & Environment	Facilities	
	Factor	β	β	β	β	β	
Personal reasons	Advice from Professors	0.124**	0.192**	--	0.236**	0.143**	
	Advice from Friends	0.082**	0.053**	--	--	0.126**	
	Advice from Family	--	--	0.140**	--	--	
	Career Prospects	0.317**	0.159**	0.166**	--	0.223**	
Travel Motivations	Push	Escape	0.105**	--	--	--	0.123**
		Knowledge Seeking	0.082**	0.221**	--	--	--
	Pull	Weather & Culture	0.079*	0.182**	0.255**	0.237**	--
		Language & Cost	0.194**	0.082**	0.319**	0.343**	0.252**

** (ρ -value < 0.05)

* (ρ -value < 0.10)

Chapter 6 CONCLUSIONS

Firstly, a comparison will be done between the results of this study and the findings from other previous works – respective implications will be also made. Secondly, a general overview will be presented, comparing what was wanted and what was achieved. Finally, limitations of this study and suggestions to future research will be made.

6.1 DISCUSSION

The main purpose of this research was to gain understanding of the decision-making process of the EMS student studying in Aveiro, Coimbra and Porto (Portugal) in 2014-15, specially trying to further explore the importance of tourism factors on that process.

Two independent dimensions were explored: *Personal Reasons* and *Travel Motivations*. The Push-Pull Model created by Mazzarol and Soutar (2002) was adapted to create the relationships needed – *Home Country Effect*, *Host Country Effect* and *Host Institution Effect* were hold as dependent variables, whereas *Personal Reasons* and *Travel Motivations* were hypothesised as having positive relations with all three dependent variables.

The main proposed model (A+B) was then divided into two, each of which had one of the two independent variables only in order to study its individual relationship to *Home Country Effect*, *Host Country Effect* and *Host Institution Effect*, and check by analysing its regression how the behaviour of the total variance explained and respective variable coefficients. Model A+B, the main model to be studied, was then put into analysis – by inserting touristic measures into the proposed conceptual framework, it was possible to obtain more data to form some insights of the decision-making process of an EMS student.

Personal Reasons

Four factor were created during the factor analysis: three are related to the influence of advices from professors, friends and family, and the other factor is related to career prospects.

The hypothesis that *Personal Reasons* influence *Home Country Effect* (H1) was partially confirmed since *Advice from Family* showed no to be statistically significant, whereas *Career Prospects* was the most significant factor among the two dimensions affecting *Home Country Effect*, which validates finding from previous studies (Cubillo et al., 2006; Park, 2009) – EMS student are looking for an international experience that will bring advantages in

a near future, which may be due to the openness of European market (where the labour force can take advantage of the free mobility) and the European knowledge-based society. Other studies underline the importance of references and positive word-of-mouth advices during the decision-making process when deciding to go abroad (Jianvittayakit, 2010; Mazzarol & Soutar, 2002; Pimpa, 2003).

As far as *Personal Reasons* are concerned, EMS students seem to pay attention to the advices given by their professors and friends when deciding the host country in terms of its academic reputation: main reasons may be professors are seen to have a better academic opinion, while friends may have been abroad to that countries before (as pointed by González (2011)). *Advice from Family* had influence on *Country's Environment* only on this model – which can be explained by the importance to have the student on a safe and secure environment. The idea to enhance career prospects is also important when choosing the host country, which is in line with several other studies (Cubillo et al., 2006; Soutar & Turner, 2002; Wilkins et al., 2012).

Regarding *Host Institution Effect*, *Advices from Professors* are taken into consideration when choosing the university, in special the one that concerns the ranking of the university (*Ranking & Environment*), whereas the advice from friends help EMS students to decide by analysing the facilities and see if the campus is a safe place. As stated before (see 3.4), HEI offer a service – and as a service expectation is created by one's personal needs, previous experience and institution image (Grönroos, 1994) – and advices are, therefore, important factors influencing the decision-making process (Cubillo et al., 2006).

Travel Motivations

Travel Motivation dimension was the main dimension on analysis: was divided by two – *Travel Motivations Push* and *Travel Motivations Pull*, as suggested by Jianvittayakit (2010). The first sub-dimension (push) was composed by two factors: *Escape* – the desire to be independent and free, and *Knowledge Seeking* – the desire to be in a new place and meet new people. As for *Travel Motivation Pull*, it was divided by also two factors: *Weather & Culture* – how the Portuguese climate and cultural attractions pulled the EMS students, and *Language & Cost* – how similar the Portuguese culture is and how the cost to travel within and live in Portugal affected the decision-making process.

