

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/379809972>

# Educational Tourism: A Behavioral and Perceptual Analysis of Chinese Students in Malaysian Public Universities

Article in Journal of China Tourism Research · April 2024

DOI: 10.1080/19388160.2024.2336079

CITATION

1

READS

542

5 authors, including:



Xinlin Jia

University of Science Malaysia

2 PUBLICATIONS 3 CITATIONS

SEE PROFILE



Wenting Li

National University of Malaysia

4 PUBLICATIONS 5 CITATIONS

SEE PROFILE



Meng Na

National University of Malaysia

16 PUBLICATIONS 61 CITATIONS

SEE PROFILE



Syed Shah Alam

Prince Sultan University

192 PUBLICATIONS 7,904 CITATIONS

SEE PROFILE



## Educational Tourism: A Behavioral and Perceptual Analysis of Chinese Students in Malaysian Public Universities

Jia Xinlin, Khairul Anuar Mohammad Shah, Li Wenting, Meng Na & Syed Shah Alam

**To cite this article:** Jia Xinlin, Khairul Anuar Mohammad Shah, Li Wenting, Meng Na & Syed Shah Alam (12 Apr 2024): Educational Tourism: A Behavioral and Perceptual Analysis of Chinese Students in Malaysian Public Universities, Journal of China Tourism Research, DOI: [10.1080/19388160.2024.2336079](https://doi.org/10.1080/19388160.2024.2336079)

**To link to this article:** <https://doi.org/10.1080/19388160.2024.2336079>



Published online: 12 Apr 2024.



Submit your article to this journal [↗](#)



View related articles [↗](#)



View Crossmark data [↗](#)



# Educational Tourism: A Behavioral and Perceptual Analysis of Chinese Students in Malaysian Public Universities

Jia Xinlin<sup>a</sup>, Khairul Anuar Mohammad Shah<sup>a</sup>, Li Wenting<sup>b</sup>, Meng Na<sup>b</sup>  
and Syed Shah Alam<sup>c</sup>

<sup>a</sup>School of Management, Universiti Sains Malaysia, Pulau Pinang, Malaysia; <sup>b</sup>Graduate School of Business, Universiti Kebangsaan Malaysia, Bangi, Selangor, Malaysia; <sup>c</sup>College of Business Administration, Prince Sultan University, Riyadh, Saudi Arabia

## ABSTRACT

This study embarks on an exhaustive exploration of these determinants, leveraging the Theory of Planned Behavior (TPB) to decipher their interaction and overall impact on educational tourism. The research examines a variety of psychological variables, Attitudes, Subjective Norms, Perceived Behavioral Control, Resource Availability, Self-Esteem Motivation, Novelty Seeking, Perceived Value, and Opportunity Cost, focusing on their modulation by Resource Availability and Novelty Seeking. A structured closed-ended questionnaire serves as the research instrument, obtaining responses from 376 participants over a period of three months. The collected data is meticulously analyzed using the Smart PLS tool. The results illuminate considerable direct and indirect relationships between these factors and their consequent effect on educational tourism. Specifically, Attitudes, Subjective Norms, and Perceived Behavioral Control significantly influence Resource Availability, Self-Esteem Motivation, and Novelty Seeking. In turn, Resource Availability and Novelty Seeking exert a positive effect on educational tourism, while Self-Esteem Motivation shows a minor positive correlation. Perceived Value and Opportunity Cost also play an instrumental moderating role. Although perceived value positively modulates the influence of resource availability, counterintuitively, it exerts a negative moderating effect on novelty seeking. Opportunity Cost presents mixed moderation results. The study concludes by highlighting potential future research directions.

## ARTICLE HISTORY

Received 24 October 2023  
Accepted 25 March 2024

## KEYWORDS

Educational tourism; Chinese students; public universities; Malaysia; Theory of Planned Behaviour (TPB)

## 关键词

教育旅游; 中国学生; 公立大学; 马来西亚; 计划行为理论(TPB)

## 教育旅游: 马来西亚公立大学中国学生的行为与感知分析

### 摘要

本研究利用计划行为理论(TPB)深入探讨了教育旅游的影响因素, 解析了这些因素的相互作用及其对教育旅游的总影响。研究考察了多种心理变量, 包括态度、主观规范、感知行为控制、资源可用性、自尊动机、新奇寻求、感知价值和机会成本, 并着

重分析了资源可用性和新奇寻求如何调节这些变量。研究采用结构化封闭式问卷作为研究工具，在三个月的时间里收集了376位参与者的反馈。通过Smart PLS工具对收集到的数据进行了细致分析。结果显示这些因素之间存在显著的直接和间接关系，及其对教育旅游的影响。具体而言，态度、主观规范和感知行为控制显著影响资源可用性、自尊动机和新奇寻求。反过来，资源可用性和新奇寻求对教育旅游产生正面影响，而自尊动机显示出轻微的正相关。感知价值和机会成本也扮演了重要的调节角色。尽管感知价值正向调节资源可用性的影响，但它对新奇寻求的调节效应却出人意料地是负面的。机会成本展现了混合的调节结果。本研究对于教育旅游的学术论述，特别是行为和感知因素方面，提供了重要贡献。此外，研究结果为政策制定者和大学管理者制定有效的教育旅游策略提供了可行的见解。研究最后强调了未来研究方向的潜力，并倡导更广泛的地理和人口范围的研究。

## Introduction

Educational tourism is a rapidly growing global trend that combines travel and learning opportunities to enhance students' educational experiences and promote cultural exchange (Tomasi et al., 2020a). Although it has profound implications for personal development, social progression, and economic advancement (Bowden et al., 2019), the psychological complexities influencing students' perception of such initiatives remain underresearched. This is especially concerning given the increased globalization of education and the rising importance of intercultural competence in an interconnected world (Couto, 2017).

Previous studies have shed light on the numerous advantages of educational tourism (Dembovska et al., 2016; Hussein et al., 2022; Nagai & Kashiwagi, 2018; Tang, 2021), which include personal growth (Stone & Petrick, 2013), the promotion of understanding and peace (Wijayawickrama, 2020), and other socio-cultural benefits. These studies have predominantly examined the influence of contextual factors such as financial resources, institutional support, and the role of educational institutions in facilitating student engagement in educational tourism (Stone & Petrick, 2013). From this perspective, the understanding of educational tourism is largely shaped by external circumstances and conditions that either enable or limit students' participation.

However, this focus on external contextual factors overlooks internal psychological precursors that might drive students' engagement in educational tourism (M. Te M. T. Wang & Hofkens, 2020). For example, students' attitudes toward travel and learning, their subjective norms regarding educational tourism, and their perceived control over their behavior could all significantly influence their decision to participate in educational tourism (Jiang et al., 2022). Similarly, psychological constructs such as resource availability, self-esteem motivation, and novelty seeking could mediate these relationships, while perceived value and opportunity cost could moderate them (Vansteenkiste et al., 2020).

Despite the potential significance of these psychological factors, they remain largely unexplored in the existing literature on educational tourism. This research gap is significant because it hinders a comprehensive understanding of why students choose to engage in educational tourism. Without a clear understanding

of these psychological precursors, our ability to effectively enhance the positive impacts of educational tourism and address its potential negative consequences is limited.

The Theory of Planned Behavior (Ajzen, 1991), which identifies attitudes, subjective norms, and perceived behavioral control as critical determinants of behavior, has not been adequately investigated within the realm of educational tourism among students. Furthermore, the potential mediating effects of constructs such as resource availability (Dubey & Sahu, 2023), self-esteem motivation (Kokkinos & Voulgaridou, 2018), and novelty seeking (Albaity & Melhem, 2017), along with the moderating role of perceived value and opportunity cost, have yet to be thoroughly examined. This leaves us with a fragmented understanding of the intricate interplay between psychological and contextual factors influencing students' educational tourism.

According to Ajzen (1991), the TPB suggests that attitudes, subjective norms, and perceived behavioral control shape an individual's intentions and behaviors. Applying this to educational tourism, our hypotheses posit that students' attitudes toward educational tourism influence their perceptions of resource availability, self-esteem motivation, and novelty seeking. Similarly, subjective norms, reflecting perceived social pressures, are linked to these motivational factors, as is perceived behavioral control, which deals with the perceived ease of participating in educational tourism. This framework aims to provide a nuanced understanding of how psychological and motivational factors combine to drive student engagement in educational tourism, addressing a critical gap in the literature by elucidating the mechanisms through which attitudes, social influences, and control perceptions impact intentions and behaviors in this unique context.

This gap in the literature is significant for several reasons. First, it limits our understanding of the decision-making process that students undergo when considering educational tourism opportunities (Abdalla et al., 2023). This limits the development of strategies to encourage more students to participate in these beneficial programs. Second, without understanding these psychological factors, we are unable to fully understand the barriers that might prevent some students from participating in educational tourism (Winstone et al., 2017). This hinders efforts to make educational tourism more inclusive and accessible. Finally, understanding these psychological factors can also help in the design of educational tourism programs that are more appealing and beneficial to students.

The proposed study seeks to fill this research void through an in-depth examination of these psychological determinants, their interaction, and their impact on students' engagement in educational tourism. It is assumed that this investigation will yield significant information for the broader theoretical understanding of educational tourism behavior, as well as practical implications for educators, policymakers, and tourism developers. The research will focus on university students in the Malaysia, thereby adding a layer of specificity to the existing body of knowledge and providing a unique perspective on this understudied facet of educational tourism.

Moreover, the findings of this study will have practical implications for various stakeholders. For educators and policymakers, a better understanding of these psychological factors could inform the development of targeted strategies and policies to encourage student in educational tourism. For tourism developers, these insights could

guide the design of educational tourism programs that are more aligned with student motivations and needs.

## **Review of the literature and development of hypotheses**

### ***Educational tourism***

Educational tourism (Smith & Jenner, 1997), also known as edutourism, is a rapidly growing subset of the broader tourism industry. It involves people traveling with the primary purpose of learning something, often within a formal or informal educational context. The educational element could involve language learning, cultural exchange, or in an academic program or conference (Freire, 2020). In terms of benefits, the existing literature suggests that educational tourism can contribute to personal development and mutual understanding between cultures (Scott-Smith, 2020; Zhong et al., 2021). It can also support economic development in host communities and contribute to the internationalization of education (Freire, 2020). The educational experience gained from traveling can enhance students' cultural competencies, global understanding, and practical skills in an increasingly interconnected world (Chiu et al., 2016).

However, the literature also highlights some challenges associated with educational tourism. These include issues related to cultural sensitivity and sustainability, the need for appropriate support services, and questions about educational quality and equity (Dredge et al., 2019). Some research has also raised concerns about the commodification of education and culture in the context of tourism (Heller et al., 2014; Zhang et al., 2021). The theoretical frameworks used in the study of educational tourism often draw on studies in sociology, psychology, education, and tourism. Theories such as the Theory of Planned Behavior (TPB) have been used to understand the motivations and decision-making processes of educational tourists (Ajzen, 1991). This theory suggests that attitudes, subjective norms, and perceived behavioral control are crucial in shaping an individual's intention to engage in a behavior, in this case, participating in educational tourism.

However, the existing literature points to a significant research gap in understanding the interplay of psychological factors that influence people's involvement in educational tourism (Hussein et al., 2022; Tomasi et al., 2020a). While the TPB provides a valuable framework, additional psychological constructs such as resource availability, self-esteem motivation, novelty seeking, perceived value, and opportunity cost are also likely to be influential. These constructs can act as mediators or moderators in the relationship between the predictor variables (attitudes, subjective norms, perceived behavioral control) and educational tourism behavior. Furthermore, most existing studies have focused on contextual factors influencing educational tourism, such as financial resources and institutional support, but the psychological antecedents of students' in educational tourism have been adequately explored such as; Attitudes, Resource Availability, Novelty Seeking, Subjective norms, perceived behavioral control, and Self-esteem motivation.

Several theories provide relevant information for understanding these dynamics in the context of educational tourism. The Theory of Planned Behavior (TPB) (Ajzen, 1991) is instrumental in examining the influence of attitudinal variables, subjective norms, and

perceived behavioral control on decision-making processes. Self-determination theory (Ryan & Deci, 2000a), with its emphasis on the fulfillment of psychological needs, can explain the role of self-esteem motivation in educational tourism. Expectancy Theory (Vroom, 1964) and Optimal Arousal Theory (Zuckerman & Neeb, 1979) can further elucidate the utilitarian motivations (resource availability) and hedonic motivations (novelty seeking) that drive students toward these experiences.

The conceptual frameworks of perceived value and opportunity cost provide a basis for evaluating the benefits and costs associated with educational tourism. Finally, the Social Exchange Theory (Thibaut & Kelley, 1959) offers insights into how students might weigh these costs and benefits when considering in educational tourism.

### ***Theoretical understanding***

This study integrates a multi-theoretical framework to explore the psychological foundations of student involvement in educational tourism. It draws on the Theory of Planned Behavior (TPB), Self-Determination Theory (SDT), Expectancy Theory, and Optimal Arousal Theory. The TPB, proposed by Ajzen (1991), forms the core model, suggesting that attitudinal variables, subjective norms, and perceived behavioral control collectively determine individuals' intentions and behaviors. In educational tourism, this framework aids in understanding how students' attitudes toward travel and learning, their perceptions of social pressures, and their confidence in their ability to engage in such travel affect their decision-making. Anantamongkolkul and Kongma (2020) emphasizes the significant role of travel motivations, especially cultural experiences, on university students' travel behaviors. Additionally, Minnaert (2012) and Hsu and Huang (2010) underline the pivotal role of motivation in predicting tourist behaviors. Extensions of the TPB model by Han et al. (2010) and Eom and Han (2019) to include personal norms, past behavior, and destination attachment reveal their substantial influence on intention formation. Nonetheless, the direct link between behavioral intentions and actual behaviors is questioned by Hsu et al. (2012) and Dale and Ritchie (2020), suggesting the involvement of other influencing factors. The impact of attitudes, subjective norms, and perceived behavioral control on behavioral intentions is further reinforced by Duarte Alonso et al. (2015) and Hsu et al. (2012), indicating that while TPB is a valuable framework for examining educational tourism behaviors, it requires extension to incorporate additional elements.

Complementing this, the Self-Determination Theory (Ryan & Deci, 2000b) focuses on self-motivation through the fulfillment of inherent psychological needs – autonomy, competence, and relatedness. This suggests that students are attracted to educational tourism experiences not only for knowledge acquisition but also for the satisfaction of these psychological needs, which may enhance self-esteem and personal growth. The role of destination appeal and intrinsic motivations in enriching the educational experience is highlighted by King et al. (2022) and Tashlai and Ivanov (2014), while the significance of quality education and external factors like income and competition in shaping educational tourism demand is discussed by Gerneshiy (2021) and Humaidi and Abdallah Alghazo (2022). The influence of students' perceptions on educational tourism and self-fulfillment is examined by Fahmi et al. (2021), with Chambers and Buzinde (2015)



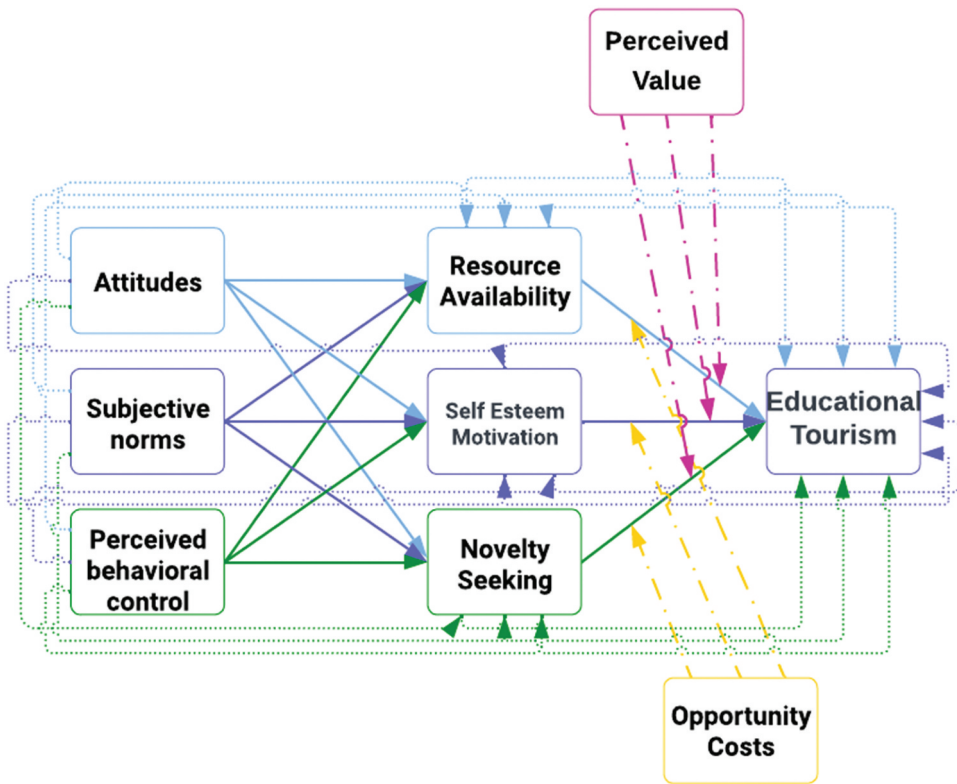
and Kenfack and Öztüren (2021) advocating for a decolonial perspective and identifying critical factors in selecting educational tourism destinations.

Expectancy Theory (Vroom, 1964) provides insights into students' utilitarian motivations in educational tourism, positing that individuals are motivated when they believe their efforts will yield desired outcomes. This theory highlights the importance of resources availability (financial, informational) in shaping students' expectations and motivations toward engaging in educational tourism. Kumar Kaushal et al. (2021) discusses the growing sector's expectations, emphasizing the preparation for employment and the acquisition of practical skills. The role of expectations and perceptions in influencing satisfaction, with perception acting as a mediator, is explored by Akinçi et al. (2018). The exploration of educational tourism's potential, emphasizing academic mobility and universities' roles, is presented by Maga and Nicolau (2018), noting that vocational schools may not always align with student expectations. Factors influencing educational tourism demand, such as income, price, and university quality, are analyzed by Humaidi and Abdallah Alghazo (2022), with the industry's expectations for tourism education to meet competency needs discussed by Gangotia (2014) and the significance of adult learning in educational tourism by Pitman et al. (2010).

Optimal Arousal Theory (Zuckerman & Neeb, 1979) complements this discussion by focusing on hedonic motivations, such as novelty seeking. This theory suggests that individuals seek optimal arousal levels, achievable through novel and stimulating experiences. Educational tourism, offering unique and culturally enriching experiences, fulfills this need for novelty, attracting students for the excitement it offers. The influence of environmental stimuli and arousal levels on tourist experiences is highlighted by L. Wang (2020) and Seow and Choong (2021), with Fedorchenko et al. (2021) and Gvaramadze (2021) discussing educational tourism's potential in human capital development and pandemic-related challenges. The balance between education and training in the tourism sector, and the impact of motivational aspects and destination selection on educational tourism, are discussed by Zagonari (2009) and Thomas et al. (2021). Walker and Ngara Manyamba (2020) proposes an emotion-focused approach to transformative tourism education, which could benefit educational tourism.

By synthesizing these theoretical perspectives, the study aims to offer a comprehensive overview of the factors influencing student involvement in educational tourism. The TPB provides a foundational framework for decision-making analysis, while SDT, Expectancy Theory, and Optimal Arousal Theory offer deeper insights into the psychological motivations behind these decisions. This integrated approach not only highlights the multifaceted nature of student motivation in educational tourism but also reveals the complexity of their decision-making processes. Through this analytical lens, the study seeks to elucidate the complex interplay between attitudinal, motivational, and contextual factors driving students toward educational travel, thereby providing a more nuanced understanding of their experiences. This extensive analysis aims to generate practical insights for educators, policymakers, and tourism developers, with the goal of creating more engaging and enriching educational tourism opportunities. Figure 1 shows the research model for this study.





**Figure 1.** Research Framework.

### ***Attitudes, resource availability, self-esteem motivation, novelty seeking***

The concept of attitudes refers to an individual's positive or negative evaluation of performing a behavior (Yadav & Pathak, 2017). In the context of educational tourism, attitudes toward this form of travel can significantly influence an individual's decision to participate in it (Sie et al., 2015). Resource availability (Rodrigues, 2018), on the other hand, refers to the accessibility of necessary resources that can facilitate behavior. According to the Theory of Planned Behavior, attitudes can shape the perception of resource availability, as the positive or negative assessment of the behavior may influence the individual's perception of whether they have the necessary resources to perform the behavior (Worthington, 2021).

Literature also supports the link between attitudes and self-esteem motivation (Hanley & Wilhelm, 1992; Kaplan, 1975; Komarraju & Dial, 2014). Self-esteem motivation refers to the desire to maintain or enhance one's self-esteem (Komarraju & Dial, 2014). If an individual has a positive attitude toward educational tourism, it can improve their self-esteem motivation for self-esteem, since in such travel experiences can be seen as an enriching and status-enhancing activity (Klabi, 2020).

Novelty seeking (Hirschman, 1980) is a personality trait that signifies an individual's desire for new and unfamiliar experiences. It has been found that attitudes toward a behavior can influence the extent to which an individual seeks novelty

(Sadiq et al., 2021). In the context of educational tourism, if an individual has a positive attitude toward it, they might be more inclined to seek novel experiences provided by this form of travel (Wright, 2021). This is because the pursuit of educational tourism often involves exploring new cultures, environments, and academic subjects, thereby satisfying the individual's desire for novelty<sup>4</sup>. Therefore, it can be hypothesized that:

**H1a:** There is a significant relation between Attitudes and Resource Availability.

**H1b:** There is a significant relation between Attitudes and Self Esteem motivation.

**H1c:** There is a significant relationship between attitudes and Novelty Seeking.

### ***Subjective norms, resource availability, self esteem motivation, novelty seeking***

Subjective norms (Santos & Liguori, 2020) represent the social pressures or expectations that influence an individual's behavior. They can significantly impact various aspects of an individual's life, including resource availability, self-esteem motivation, and novelty seeking behavior (Das et al., 2020). Each of these relationships is underpinned by several theoretical and empirical foundations.

Subjective norms, as conveyed through elements such as social support (Li et al., 2020), socioeconomic status, and cultural context (Zhang et al., 2021), can shape an individual's resource availability. For example, individuals in supportive social networks or higher socio-economic groups might have greater access to resources (Llistosella et al., 2022), which can, in turn, influence their educational tourism behavior. This relationship is suggested by a study that found that the combination of determinants constituting socio-economic status also influence an individual's resources available to cope with adversity in life (Diener & Suh, 1997).

Subjective norms can also influence an individual's self-esteem and subsequently their motivation (Liu et al., 2020). For example, positive social norms can boost an individual's self-esteem, thereby enhancing their motivation to engage in certain behaviors (Aknin et al., 2013; Liu et al., 2020). This is supported by the literature that suggests that self-esteem impacts an individual's decision-making process, relationships, emotional health, and overall well-being and that it also influences motivation. Individuals with a healthy and positive view of themselves understand their potential and may feel inspired to face new challenges (Cascio et al., 2016; Johnson & Wakefield, 2020; von Soest et al., 2018).

Subjective norms can influence novelty-seeking behavior (Hirschman, 1980; Vargas & Castells, 2011). The desire to seek new experiences might be shaped by social norms that encourage exploration and learning (Albaity & Melhem, 2017). This relationship is supported by neuroscience research that suggests that our brains are inherently wired to steer us toward novel experiences, indicating that subjective norms could potentially influence the neural basis of novelty-seeking behavior (W. Wang et al., 2021). Therefore, it can be hypothesized that:

**H2a:** There is a significant relation between Subjective norms and Resource Availability.

**H2b:** There is a significant relationship between subjective norms and self-esteem motivation.

**H2c:** There is a significant relation between Subjective norms and Novelty Seeking.

***Perceived behavioral control, resource availability, self esteem motivation, novelty seeking***

Perceived behavioral control (Barlett, 2019; Xiao & Wong, 2020) is an individual's belief about the amount of control they have over the environment or outcomes. Research indicates that higher levels of perceived control are significantly related to higher levels of preventive health behaviors (Graupensperger et al., 2023). This control was not directly related to mental health effects but was positively related to perceived health competence (Kondo et al., 2021).

Self-esteem is known to have an impact on decision-making processes, relationships, emotional health, and overall well-being, including motivation (Cherry, 2022). People with healthy self-esteem understand their potential and may feel inspired to take on new challenges (Kenneth & Magnus, 2014). Healthy self-esteem can also help motivate people to reach their goals, as they navigate life knowing that they are capable of accomplishing what they set their mind to (Cherry, 2022).

The Theory of Planned Behavior (Worthington, 2021), which is related to perceived behavioral control, suggests that people with a strong sense of control approach difficult goals, have a strong commitment to their goals, maintain a task focus, persist in the face of failure, and attribute failure to a lack of effort. Thus, a belief in one's ability to perform a behavior (akin to perceived behavioral control) is likely to facilitate behavioral performance (Wollast et al., 2021). Therefore, it can be hypothesized that:

**H3a:** There is a significant relationship between perceived behavioral control and Resource Availability.

**H3b:** There is a significant relationship between perceived behavioral control and Self Esteem motivation.

**H3c:** There is a significant relationship between perceived behavioral control and Novelty Seeking.

### ***Education tourism, resource availability, novelty seeking, and self-esteem motivation***

In the context of subjective well-being (Das et al., 2020), resource availability refers to the socioeconomic resources available to individuals that can enable them to cope with life's adversities (Hashim, 2019). These resources can influence a person's standard of comparison and their ability to cope with life's challenges, which can indirectly impact their propensity for educational tourism. For example, individuals with more resources may have greater access to educational opportunities, including the ability to travel for educational purposes (Chang, 2016; Merriam & Kee, 2014).

Our brains are wired to seek novel experiences. This instinct can play a role in educational tourism, as studying abroad or participating in other educational tourism activities often involves exploring new environments, cultures, and ways of learning (Chang, 2016; Saunders-Hastings et al., 2017). However, as with resource availability, the direct connection between novelty seeking and educational tourism has not been explicitly laid out in the literature, and this connection is inferred based on a broader understanding of human behavior and motivation (W. Wang et al., 2021).

Self-esteem can influence motivation, decision-making, relationships, emotional health, and overall well-being (Kenneth & Magnus, 2014). People with healthy self-esteem may feel inspired to take on new challenges, which could include educational tourism opportunities (Saunders-Hastings et al., 2017). They are also better at setting goals and navigating life's challenges, which could make them more likely to seek out and succeed in educational tourism experiences. The theory of planned behavior also supports this connection, as it posits that individuals with a strong sense of control (which is linked to self-esteem) are likely to approach difficult goals, persist in the face of failure, and attribute failure to a lack of effort. This theory suggests that those with high self-esteem would be more likely to engage in and succeed at educational tourism (Bandura, 1982; Saunders-Hastings et al., 2017; Wollast et al., 2021).

In terms of educational tourism itself, it refers to a type of tourism in which learning is the primary or secondary objective (Merriam & Kee, 2014). It is beneficial both to travelers (students) and to the host destination. International students are considered educational tourists, and their stay can benefit them and the local economy (Saunders-Hastings et al., 2017). Students benefit from their studies, interactions with local and foreign people, and experiences that foster personal and professional growth (Saunders-Hastings et al., 2017). They also take advantage of the opportunities to visit local attractions or travel to other regions of the host countries. The most frequently cited reasons for choosing a particular university abroad are the quality of education offered and the attractiveness of the destination (Tomasi et al., 2020a). Therefore, it can be hypothesized that:

**H4a:** There is a significant relationship between resource availability and education tourism.

**H4b:** There is a significant relation between Novelty Seeking and education tourism.

**H4c:** There is a significant relationship between self-esteem motivation and education tourism.

### ***Mediating effect of resource availability***

Resource availability encompasses essential resources for engaging in educational tourism, including time, finances, infrastructure, and mental capacity. Its role is critical in determining whether individuals can translate their intentions into actions in educational tourism contexts (C. W. Fan et al., 2021; Rodrigues, 2018; Sujood et al., 2022). The literature consistently demonstrates that the availability of such resources directly influences the feasibility of participating in educational tourism, affecting attitudes, subjective norms, and perceived behavioral control (Sujood et al., 2022). Studies highlight the intricate link between resource availability and educational tourism, noting the impact of communication networks, destination image, and public resources on shaping attitudes toward educational tourism (Abu Samah et al., 2013; D. X. F. Fan et al., 2018; M. S. Rahman, 2016; Silva et al., 2013; Tan & Morgan, 2001).

Resource scarcity versus abundance plays a pivotal role in determining whether positive attitudes and perceived social expectations translate into actual participation in educational tourism. This dichotomy becomes particularly pronounced under constraints like financial crises or time shortages, limiting access to necessary resources (Khan & Iqbal, 2020). Research into the mediating roles of perception, role pressure, satisfaction, and academic self-efficacy in educational tourism underscores the complex interplay between subjective norms, expectations, and individual decisions related to educational tourism (Akinci et al., 2018; Kahraman & Derya, 2021; M. Rahman et al., 2018; Xie et al., 2021).

Global disruptions, such as pandemics, underscore the fragility of resource availability, highlighting its impact on the viability of educational tourism. Such events can amplify uncertainties, influencing decision-making processes related to educational travel (Bandura, 1982; Sheng et al., 2021). Empirical evidence points to perceived education quality, role pressure, and self-efficacy as significant factors mediating the relationship between individual intentions and participation in educational tourism (Kahraman & Derya, 2021; Lee et al., 2015; Thomas et al., 2021; Xie et al., 2021).

**H5a:** Resource availability mediates the relationship between attitudes and education tourism.

**H5b:** Resource availability mediates the relationship between subjective norms and education tourism.

**H5c:** Resource Availability mediates the relationship between Perceived behavioral control and education tourism.

### ***Mediating effect of novelty seeking***

Novelty seeking drives individuals toward new experiences, a trait that significantly influences educational tourism by motivating exploratory behaviors (Albaity & Melhem, 2017). It not only encourages participation based on individual attitudes, social norms, and perceived control but also interacts with factors like destination image and institutional characteristics to shape educational tourism engagement (Kim & Kim, 2015; Mitas & Bastiaansen, 2018; M. S. Rahman et al., 2016; Thomas et al., 2021). Despite its influence, novelty seeking is among various factors affecting educational tourism, alongside satisfaction and innovativeness (Agustina & Artanti, 2020).

In the context of educational tourism, those high in novelty seeking may be more inclined to participate, influenced by positive attitudes, societal pressures, and behavioral control. However, the expression of novelty seeking can fluctuate, especially under unforeseen circumstances, potentially enhancing or diminishing the desire for new experiences (Cahigas et al., 2023).

Research has established novelty seeking as a mediator in tourism-related dynamics, affecting tourist satisfaction, loyalty, and behavioral intentions (Albaity & Melhem, 2017; Kim & Kim, 2015). Studies also show its influence on satisfaction and repeat visitation, highlighting its mediating role between tourism experiences, positive emotions, and travel intentions (Agustina & Artanti, 2020; Tavitiyaman et al., 2020).

The allure of educational tourism, blending learning and exploration, resonates with novelty seekers. Global uncertainties, like pandemics or social changes, can either attract or deter participation in educational tourism by introducing new variables into the decision-making process (Gunawardena et al., 2020).

Novelty seeking significantly impacts the relationship between perceived behavioral control and educational tourism. It influences satisfaction and behavioral intentions, moderates effects of physical and interactive elements on intentions, and mediates risk perceptions and travel behavior's relationship (Albaity & Melhem, 2017; Blomstervik et al., 2020; Kim & Kim, 2015). The specific impact of novelty seeking on educational tourism and perceived behavioral control warrants further exploration.

Given these insights, the proposed hypotheses are:

**H6a:** Novelty Seeking mediates the relationship between attitudes and educational tourism.

**H6b:** Novelty Seeking mediates the relationship between subjective norms and educational tourism.

**H6c:** Novelty seeking mediates the relationship between perceived behavioral control and educational tourism.

### ***Mediating effect of self-esteem motivation***

Self-esteem motivation, the drive toward activities enhancing self-worth and image, significantly shapes educational tourism engagement. This motivation pushes individuals beyond basic participation, seeking experiences that bolster self-concept (Cherry, 2022; Kenneth & Magnus, 2014). Research indicates that self-determined motivations, like personal growth and learning, directly influence educational tourism satisfaction and intentions, underpinned by memorable experiences and self-assessment (Seow & Choong, 2021; Sie et al., 2018). Self-esteem's role is pivotal, moderating the link between education satisfaction and self-worth, and academic self-efficacy – a self-esteem component – mediates the impact of education quality on tourism and hospitality students' career choices (Kahraman & Derya, 2021; Unguren, 2020). The relevance of self-esteem to academic performance and place identity's effect on tourism attitudes underscores its importance in educational tourism (Kwek et al., 2013; S. Wang & Chen, 2015).

Self-esteem motivation influences decisions, especially under unexpected circumstances, by potentially increasing or decreasing engagement in educational tourism. This dynamic reflects the complex interplay between personal and social factors, where the desire for self-esteem boosts or hinders participation based on the novelty and opportunities presented (Johnson & Wakefield, 2020; Joshi, 2021; von Soest et al., 2018).

Educational tourism presents a unique platform for self-esteem enhancement through knowledge acquisition, personal development, and perspective widening. Studies affirm self-esteem motivation's critical role in linking perceived behavioral control with educational tourism, evident in tourism and hospitality (T&H) students' career decisions where academic self-efficacy bridges education quality and career intentions (Kahraman & Derya, 2021; Komarraju & Dial, 2014). The significance of self-esteem in academic success, and the mediating effects of perceived benefits and costs on tourism support, further highlight self-esteem motivation's impact (Kwek et al., 2013).

In times of heightened uncertainty, like post-crisis periods, the value of educational tourism for self-esteem enhancement becomes even more pronounced, leading to the hypotheses:

**H7a:** Self-esteem motivation mediates the relationship between attitudes and educational tourism.

**H7b:** Motivation for self-esteem mediates the relationship between subjective norms and educational tourism.

**H7c:** Self-esteem motivation mediates the relationship between perceived behavioral control and educational tourism.

### ***Moderating effect of perceived value***

Perceived Value (Katta & Patro, 2020), a subjective assessment of the benefits and costs associated with a particular behavior, plays a potential moderating role in the



relationship between resource availability, subjective Norms, Novelty Seeking, and educational tourism. This construct, which involves an individual's holistic evaluation of an experience in terms of its perceived utility, quality, and worth, could significantly shape the interaction between these other factors and the decision to engage in educational tourism (Chi et al., 2020; Jin & Drozdenko, 2010). A significant body of existing literature has established the relevance of Resource Availability in influencing various forms of tourism, including educational tourism (Caber et al., 2020; de Kervenoael et al., 2020). On the other hand, Perceived Value has been noted to play a critical role in individuals' decision-making processes in consumption-related contexts (Fanelli & Romagnoli, 2020). Thus, it is plausible that Perceived Value may affect how the availability of resources impacts educational tourism. In the context where students perceive higher value in the educational tourism experience, their decisions may be less constrained by the availability of resources (Pedrosa et al., 2020).

The perception of value can markedly influence behaviors, particularly in situations where resources are limited or under scrutiny (Williams et al., 2021). For instance, even when resources are available or when there is social pressure or desire for novelty, individuals' educational tourism can hinge on their perceived value of such activities (Saladino et al., 2020). Their understanding of the value associated with educational tourism can ultimately shape their intentions and behaviors, especially in situations marked by uncertainties or complexities.

Motivation for self-esteem has been identified as a key driving factor in individuals' decisions to engage in various activities, including educational tourism (Cahigas et al., 2023). It is suggested that the Perceived Value could moderate this relationship. In a situation where an individual perceives high value in the tourism experience (von Soest et al., 2018), it could enhance the effect of Self-esteem motivation for self-esteem on the decision to engage in educational tourism.

Novelty Seeking has been associated with individuals' inclination toward tourism activities (Tran Huy & Dinh, 2021). It is plausible to infer that Perceived Value may alter the way Novelty Seeking influences educational tourism (W. Wang et al., 2021). For example, when the perceived value of the educational tourism experience is high, novelty-seeking tendencies may have a stronger impact on the decision to engage in educational tourism (Li et al., 2020).

In the context of educational tourism, Perceived Value encapsulates the perceived benefits like gaining new knowledge, developing skills, enhancing cultural understanding, etc., against the perceived costs, such as financial expenditure, time commitment, or potential risks. During periods of turmoil or uncertainty, people might reassess their perceived value of educational tourism, which, in turn, affect their actual engagement (Pedrosa et al., 2020). This leads to the formulation of the following hypotheses:

**H8a:** Perceived Value moderates the influence of resource availability on educational tourism.

**H8b:** Perceived Value moderates the influence of self-esteem motivation on educational tourism.

**H8c:** Perceived Value moderates the influence of Novelty Seeking on educational tourism.

### ***Moderating effect of opportunity cost***

Opportunity cost (Kurzban et al., 2013), defined as the potential benefits an individual misses out on when choosing one alternative over another, is proposed as a significant moderating factor between resource availability, self-esteem motivation, Novelty Seeking, and the decision to engage in educational tourism (Glenk et al., 2021). The recognition of Opportunity Cost reflects a rational decision-making process, wherein individuals evaluate the benefits and losses associated with different choices.

The notion of Opportunity Cost influences decision making, particularly in circumstances where resources must be allocated optimally. For example, even with sufficient resources, social pressures, or a desire for novelty, the decision to participate in educational tourism may be significantly influenced by the perceived cost of forgoing other valuable options (Lomas et al., 2018). This cost could deter individuals from participating in educational tourism, despite favorable conditions.

Opportunity cost is a critical economic concept that refers to the potential benefit an individual foregoes when choosing one alternative over another (Kennon, 2022). When applied to educational tourism, it could be inferred that the availability of resources (time, money, etc.) might impact individuals' decisions differently depending on the perceived Opportunity Cost (Tomasí et al., 2020b). If the Opportunity Cost of participating in educational tourism is high, the influence of resource availability might be diminished, as individuals may be more cautious about how they allocate their resources.

Motivation for self-esteem is a powerful psychological driver that encourages individuals to engage in activities that enhance their self-esteem (Cascio et al., 2016). This motivation could be moderated by Opportunity Cost when considering educational tourism. If an individual perceives a high Opportunity Cost, the influence of Self-esteem motivation might be lessened, as the individual might consider other alternatives that could also enhance their self-esteem but at a lower cost.

Novelty seeking is a characteristic trait of people who are excited by new experiences and situations (W. Wang et al., 2021). In the context of educational tourism, the pursuit of novelty can drive students to seek new learning experiences through travel. In the context of educational tourism, the cost of the opportunity could be the potential loss of other enriching experiences, work opportunities, or personal development activities. The increasing uncertainties of the global landscape can accentuate the perception of opportunity cost, which in turn can affect the decision to engage in educational tourism. These considerations lead to the following hypotheses:

**H9a:** Opportunity Cost moderates the influence of Resource Availability on educational tourism.

**H9b:** Opportunity cost moderates the influence of self-esteem motivation on educational tourism.

**H9c:** Opportunity cost moderates the influence of novelty seeking on educational tourism.

## Methodology, research design, and sampling

The intent of this empirical research study is to delve into the following research objectives:

- To examine the impact of attitudes, subjective norms, and perceived behavioral control on students' intentions to participate in educational tourism.
- To investigate the role of motivational factors (resource availability, self-esteem motivation, and novelty seeking) in mediating the relationship between the TPB constructs and participation in educational tourism.
- To assess the moderating effects of perceived value and opportunity cost on the relationships between motivational factors and educational tourism participation.

To fulfill these objectives, a structured and systematic research design process was employed (Fouche & Bartley, 2011).

The chosen sample population consists of Chinese students enrolled in various public universities in Malaysia. This specific demographic group, with its unique educational fields and cultural backgrounds, provides a significant context for investigating variables related to educational tourism.

Data collection was carried out over a 3-month period from January to March. A structured closed-ended questionnaire, designed to be simple and straightforward, was used for data collection (Apuke, 2017). The format was intended to facilitate easy reading and quick responses, thus minimizing any potential demotivation to participate in the study (Cheung, 2021). This questionnaire comprised sections evaluating attitudes (Orden Mejía et al., 2022), subjective norms (Minton et al., 2018), perceived behavioral control (Fitch & Ravlin, 2005), resource availability (Rodrigues, 2018), novelty seeking (Albaity & Melhem, 2017), self-esteem (Kenneth & Magnus, 2014), perceived value (Jin & Drozdenko, 2010), opportunity cost (Kurzbán et al., 2013), and educational tourism (Nagai & Kashiwagi, 2018) were adapted from validated scales in the existing literature, ensuring reliability and validity of the measures.

The screening questions were integrated at the start of the survey to confirm the status of the respondents as Chinese students studying at Malaysian public universities and to gather relevant demographic information. Responses were collected on a Likert scale, enabling nuanced and quantifiable analysis of the constructs investigated.

The questionnaire was distributed through various online platforms (Facebook, LinkedIn, WeChat, WhatsApp) that the target population. The questionnaire clearly stated that participant anonymity would be maintained and that was entirely voluntary, measures intended to increase the response rate.

After collection, a total of 376 valid responses were subjected to data cleaning procedures to ensure suitability for subsequent analyses. The data was then analyzed using the SmartPLS 4 (partial least squares), a variance-based structural equation

modeling (SEM) technique adept at handling complex models with multiple mediators and moderators (J. Hair et al., 2017).

Transparency, empirical grounding, logical reasoning, and adherence to ethical standards characterized the research methodology throughout the process. Such a rigorous approach fosters reproducibility and verification of results, thereby making a substantial contribution to the scholarly conversation surrounding the research topic.

## Data analysis and results

A total of 376 respondents were involved in the study, which comprised a majority of males (63.56%) and a minority of females (36.44%).

In terms of age distribution, the largest segment of respondents fell within the age group of 26–35 years, accounting for 71.54% of the total participants. This indicates that most of the participants were young adults. The age group of 36–45 years comprised the next largest segment with 19.68% of respondents. The smallest group was made up of individuals aged 16–25 years, accounting for 8.78% of the total (see, Table 1).

The survey captured responses from individuals from different sectors of education. The highest number of respondents was from the hospitality and education sector, making up 39.36% of the total (see Table 1). The Health and Medicine sector had the next highest number of respondents, representing 17.82% of the total, followed by the Information Technology sector at 16.49% and the Business and Finance sector at 14.89%. The remaining 11.44% of the respondents came from other sectors.

Regarding the level of education of the participants, a large majority were Master's degree holders, constituting 59.04% of the respondents (see Table 1). Bachelor's degree holders were the second largest group, accounting for 35.37% of the total. The remaining respondents comprised Doctorate degree holders (3.46%), individuals who completed a certificate course (0.80%), and those with a diploma (1.33%).

In summary, the respondents of this study were predominantly young adult males in the age range of 26–35 years, with a majority holding a Master's degree. They represented

**Table 1.** Demographic profile of respondent.

Demographics of the respondents		Frequency	Percent
Gender	Male	239	63.56
	Female	137	36.44
	Total	376	100.00
Age	16–25 years	33	8.78
	26–35 years	269	71.54
	36–45 years	74	19.68
	Total	376	100.00
Sector of Education	Business and Finance	56	14.89
	Information Technology	62	16.49
	Health and Medicine	67	17.82
	Hospitality and Education	148	39.36
	Others	43	11.44
	Total	376	100.00
Level of Education	Certificate Course	3	0.80
	Bachelor	133	35.37
	Master's	222	59.04
	Doctorate	13	3.46
	Diploma	5	1.33
	Total	376	100

various sectors of education, with the most substantial representation coming from the Hospitality and Education sector (see, Table 1). These demographics give us an idea of the sample population in this study investigating the factors influencing educational tourism. The findings of the study must be interpreted in light of this demographic profile.

### Measurement model evaluation

The variables in the study include Attitudes (ATT), Education Tourism (ET), Novelty Seeking (NS), Opportunity Cost (OC), Perceived Behavioral Control (PBC), Perceived Value (PV), Resource Availability (RA), Self-Esteem Motivation (SEM), and Subjective Norms (SN) (Figure 2).

Each variable consists of three items represented as ATT1, ATT2, ATT3, and so on, for each variable (Table 2). The outer loading indicates the strength of the relationship between each variable and its items. The higher the outer loading, the more the variable contributes to the item. All outer loadings in this study are well above the acceptable threshold of 0.7, suggesting strong relationships between the variables and their items (see, Table 2).

The variation inflation factor (VIF) assesses multicollinearity among variables. A VIF value below 5 is generally considered satisfactory, indicating minimal multicollinearity. In this study, all VIF values are below 3, suggesting that there are no significant multicollinearity issues.

Cronbach's Alpha and rho\_a (composite reliability) measure the internal consistency of the items in each variable. A score above 0.7 is considered acceptable and all variables in this study exceed this value, indicating high internal consistency (Table 2, Figure 3).