All push and pull factors had influence on the first stage of the decision-making process (*Home Country Effect*), which is in line with the study by Jianvittayakit (2010) – EMS students go abroad because they want to explore and experience new adventures: this decision is also influenced by the cultural proximity and economic factors.

The desire to know more (*Knowledge Seeking*) has also influence when choosing the host country (*Host Country Effect*) as far as the country's academic overall status is concerned. The climate, culture, language and cost (*Weather & Culture* and *Language and Cost*) are all also important to take that decision, particularly to

analyse the country's environment (*Country's Environment*) – findings in line with other studies as well (González et al., 2011; Jianvittayakit, 2010).

Finally, the host institution decision is also influenced by travel motivations, mainly the pull-type – *Language and Cost* are especially important when analysing overall host HEI prestige, environment and costs: even though EMS usually receive a scholarship, it is not intended to cover all the expenses (but only the gap between home to host cost of live), and therefore EMS students pay attention to the economic factor, which was also observed in other studies (Cubillo et al., 2006; Padlee et al., 2010; Shanka, Quintal, & Taylor, 2006)

6.2 FINAL REMARKS AND IMPLICATIONS

The proposed framework offers a useful insight of the importance of touristic factors on the decision-making process of an EMS student, as well as personal reasons-type factors.

EMS students are influenced to go abroad to improve their skills and enhance their job prospects having influence on all three dependent dimensions (all three stages). *Career Prospects* is related to the enhancement of his future job prospects or to the improvement of his future earnings, and plays an important role during the first two stages. References and opinions from friends are important, mainly to give information about the facilities of the host HEI – host HEI should integrate EMS students into their campus, providing access to the same services to everyone (local and international community).

Advice from professors are seemed to have a huge impact as a push and as a host HEI factor: HEI usually provide an Erasmus Department coordinator per course, and most of the times that person is also a professor (as it happens at the University of Aveiro). Keeping these coordinators informed can reveal to be a good strategy to attract more studies – host HEI can directly promote themselves through these coordinators.

EMS students' family are important when deciding the host country's environment only – as this deals with the host's national perceived image, only national strategies can cope to – in some extend – change that.

Travel Motivations, in the other hand, concentrates all measures that can influence an international student in a tourist-way, also having influence on all dependent dimensions. This study provided evidence that the EMS decision-making process is highly influenced by tourist factors. HEI and government agencies should pay more attention to this segment of the international student community and promote themselves by also promoting their tourist assets. Being a country with a deep and rich history, the entities have a solid basis to work on this framework – they should also conjugate their current strategies to this reality in order to achieve the proposed goals, such as to double the number of international students in Portugal by 2020 (MEC, 2014).

The possibility are endless: HEI can cooperate with local government tourist offices (not necessarily exclusively) or with other non-profit organizations (such as Erasmus Student Network local delegations). As González et al.

(2011) noticed, there is evidence that EMS students are “impelled to participate in the programme simply because other students have also moved before” (p. 422), and therefore HEI should also try to keep an alumni data-base to promote itself and to try to be kept as a good reference among former-EMS students.

6.3 LIMITATIONS AND FUTURE RESEARCH

Literature about how an Erasmus goes through the three different decision-making process stages is very scarce: only a few authors have tried to come up with a framework that explains that process, such as González (2011) – having more literature about this subject could give stronger basis to work on and to compare studies.

Samples were collected in three Portuguese geographical areas only. Future research could explore all Portuguese HI in order to give a general overview of the EMS decision-making process to Portugal.

Since no EMS data is available to Portugal per HI (except for 2012-2013), a comparison between different periods may not be accurate since the performance of each HI is not known.

The regressions analysis yielded low R^2 (ranging from 0.129 to 0.283): new measures and an increment of the sample could be applied in order to increase the variance predicted by the independent variables.

Future studies could apply the same model to compare EMS to the rest of the international students to see whether the decision-making process is influenced by the same variables and in the same order.

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Annexes

Appendix 1 – Questionnaire used

Personal reasons

For the following statements regarding your personal factors that influenced your decision-making process, please rate them according to your agreement level: 1 being "strongly disagree" to 5 being "strongly agree":

I went abroad to...

	1 (Strongly disagree)	2	3 (Neutral)	4	5 (Strongly agree)
...enhance my future career prospects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...increase my future earnings prospects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...make international contacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...improve my language skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

My family's recommendations helped me to decide...