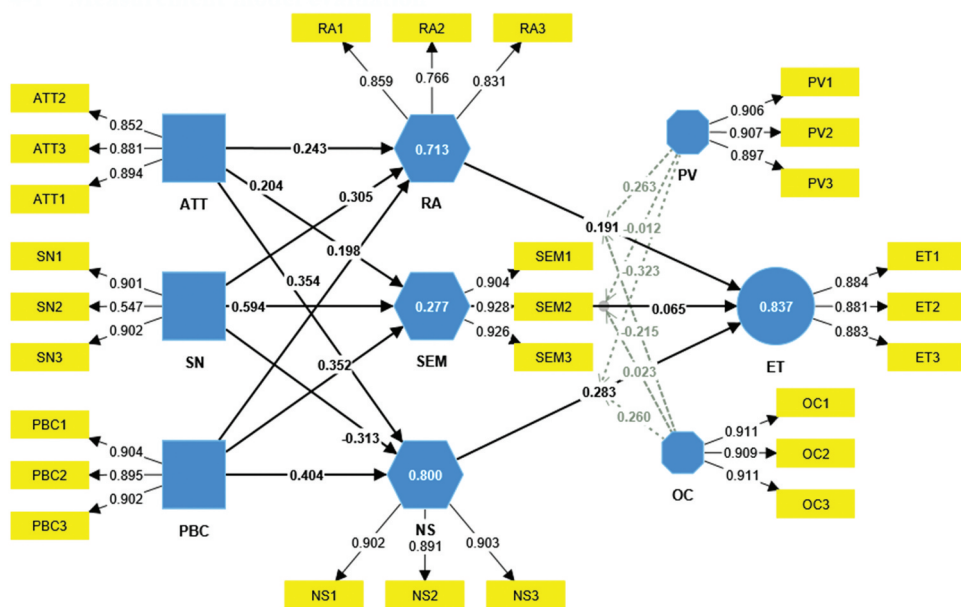


Figure 2. Measurement of model evaluation.

**Table 2.** Result of measurement model.

Variables	Code	Items	OL	VIF	CA	(rho_a)	AVE
ATT	ATT1	I believe participating in educational tourism is valuable for my personal and academic growth.	0.894	2.168	0.848	0.854	0.767
	ATT2	I feel positive about engaging in educational tourism experiences.	0.852	1.937			
	ATT3	Participating in educational tourism is something I consider beneficial.	0.881	2.100			
ET	ET1	I have actively participated in educational tourism programs in the past year.	0.884	2.238	0.858	0.859	0.779
	ET2	I intend to participate in educational tourism opportunities in the near future.	0.881	2.082			
	ET3	I frequently seek out opportunities for educational tourism.	0.883	2.162			
NS	NS1	I am always looking for new and exciting experiences in educational tourism.	0.902	2.561	0.881	0.881	0.807
	NS2	The opportunity to experience something new is a major reason I participate in educational tourism.	0.891	2.274			
	NS3	I prefer educational tourism activities that are unique and different from my usual environment.	0.903	2.557			
OC	OC1	I often consider what I might have to give up participating in educational tourism.	0.911	2.674	0.896	0.897	0.828
	OC2	The time and money spent on educational tourism are significant considerations for me.	0.909	2.790			
	OC3	I weigh the benefits of educational tourism against the potential sacrifices required.	0.911	2.699			
PBC	PBC1	I believe I have the necessary resources (time, money) to participate in educational tourism.	0.904	2.535	0.883	0.884	0.811
	PBC2	My circumstances allow me the freedom to engage in educational tourism.	0.895	2.353			
	PBC3	I feel confident in my ability to overcome challenges in participating in educational tourism.	0.902	2.605			
PV	PV1	I think the benefits of participating in educational tourism outweigh the costs.	0.906	2.660	0.887	0.888	0.816
	PV2	Educational tourism offers significant value to me personally and academically.	0.907	2.558			
	PV3	The knowledge and experiences gained from educational tourism are worth the investment.	0.897	2.447			
RA	RA1	I have access to sufficient financial resources to engage in educational tourism.	0.859	1.685	0.755	0.765	0.672
	RA2	Information and support for educational tourism are readily available to me.	0.766	1.414			
	RA3	I have the necessary time and opportunities to participate in educational tourism.	0.831	1.556			
SEM	SEM1	Participating in educational tourism boosts my confidence and self-esteem.	0.904	2.912	0.909	0.920	0.845
	SEM2	I engage in educational tourism to feel better about myself.	0.928	3.209			
	SEM3	Educational tourism contributes to my sense of personal achievement.	0.926	2.969			
SN	SN1	People important to me support my participation in educational tourism.	0.901	2.137	0.706	0.795	0.641
	SN2	My friends and family think that I should participate in educational tourism.	0.547	1.121			
	SN3	My decision to participate in educational tourism is influenced by what others think is good.	0.902	2.166			

ATT -> Attitudes, ET-> Education Tourism, NS-> Novelty Seeking, OC-> Opportunity Cost, PBC-> Perceived Behavioral Control, PV-> Perceived Value, RA-> Resource Availability, SEM-> Self-Esteem Motivation, SN-> Subjective Norms.

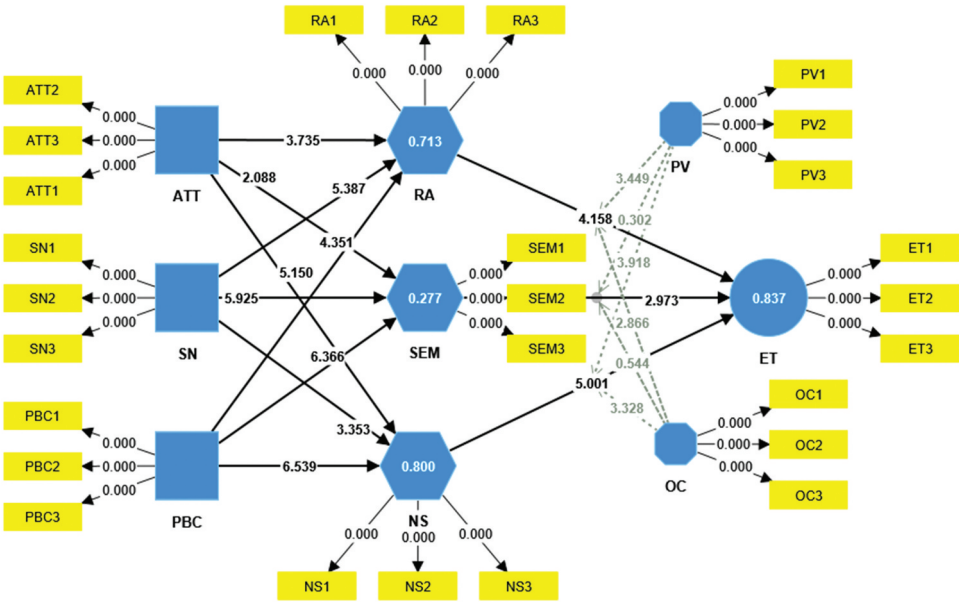


Figure 3. Structural model analysis.

The extracted average variance (AVE) measures the amount of variance a variable captures from its elements relative to the amount due to measurement error. An AVE value of 0.5 or higher is deemed satisfactory. All variables, with the exception of Resource Availability (RA) and Subjective Norms (SN), exceed the 0.7 mark, suggesting a high level of variance extracted. RA and SN, though slightly below 0.7, are still above the acceptable threshold of 0.5, indicating a good level of variance extracted.

In our quest for rigorous analysis, we sought to ensure the discriminant validity of our constructs through the heterotrait-monotrait (HTMT) ratio approach. This choice of approach aligns with the guidance from past researchers who advocate for the HTMT method, especially when there are significant disparities in the outer loadings of the measurement model (J. F. Hair & Sarstedt, 2019).

A cursory look at Table 3 verifies that all constructs indeed have HTMT ratios falling beneath the recommended 0.85 threshold set by J. F. Hair and Sarstedt (2019), thus affirming the discriminant validity of our constructs. Notably, the correlations amongst the variables range from 0.294 to 0.849, falling within acceptable boundaries.

Moreover, certain correlations bear discussing. For instance, the Attitudes (ATT) and Education Tourism (ET) constructs exhibit a correlation of 0.821, comfortably below the threshold, thereby reinforcing their distinctness (Table 3).

A word of caution pertains to the correlation between Education Tourism (ET) and Subjective Norms (SN), which stands at 0.849 (Table 3). This value is on the threshold, suggesting the possibility of insufficient discriminant validity between these two constructs if one were to follow a more conservative threshold value.

To conclude, the HTMT ratio approach validates the discriminant validity of our constructs within the context of our study. These constructs, thus, capture distinct facets



**Table 3.** Discriminant validity assessment (Heterotrait- Monotrait Approach).

	ATT	ET	NS	OC	PBC	PV	RA	SEM	SN	PV x NS	OC x NS	PV x RA	PV x SEM	OC x RA
ATT														
ET	0.821													
NS	0.743	0.691												
OC	0.732	0.516	0.503											
PBC	0.767	0.745	0.677	0.837										
PV	0.703	0.711	0.792	0.543	0.792									
RA	0.696	0.700	0.710	0.680	0.825	0.830								
SEM	0.457	0.421	0.363	0.399	0.372	0.342	0.383							
SN	0.697	0.849	0.795	0.734	0.620	0.787	0.754	0.720						
PV x NS	0.673	0.688	0.717	0.677	0.663	0.769	0.697	0.295	0.762					
OC x NS	0.691	0.692	0.747	0.705	0.695	0.731	0.707	0.367	0.777	0.778				
PV x RA	0.633	0.606	0.650	0.625	0.596	0.734	0.684	0.294	0.694	0.706	0.824			
PV x SEM	0.408	0.382	0.344	0.406	0.334	0.400	0.367	0.391	0.446	0.512	0.508	0.510		
OC x RA	0.669	0.656	0.685	0.679	0.653	0.701	0.729	0.366	0.717	0.848	0.702	0.717	0.541	
OC x SEM	0.478	0.416	0.416	0.443	0.392	0.427	0.423	0.409	0.516	0.471	0.543	0.488	0.718	0.588

ATT -> Attitudes, ET-> Education Tourism, NS-> Novelty Seeking, OC-> Opportunity Cost, PBC-> Perceived Behavioral Control, PV-> Perceived Value, RA-> Resource Availability, SEM-> Self-Esteem Motivation, SN-> Subjective Norms.

of the education tourism field, and any overlaps between them remain within acceptable limits. This assures the robustness of our study and lends credibility to any inferences drawn from it.

### **Hypothesis testing results and discussion**

Table 4 presents key goodness-of-fit metrics –  $R^2$ , adjusted  $R^2$ , and  $Q^2$  (predictive relevance) – for our constructs: Education Tourism (ET), Novelty Seeking (NS), Resource Availability (RA), and Self-Esteem Motivation (SEM).

Firstly, the  $R^2$  value, also known as the coefficient of determination, is used to measure the extent to which the variance in the dependent variable can be explained by the independent variables in our model. It ranges from 0 to 1, where a value closer to 1 indicates that a large proportion of the variance in the dependent variable is predictable from the independent variable(s). As shown in Table 4 and Figure 3, Education Tourism (ET) has the highest  $R^2$  value of 0.837, implying that approximately 83.7% of the variation in ET can be explained by its corresponding independent variables. Following ET, NS and RA have high  $R^2$  values of 0.800 and 0.713 respectively, suggesting a strong fit between the observed and model-predicted values for these constructs. The SEM construct has an  $R^2$  value of 0.277, which is relatively lower but still denotes that 27.7% of the variation in SEM can be accounted for by its respective independent variables (Table 4).

The adjusted  $R^2$  is a modified version of  $R^2$  that adjusts for the number of predictors in the model. Its values are slightly lower than the corresponding  $R^2$  values, but still indicate a high level of explained variance in the constructs (J. Hair et al., 2017).

Lastly, the  $Q^2$  predict values are used to measure the model's predictive relevance. All four constructs – ET, NS, RA, and SEM – demonstrate positive  $Q^2$  predict values (ranging from 0.262 for SEM to 0.822 for ET), indicating that our model has good predictive power for each construct. A  $Q^2$  predict value greater than zero suggests the model's predictive relevance, implying that the model has not only good fit but also good predictive capability (J. Hair et al., 2017).

Taken together, these metrics provide strong evidence that our model is both fitting and robust in explaining and predicting the behavior of the constructs within the context of our study.

The results of the structural model analysis for the direct relationships between various factors are presented in Table 5. The findings of the study corroborate several previous theories and empirical studies, establishing a nuanced understanding of the influences that attitudes, subjective norms, and perceived behavioral control exert on resource availability, self-esteem motivation, and novelty seeking in the context of educational tourism.

**Table 4.**  $R^2$ ,  $R^2$  adjusted,  $Q^2$  predict.

	$R^2$	$R^2$ adjusted	$Q^2$ predict
ET	0.837	0.832	0.822
NS	0.800	0.798	0.796
RA	0.713	0.711	0.704
SEM	0.277	0.271	0.262

ET-> Education Tourism, NS-> Novelty Seeking, RA-> Resource Availability, SEM-> Self-Esteem Motivation.

**Table 5.** Results of the structural model analysis (direct relation).

Hypothesis	Path	Original sample	Standard deviation	T statistics	P values	f-square
H1a	ATT -> RA	0.243	0.065	3.735	0.000	0.051
H1b	ATT -> SEM	0.204	0.098	2.088	0.037	0.014
H1c	ATT -> NS	0.198	0.045	4.351	0.000	0.049
H2a	SN -> RA	0.305	0.057	5.387	0.000	0.103
H2b	SN -> SEM	0.594	0.100	5.925	0.000	0.154
H2c	SN -> NS	0.352	0.055	6.366	0.000	0.196
H3a	PBC -> RA	0.354	0.069	5.150	0.000	0.102
H3b	PBC -> SEM	-0.313	0.093	3.353	0.001	0.032
H3c	PBC -> NS	0.404	0.062	6.539	0.000	0.193
H4a	RA -> ET	0.191	0.046	4.158	0.000	0.056
H4b	NS -> ET	0.283	0.057	5.001	0.000	0.074
H4c	SEM -> ET	0.065	0.022	2.973	0.003	0.020
H8a	PV x RA -> ET	0.263	0.076	3.449	0.001	0.052
H8b	PV x SEM -> ET	-0.012	0.041	0.302	0.763	0.000
H8c	PV x NS -> ET	-0.323	0.082	3.918	0.000	0.074
H9a	OC x RA -> ET	-0.215	0.075	2.866	0.004	0.027
H9b	OC x SEM -> ET	0.023	0.043	0.544	0.586	0.001
H9c	OC x NS -> ET	0.260	0.078	3.328	0.001	0.045

ATT -> Attitudes, ET-> Education Tourism, NS-> Novelty Seeking, OC-> Opportunity Cost, PBC-> Perceived Behavioral Control, PV-> Perceived Value, RA-> Resource Availability, SEM-> Self-Esteem Motivation, SN-> Subjective Norms.

The first set of hypotheses (H1a, H1b, H1c) validates the long-established assertions of the Theory of Planned Behavior (Ajzen, 1991) which postulates that attitudes significantly influence behaviors and decisions. For instance, Komarraju and Dial (2014) previously established that positive attitudes significantly influence resource availability and motivation, which is consistent with our findings. Additionally, previous research by Sadiq et al. (2021) also demonstrated that attitudes toward novelty and seeking new experiences can drive tourism decisions.

The significant influence of Subjective Norms (SN) on RA, SEM, and NS (H2a, H2b, H2c) is similarly consistent with the Theory of Planned Behavior, which emphasizes the role of subjective norms in influencing behavior (Ajzen, 1991) (Minton et al., 2018). provided support for this hypothesis, finding that social and cultural norms significantly influence people's behaviors and decisions, including in the context of tourism.

The third set of hypotheses (H3a, H3b, H3c) resonates with Ajzen's (2002) extension of the Theory of Planned Behavior, which introduced Perceived Behavioral Control (PBC) as a determinant of intentions and behaviors. The findings are in line with previous research such as Xiao and Wong (2020) study, which noted that perceived behavioral control can significantly influence tourism decisions.

Regarding the influence of RA, NS, and SEM on Education Tourism (H4a, H4b, H4c), the findings mirror those of W. Wang et al. (2021) and Merriam and Kee (2014), who found that these factors could positively impact tourism behaviors.

The moderation effects observed in the study (H8a, H8b, H8c, H9a, H9b, H9c) are consistent with several previous studies which found perceived value and opportunity cost to be critical moderating factors in decision making (Caber et al., 2020; de Kervenoael et al., 2020; Fanelli & Romagnoli, 2020). This suggests that the interplay of perceived value and opportunity cost with other factors can significantly affect tourism decisions, providing a novel avenue for future research.

The indirect relationships presented in Table 6 substantiate the complex interconnections among various constructs in influencing educational tourism.

**Table 6.** Results of the structural model analysis (indirect relations).

Hypothesis	Path	Original sample	Sample mean	Standard deviation	T statistic	P values
H5a	ATT -> RA -> ET	0.047	0.049	0.019	2.435	0.015
H5b	SN -> RA -> ET	0.058	0.062	0.020	2.874	0.004
H5c	PBC -> RA -> ET	0.068	0.071	0.019	3.572	0.000
H6a	ATT -> NS -> ET	0.056	0.055	0.018	3.145	0.002
H6b	SN -> NS -> ET	0.100	0.096	0.023	4.248	0.000
H6c	PBC -> NS -> ET	0.114	0.111	0.030	3.833	0.000
H7a	ATT -> SEM -> ET	0.013	0.013	0.008	1.583	0.114
H7b	SN -> SEM -> ET	0.039	0.038	0.015	2.650	0.008
H7c	PBC -> SEM -> ET	-0.020	-0.020	0.010	2.138	0.033

ATT -> Attitudes, ET-> Educational Tourism, NS-> Novelty Seeking, OC-> Opportunity Cost, PBC-> Perceived Behavioral Control, PV-> Perceived Value, RA-> Resource Availability, SEM-> Self-Esteem Motivation, SN-> Subjective Norms.

The findings of the influence of Attitudes (ATT), Subjective Norms (SN), and Perceived Behavioral Control (PBC) on Educational Tourism (ET) through Resource Availability (RA) and Novelty Seeking (NS) (H5a-c, H6a-c) are in line with the extended Theory of Planned Behavior, which emphasizes that these constructs indirectly influence behavior through mediating factors (Ajzen, 1991). For example, studies by Albaity and Melhem (2017) and Cahigas et al. (2023) support the premise of these hypotheses, showing that attitudes and subjective norms significantly influence tourism behaviors, mediated by factors such as resource availability and novelty seeking.

Similarly, the indirect effects of ATT, SN, and PBC on ET through Self-Esteem Motivation (SEM) (H7a-c) align with the findings of previous research. For instance, studies by Tran Huy and Dinh (2021) and von Soest et al. (2018) have shown that motivations play a crucial role in influencing tourism behavior, acting as a mediator between attitudes, subjective norms, perceived behavioral control, and the actual behavior. The negative relationship between PBC and ET mediated by SEM (H7c) could be linked to the complexity of the tourism decision-making process, where an increase in perceived control might decrease the self-esteem motivation, as noted by Chan et al. (2013).

Overall, these findings offer substantial contributions to the existing literature by elucidating the intricate indirect relationships among various psychological and resource-related factors that affect educational tourism.

## Implications

### Theoretical implications

This study's findings yield several critical theoretical implications that could reshape the current understanding within educational tourism research. The intricate network of direct and indirect relationships between psychological factors (i.e. attitudes, subjective norms, perceived behavioral control), personal resources (i.e. resource availability, novelty seeking, self-esteem motivation), and external factors (i.e. perceived value, opportunity cost) underscores the multi-faceted nature of educational tourism behaviors.

Firstly, our results contribute to the extension of the Theory of Planned Behavior (TPB) within the educational tourism context. Although TPB is widely applied in various domains, this research reinforces its applicability and extends it by introducing new mediating and moderating variables (Ajzen, 1991). Particularly, the study highlights the

mediating role of resource availability, novelty seeking, and self-esteem motivation between the TPB variables (attitudes, subjective norms, perceived behavioral control) and educational tourism. These findings advance our understanding of the dynamic process through which these cognitive and motivational factors interact to influence educational tourism.

Secondly, this research emphasizes the importance of perceived value and opportunity cost in the decision-making process within the context of educational tourism. While both these constructs have been extensively studied in consumer behavior and tourism literature, this study extends their role as moderators in the TPB framework. It brings to light how perceived value can enhance or diminish the impact of personal resources and psychological factors on educational tourism, while opportunity cost can also alter these relationships.

Lastly, this study promotes the use of the mediation-moderation analysis in exploring complex behaviors like educational tourism. It underscores the value of a nuanced examination of both direct and indirect effects, as well as interactions among multiple variables, rather than a simplistic cause-effect relationship. This approach allows for a deeper and more holistic understanding of the phenomena at hand, paving the way for more refined theoretical models in the future.

Overall, this study offers a nuanced and comprehensive theoretical model that integrates various constructs and their interrelationships, thereby enriching the theoretical body of knowledge in the domain of educational tourism.

## **Practical implications**

The insights derived from this research into educational tourism offer a wealth of practical applications for various stakeholders involved in this field, including policy-makers, educators, tourism marketers, and destination managers. These groups play a pivotal role in shaping the experiences and opportunities available in educational tourism, and the study's findings provide a clear direction for enhancing engagement and participation in such programs.

At the core of enhancing educational tourism experiences is the understanding that attitudes and subjective norms significantly influence individuals' decisions to engage in these activities. This study underscores the importance of fostering positive perceptions and leveraging social influences to boost interest in educational tourism. By implementing targeted interventions that promote the benefits and unique aspects of educational tourism, stakeholders can significantly impact potential tourists' resource availability, novelty seeking tendencies, and self-esteem motivation. For instance, creating marketing campaigns that highlight the enriching experiences of past participants can serve to not only enhance the appeal of educational tourism but also utilize social proof to encourage participation.

Further, the study reveals the mediating role of factors such as resource availability, novelty seeking, and self-esteem motivation in the decision to engage in educational tourism. This suggests that by enhancing these elements – making educational experiences more accessible, emphasizing the novelty of the experiences, and fostering an environment that supports personal growth – stakeholders can directly influence individuals' propensity toward educational tourism. Policies and programs that reduce

financial barriers, provide unique and immersive learning experiences, and support personal development can make educational tourism more appealing and accessible.

The moderating roles of perceived value and opportunity cost also highlight the critical aspect of presenting educational tourism as a valuable investment. Tourism marketers and destination managers are thus encouraged to clearly articulate the unique benefits and learning opportunities offered by their programs. Emphasizing the personal and professional growth that participants can achieve, coupled with efforts to minimize perceived opportunity costs through flexible programming and incorporating online elements, can enhance the perceived value of educational tourism experiences.

Moreover, effective marketing and communication strategies are essential in persuading potential participants of the value of educational tourism. Communications that highlight the social support for educational tourism, address logistical and preparatory concerns, and demonstrate the balance of cost versus benefits can significantly influence decision-making. By showcasing the transformative potential of educational tourism and providing clear, supportive information to mitigate perceived barriers, stakeholders can attract a wider audience.

The practical implications of this study offer a strategic guide for enhancing educational tourism through targeted interventions, accessibility improvements, compelling value propositions, and effective marketing and communication. By addressing the identified factors influencing educational tourism engagement, stakeholders can not only increase participation rates but also enrich the overall educational tourism experience. This research provides a foundational framework that enables practitioners in the field to design and implement strategies that cater to the evolving needs and preferences of educational tourists, ensuring the continued growth and success of this important sector.

## Conclusions and future research

This study makes a significant contribution to the burgeoning literature on educational tourism, underscoring the multifaceted roles of attitudinal, normative, and control factors in shaping educational tourism behaviors. Through a meticulous application of the Theory of Planned Behavior, the study has identified the complex interplay among attitudes, subjective norms, and perceived behavioral control and their direct and mediated impacts on educational tourism, modulated by resource availability, novelty seeking, and self-esteem motivation.

The findings draw attention to the considerable influence of attitudes and subjective norms on educational tourism behaviors, emphasizing the potency of personal resources and motivation. The study also provides a nuanced understanding of how perceived value and opportunity cost moderate these relationships, offering fresh insights into the decision-making processes underpinning educational tourism.

However, like all research, this study is not without limitations, which present opportunities for future research. Firstly, the current study focused on Chinese students studying in Malaysian public universities, and the findings might not be generalizable to other demographic groups or geographical contexts. Future studies could explore these relationships among different populations and in different cultural or geographical contexts to validate and extend these findings.

Secondly, this study examined a specific set of variables based on the Theory of Planned Behavior. Future research could incorporate additional factors from other behavioral theories, such as the Technology Acceptance Model or the Vroom's Expectancy Theory, to provide a more comprehensive understanding of educational tourism behaviors.

Thirdly, the study employed a cross-sectional design, which could not capture the dynamism of the decision-making process over time. Longitudinal studies could be beneficial in tracing the evolution of attitudes, subjective norms, perceived behavioral control, and the resulting behavioral intentions and actions.

In conclusion, this study enriches our understanding of the complexities of educational tourism behaviors, providing a robust foundation for further inquiry. By delineating the intricate mechanisms at play, this study also paves the way for more effective interventions to promote educational tourism. As the field continues to evolve, ongoing research will be critical to keeping pace with changing realities and harnessing educational tourism's potential to serve as a powerful tool for personal growth and global understanding.

## Acknowledgments

The authors would like to thank Universiti Sains Malaysia and Prince Sultan University Saudi Arabia for their support.

## Disclosure statement

No potential conflict of interest was reported by the author(s).

## Notes on contributors

**Jia Xinlin** is a Ph.D. student in the School of Management at Universiti Sains Malaysia, Pulau Pinang, Malaysia. His area of interest is tourism development in China and other countries as well (E-mail: jiaxinlin@student.usm.my).

**Khairul Anuar Mohammad Shah** is Senior Lecturer in the School of Management at Universiti Sains Malaysia, Pulau Pinang, Malaysia. His research area is consumer behavior, international marketing and international business (E-mail: khairulms@usm.my).

**Li Wenting** is pursuing her Ph.D. in the Graduate School of Business at Universiti Kebangsaan Malaysia, Selangor, Malaysia. She is interested in the area of green management (E-mail: zp05681@siswa.ukm.edu.my).

**Meng Na** is currently pursuing her Ph.D. in the Graduate School of Business at Universiti Kebangsaan Malaysia, Selangor, Malaysia. Her research interests are in the areas of marketing and consumer behavior (E-mail: zp05840@siswa.ukm.edu.my).

**Syed Shah Alam** is Associate Professor in Marketing in the College of Business Administration at Prince Sultan University, Riyadh, Saudi Arabia. He has published more than 100 articles in reputed journals. He has been listed top 2% scientist by Stanford University, USA (E-mail: salam@psu.edu.sa).



## References

- Abdalla, M. J., Ali, L., Hristoforova Maydon, D., Sigaeva, N., Öztüren, A., & Kiliç, H. (2023). Promoting face-to-face education under perceived risk via learning engagement and positive attitude: Perspectives from an edu-tourist destination. *Journal of Hospitality and Tourism Education*, 1–17. <https://doi.org/10.1080/10963758.2023.2200001>
- Abu Samah, A., Ahmadian, M., Gill, S. S., & Hendijani, R. B. (2013). Residents attitude towards educational tourism in Malaysia. *Asian Social Science*, 9(13). <https://doi.org/10.5539/ass.v9n13p14>
- Agustina, R. P., & Artanti, Y. (2020). The role of satisfaction as a mediating variable on the effects of novelty seeking and familiarity on tourist revisit intention. *Diponegoro International Journal of Business*, 3(2), 88–96. <https://doi.org/10.14710/dijb.3.2.2020.88-96>
- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179–211. [https://doi.org/10.1016/0749-5978\(91\)90020-t](https://doi.org/10.1016/0749-5978(91)90020-t)
- Ajzen, I. (2002). Perceived behavioral control, self-efficacy, locus of control, and the theory of planned behavior. *Journal of Applied Social Psychology*, 32(4), 665–683. <https://doi.org/10.1111/j.1559-1816.2002.tb00236.x>
- Akinci, Z., Yurcu, G., & Kasalak, M. (2018). The mediating role of perception in the relationship between expectation and satisfaction in terms of sustainability in tourism education. *Sustainability*, 10(7), 2253. <https://doi.org/10.3390/su10072253>
- Aknin, L. B., Dunn, E. W., Sandstrom, G. M., & Norton, M. I. (2013). Does social connection turn good deeds into good feelings? On the value of putting the ‘social’ in prosocial spending. *International Journal of Happiness and Development*, 1(2), 155–171. <https://doi.org/10.1504/ijhd.2013.055643>
- Albaity, M., & Melhem, S. B. (2017). Novelty seeking, image, and loyalty—the mediating role of satisfaction and moderating role of length of stay: International tourists’ perspective. *Tourism Management Perspectives*, 23, 30–37. <https://doi.org/10.1016/J.TMP.2017.04.001>
- Anantamongkolkul, C., & Kongma, T. (2020). Thai university Student travel behavior: An extension of theory of planned behavior. *ABAC JOURNAL- Assumption University*, 40(1), 126–141.
- Apuke, O. D. (2017). Quantitative research methods: A synopsis approach. *Kuwait Chapter of Arabian Journal of Business and Management Review*, 6(11), 40–47. <https://doi.org/10.12816/0040336>
- Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist*, 37(2), 122–147. <https://doi.org/10.1037/0003-066X.37.2.122>
- Barlett, C. P. (2019). Social psychology theory extensions. *Predicting Cyberbullying*, 37–47. <https://doi.org/10.1016/B978-0-12-816653-6.00005-4>
- Blomstervik, I. H., Prebensen, N. K., Campos, A. C., & Pinto, P. (2020). Novelty in tourism experiences: The influence of physical staging and human interaction on behavioural intentions. *Current Issues in Tourism*, 24(20), 2921–2938. <https://doi.org/10.1080/13683500.2020.1854197>
- Bowden, J. L. H., Tickle, L., & Naumann, K. (2019). The four pillars of tertiary student engagement and success: A holistic measurement approach. *Studies in Higher Education*, 46(6), 1207–1224. <https://doi.org/10.1080/03075079.2019.1672647>
- Caber, M., Albayrak, T., & Crawford, D. (2020). Perceived value and its impact on travel outcomes in youth tourism. *Journal of Outdoor Recreation and Tourism*, 31, 100327. <https://doi.org/10.1016/J.JORT.2020.100327>
- Cahigas, M. M. L., Prasetyo, Y. T., Persada, S. F., & Nadlifatin, R. (2023). Examining Filipinos’ intention to revisit Siargao after super typhoon rai 2021 (Odette): An extension of the theory of planned behavior approach. *International Journal of Disaster Risk Reduction*, 84, 103455. <https://doi.org/10.1016/J.IJDRR.2022.103455>
- Cascio, C. N., O'Donnell, M. B., Tinney, F. J., Lieberman, M. D., Taylor, S. E., Strecher, V. J., & Falk, E. B. (2016). Self-affirmation activates brain systems associated with self-related processing and reward and is reinforced by future orientation. *Social Cognitive and Affective Neuroscience*, 11(4), 621–629. <https://doi.org/10.1093/SCAN/NSV136>

- Chambers, D., & Buzinde, C. (2015). Tourism and decolonisation: Locating research and self. *Annals of Tourism Research*, 51, 1–16. <https://doi.org/10.1016/j.annals.2014.12.002>
- Chan, Z. C. Y. Fung, Y. L. & Chien, Y. T. (2013). Bracketing in phenomenology: Only undertaken in the data collection and analysis process. *The Qualitative Report*, 18(30). <https://doi.org/10.46743/2160-3715/2013.1486>
- Chang, V. (2016). Review and discussion: E-learning for academia and industry. *International Journal of Information Management*, 36(3), 476–485. <https://doi.org/10.1016/J.IJINFORMGT.2015.12.007>
- Cherry, K. (2022, November 7). *Self-Esteem: Influences, Traits, and How to Improve It*. Very Well Mind. <https://www.verywellmind.com/what-is-self-esteem-2795868>
- Cheung, A. K.-L. (2021). Structured Questionnaires. *Encyclopedia of Quality of Life and Well-Being Research*, 1–3. [https://doi.org/10.1007/978-3-319-69909-7\\_2888-2](https://doi.org/10.1007/978-3-319-69909-7_2888-2)
- Chi, X., Lee, S. K., Ahn, Y. J., & Kiatkawsin, K. (2020). Tourist-perceived quality and loyalty intentions towards rural tourism in China. *Sustainability*, 12(9), 3614. <https://doi.org/10.3390/SU12093614>
- Chiu, W., Zeng, S., & Cheng, P. S. T. (2016). The influence of destination image and tourist satisfaction on tourist loyalty: A case study of Chinese tourists in Korea. *International Journal of Culture, Tourism and Hospitality Research*, 10(2), 223–234. <https://doi.org/10.1108/IJCTHR-07-2015-0080>
- Couto, J. (2017). The importance of intercultural competence in higher education and its impact on professional life. Business economics - Business Management, Corporate Governance, grade: 1,7, Cologne Business School Köln, Germany.
- Dale, N. F., & Ritchie, B. W. (2020). Understanding travel behavior: A study of school excursion motivations, constraints and behavior. *Journal of Hospitality & Tourism Management*, 43, 11–22. <https://doi.org/10.1016/j.jhtm.2020.01.008>
- Das, K. V., Jones-Harrell, C., Fan, Y., Ramaswami, A., Orlove, B., & Botchwey, N. (2020). Understanding subjective well-being: Perspectives from psychology and public health. *Public Health Reviews*, 41(1), 1–32. <https://doi.org/10.1186/S40985-020-00142-5>
- de Kervenoael, R., Hasan, R., Schwob, A., & Goh, E. (2020). Leveraging human-robot interaction in hospitality services: Incorporating the role of perceived value, empathy, and information sharing into visitors' intentions to use social robots. *Tourism Management*, 78, 104042. <https://doi.org/10.1016/J.TOURMAN.2019.104042>
- Dembovska, I., Silicka, I., & Łubkina, V. (2016). Educational tourism in the training of future tourism professionals. SOCIETY. INTEGRATION. EDUCATION. *Proceedings of the International Scientific Conference*, 4, 245. <https://doi.org/10.17770/SIE2016VOL4.1561>
- Diener, E., & Suh, E. (1997). Measuring quality of life: Economic, social, and subjective indicators. *Social Indicators Research*, 40(1–2), 189–216. <https://doi.org/10.1023/a:1006859511756>
- Dredge, D., Phi, G. T. L., Mahadevan, R., Meehan, E., & Popescu, E. (2019). *Digitalisation in tourism: In-depth analysis of challenges and opportunities*. Executive Agency for Small and Medium-sized Enterprises (EASME), European Commission. <https://vbn.aau.dk/en/publications/digitalisation-in-tourism-in-depth-analysis-of-challenges-and-opp>
- Duarte Alonso, A., Sakellarios, N., & Pritchard, M. (2015). The theory of planned behaviour in the context of cultural heritage tourism. *Journal of Heritage Tourism*, 10(4), 399–416. <https://doi.org/10.1080/1743873X.2015.1044992>
- Dubey, P., & Sahu, K. K. (2023). Mediation analysis of students' perceived benefits in predicting their satisfaction to technology-enhanced learning. *Journal of Research in Innovative Teaching & Learning*, 16(1), 82–99. <https://doi.org/10.1108/JRIT-11-2021-0074/FULL/PDF>
- Eom, T., & Han, H. (2019). Community-based tourism (TourDure) experience program: A theoretical approach. *Journal of Travel & Tourism Marketing*, 36(8), 956–968. <https://doi.org/10.1080/10548408.2019.1665611>
- Fahmi, R., Besel, F., Aswirna, P., Fahmi, F. A., & Fahmi, D. M. (2021). The effect of students perception on educational tourism and self-fulfilment. *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan*, 1(1), 163–183. <https://doi.org/10.21154/cendekia.v1i1.2574>

- Fan, C. W., Chen, I. H., Ko, N. Y., Yen, C. F., Lin, C. Y., Griffiths, M. D., & Pakpour, A. H. (2021). Extended theory of planned behavior in explaining the intention to COVID-19 vaccination uptake among mainland Chinese university students: An online survey study. *Human Vaccines and Immunotherapeutics*, 17(10), 3413–3420. <https://doi.org/10.1080/21645515.2021.1933687>
- Fanelli, R. M., & Romagnoli, L. (2020). Customer satisfaction with farmhouse facilities and its implications for the promotion of agritourism resources in Italian municipalities. *Sustainability*, 12(5), 1749. <https://doi.org/10.3390/SU12051749>
- Fan, D. X. F., Liu, A., & Qiu, R. T. R. (2018). Revisiting the relationship between host attitudes and tourism development: A utility maximization approach. *Tourism Economics*, 25(2), 171–188. <https://doi.org/10.1177/1354816618794088>
- Fedorchenko, V., Kutuev, P., Fedorchenko, N., & Vasilets, O. (2021). Tourism and education in formation of the human capital agency. *Linguistics & Culture Review*, 5(S2), 246–258. <https://doi.org/10.21744/lingcure.v5nS2.1343>
- Fitch, J. L., & Ravlin, E. C. (2005). Willpower and perceived behavioral control: Influences on the intention-behavior relationship and post behavior attributions. *Social Behavior & Personality: An International Journal*, 33(2), 105–124. <https://doi.org/10.2224/sbp.2005.33.2.105>
- Fouche, C. B., & Bartley, A. (2011). Quantitative data analysis and interpretation. *Research at Grass Roots*, 7(3), 248–276. [https://www.researchgate.net/profile/Anupama-Pal/publication/316888569\\_Quantitative\\_Data\\_Analysis\\_and\\_Representation/links/59167b67a6fdc963e83e0c6/Quantitative-Data-Analysis-and-Representation](https://www.researchgate.net/profile/Anupama-Pal/publication/316888569_Quantitative_Data_Analysis_and_Representation/links/59167b67a6fdc963e83e0c6/Quantitative-Data-Analysis-and-Representation)
- Freire, J. A. (2020). Promoting sociopolitical consciousness and bicultural goals of dual language education: The transformational dual language educational framework. *Journal of Language, Identity and Education*, 19(1), 56–71. <https://doi.org/10.1080/15348458.2019.1672174>
- Gangotia, A. (2014). Expectations of tourism industry on competencies and tourism education. *AVAHAN: A Journal on Hospitality & tourism*, 8(1).
- Gerneshiy, V. (2021). The increasing role of educational tourism in the training system of the world tourist industry: A socio-philosophical inquiry. *Logos et Praxis*, 3(3), 166–176. <https://doi.org/10.15688/lp.jvolsu.2021.3.16>
- Glenk, K., Faccioli, M., Martin-Ortega, J., Schulze, C., & Potts, J. (2021). The opportunity cost of delaying climate action: Peatland restoration and resilience to climate change. *Global Environmental Change*, 70, 102323. <https://doi.org/10.1016/J.GLOENVCHA.2021.102323>
- Graupensperger, S., Walukevich-Dienst, K., Patrick, M. E., & Lee, C. M. (2023). The protective role of perceived control on associations between job loss, financial difficulties, and substance use among young adults early in the COVID-19 pandemic. *Prevention Science*, 24(6), 1239–1248. <https://doi.org/10.1007/S11121-023-01565-7>
- Gunawardena, H. Merlo, S. & Stevens, R.(2020). The pre-conditions to flourishing: Structural necessities for achieving well-being in schools. *British Journal of Educational Studies*, 68(4), 425–442. <https://doi.org/10.1080/00071005.2020.1711857>
- Gvaramadze, A. (2021). Educational tourism and its challenges during the pandemic. *Academic Digest*, 45–52. <https://doi.org/10.55896/2298-0202/2021-45-53>
- Hair, J. F., & Sarstedt, M. (2019). Factors versus composites: Guidelines for choosing the right structural equation modeling method. *Project Management Journal*, 50(6), 619–624. <https://doi.org/10.1177/8756972819882132>
- Hair, J., Sarstedt, M., & Ringle, C. (2017). PLS-SEM: Looking back and moving forward. In *Elsevier*. <https://www.sciencedirect.com/science/article/pii/S002463011400020X>
- Han, T.-S., Chiang, H.-H., & Chang, A. (2010). Employee participation in decision making, psychological ownership and knowledge sharing: Mediating role of organizational commitment in Taiwanese high-tech organizations. *The International Journal of Human Resource Management*, 21(12), 2218–2233. <https://doi.org/10.1080/09585192.2010.509625>
- Hanley, A., & Wilhelm, M. S. (1992). Compulsive buying: An exploration into self-esteem and money attitudes. *Journal of Economic Psychology*, 13(1), 5–18. [https://doi.org/10.1016/0167-4870\(92\)90049-D](https://doi.org/10.1016/0167-4870(92)90049-D)

- Hashim, S. M. (2019, August 6). *Socio-Economic Impacts of the Rohingya Influx*. The Daily Star. <https://www.thedailystar.net/opinion/no-frills/news/socio-economic-impacts-the-rohingya-influx-1782133>
- Heller, M., Pujolar, J., & Duchêne, A. (2014). Linguistic commodification in tourism. *Journal of Sociolinguistics*, 18(4), 539–566. <https://doi.org/10.1111/JOSL.12082>
- Hirschman, E. C. (1980). Innovativeness, novelty seeking, and consumer creativity. *Journal of Consumer Research*, 7(3), 283–295. <https://doi.org/10.1086/208816>
- Hsu, C. H. C., & Huang, S. (2010, February). Formation of tourist behavioral intention and actual behavior. *2010 7th International Conference on Service Systems and Service Management*. <https://doi.org/10.1109/ICSSSM.2010.5530150>.
- Hsu, C. H. C., Oh, H., & Assaf, A. G. (2012). A customer-based brand equity model for upscale hotels. *Journal of Travel Research*, 51(1), 81–93. <https://doi.org/10.1177/0047287510394195>
- Humaidi, N., & Abdallah Alghazo, S. H. (2022). Procedural information security countermeasure awareness and cybersecurity protection motivation in enhancing employee's cybersecurity protective behaviour. *2022 10th International Symposium on Digital Forensics and Security (ISDFS)*, 1–10. <https://doi.org/10.1109/ISDFS55398.2022.9800834>
- Hussein, S. H., Kusairi, S., & Ismail, F. (2022). Modelling the demand for educational tourism: Do dynamic effect, university quality and competitor countries play a role? *Journal of Tourism Futures*. <https://doi.org/10.1108/JTF-09-2020-0144>
- Jiang, X., Qin, J., Gao, J., & Gossage, M. G. (2022). How tourists' perception affects travel intention: Mechanism pathways and boundary conditions. *Frontiers in Psychology*, 13, 821364. <https://doi.org/10.3389/fpsyg.2022.821364>
- Jin, K. G., & Drozdenko, R. G. (2010). Relationships among perceived organizational core values, corporate social responsibility, ethics, and organizational performance outcomes: An empirical study of information technology professionals. *Journal of Business Ethics*, 92(3), 341–359. <https://doi.org/10.1007/S10551-009-0158-1>
- Johnson, A. J., & Wakefield, J. (2020). Examining associations between racism, internalized shame, and self-esteem among African Americans. *Cogent Psychology*, 7(1). <https://doi.org/10.1080/23311908.2020.1757857>
- Joshi, Y. (2021). *Digital Transformation, Ecosystem Design, and Platform Strategy: An IoT Perspective*. <https://dspace.mit.edu/handle/1721.1/139354>
- Kahraman, O. C., & Derya, D. A. (2021). The impact of perceived education quality on tourism and hospitality students career choice: The mediating effects of academic self-efficacy. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 29, 100333. <https://doi.org/10.1016/j.jhlste.2021.100333>
- Kaplan, H. B. (1975). The self-esteem motive and change in self-attitudes. *The Journal of Nervous and Mental Disease*, 161(4), 265–275. <https://doi.org/10.1097/00005053-197510000-00006>
- Katta, R. M. R., & Patro, C. S. (2020). Consumers' perceived value in internet shopping. *International Journal of Customer Relationship Marketing and Management*, 11(2), 17–36. <https://doi.org/10.4018/ijcrmm.2020040102>
- Kenfack, M. R. K., & Öztüren, A. (2021). Key factors in the selection of an educational tourism destination\*. In *Global perspectives on recruiting international students: Challenges and opportunities* (pp. 1–36). Emerald Publishing Limited. <https://doi.org/10.1108/978-1-83982-518-720211001>
- Kenneth, R. F., & Magnus, L. (2014). *Self-esteem and self-perceptions in sport and exercise* (pp. 34–48). London, UK: Routledge Companion to Sport and Exercise Psychology. <https://doi.org/10.4324/9781315880198-5>
- Kennon, J. (2022, June 29). *What Is Opportunity Cost?* the Balance Money. <https://www.thebalancemoney.com/what-is-opportunity-cost-357200>
- Khan, S., & Iqbal, M. (2020). AI-Powered customer service: does it optimize customer experience? *2020 8th International Conference on Reliability, Infocom Technologies and Optimization (Trends and Future Directions) (ICRITO)*, 590–594. <https://doi.org/10.1109/ICRITO48877.2020.9198004>

- Kim, S., & Kim, H. (2015). Moderating effects of tourists' novelty-seeking tendencies on the relationship between satisfaction and behavioral intention. *Tourism Analysis*, 20(5), 511–522. <https://doi.org/10.3727/108354215X14411980111415>
- King, B., Lejealle, C., & Chapuis, J. M. (2022). Educational travellers and destination appeal: Deconstructing intrinsic motivations. *Journal of Vacation Marketing*, 29(1), 38–53. <https://doi.org/10.1177/13567667221078241>
- Klabi, F. (2020). To what extent do conspicuous consumption and status consumption reinforce the effect of self-image congruence on emotional brand attachment? Evidence from the Kingdom of Saudi Arabia. *Journal of Marketing Analytics*, 8(2), 99–117. <https://doi.org/10.1057/S41270-020-00073-9>
- Kokkinos, C. M., & Voulgaridou, I. (2018). Motivational beliefs as mediators in the association between perceived scholastic competence, self-esteem and learning strategies among Greek secondary school students. *Educational Psychology*, 38(6), 753–771. <https://doi.org/10.1080/01443410.2018.1456651>
- Komarraju, M., & Dial, C. (2014). Academic identity, self-efficacy, and self-esteem predict self-determined motivation and goals. *Learning and Individual Differences*, 32, 1–8. <https://doi.org/10.1016/J.LINDIF.2014.02.004>
- Kondo, A., Abuliezi, R., Naruse, K., Oki, T., Niitsu, K., & Ezeonwu, M. C. (2021). Perceived control, preventative health behaviors, and the mental health of nursing students during the COVID-19 pandemic: A cross-sectional study. *Inquiry: A Journal of Medical