	1 (Strongly disagree)	2	3 (Neutral)	4	5 (Strongly agree)
...to go abroad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...to go to Portugal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...my current host institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

My friends' recommendations were important to decide...

	1 (Strongly disagree)	2	3 (Neutral)	4	5 (Strongly agree)
...to go abroad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...to go to Portugal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...my current host institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

My professor/counsellor's recommendations were important to decide...

	1 (Strongly disagree)	2	3 (Neutral)	4	5 (Strongly agree)
...to go abroad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...to go to Portugal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...my current host institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Host country effect

For the following statements regarding the host country factors that influenced your decision-making process, please rate them according to your agreement level: 1 being "strongly disagree" to 5 being "strongly agree":

I chose Portugal for its...

	1 (Strongly disagree)	2	3 (Neutral)	4	5 (Strongly agree)
...social reputation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...academic reputation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...development level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...opportunity of working during the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 (Strongly disagree)	2	3 (Neutral)	4	5 (Strongly agree)
...linguistic proximity or distance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...social facilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...international environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...university environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Host institution effect

For the following statements regarding your host institution factors that influenced your decision-making process, please rate them according to your agreement level: 1 being "strongly disagree" to 5 being "strongly agree":

I chose my current host institution because of its...

	1 (Strongly disagree)	2	3 (Neutral)	4	5 (Strongly agree)
...institution prestige.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...ranking position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...brand reputation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...academic reputation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 (Strongly disagree)	2	3 (Neutral)	4	5 (Strongly agree)
...researcher reputation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...quality reputation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...expertise of teaching staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...professional experience of teaching staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...campus atmosphere.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...social life at university.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...safety and security.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...library facilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...availability of computers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...availability of quiet areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...availability of areas for self-study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...sport facilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Home Country Effect

For the following statements regarding your home country factors that influenced your decision-making process, please rate them according to your agreement level: 1 being "strongly disagree" to 5 being "strongly agree":

I went abroad because...

	1 (Strongly disagree)	2	3 (Neutral)	4	5 (Strongly agree)
...overseas course better than local.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...I have the intention to migrate in a near future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...of the unstable political situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...of the unstable economic situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1 (Strongly disagree)	2	3	4 (Neutral)	5	6	7 (Strongly agree)
...Portugal being safe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...cost of travel to and within Portugal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...Portuguese culture being similar to my own culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...quality and availability of transport in Portugal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...affordable cost of living in the host city.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...the host city as a gateway to other destinations in Portugal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...the host city itself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Socio-demographics and other general information

Gender

Male Female

Age

Under 18 18 to 21 22 to 25 26 to 29 30 or above

Where are you from? (country of citizenship)

Which Portuguese institution are you attending?

University of Porto ESAP University of Coimbra University Lusófona of Porto University of Aveiro IPAM (Porto) Polytechnic Institute of Porto CESPU Catholic University of Portugal (Porto) ISCET

- | | | | |
|--|--------------------------|---|--------------------------|
| Polytechnic Institute of Coimbra | <input type="checkbox"/> | Higher School of Education of Paula Frassinetti | <input type="checkbox"/> |
| ISMAI | <input type="checkbox"/> | ESEP | <input type="checkbox"/> |
| ESAD | <input type="checkbox"/> | ISSSP | <input type="checkbox"/> |
| Fernando Pessoa University | <input type="checkbox"/> | ISAG | <input type="checkbox"/> |
| Portugalense University Infante D. Henrique
(UPT) | <input type="checkbox"/> | Other | <input type="checkbox"/> |

Current level of study:

- Beachelor's
- Master's
- Doctoral
- Other

How long will you stay in Portugal during your mobility programme?

1 semester

2 semesters

Not sure

My first option to go abroad was...

	Yes	No
Portugal	<input type="checkbox"/>	<input type="checkbox"/>
My current host institution	<input type="checkbox"/>	<input type="checkbox"/>

Were there other countries to choose from (besides Portugal) when deciding where to go?

Yes, I could have chosen other countries besides Portugal

No, Portugal was the only option I had to go abroad

Were there other Portuguese host institutions to choose from (besides the one you're currently attending) when you decided where to go?

Yes, there were other Portuguese institutions to choose from.

No, my current host institution was the only option I had in Portugal.

How was your flow of decisions during your decision-making process?

	Was my first decision	Was my second decision	Was my third decision
Decided to go abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chose the country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chose the host university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

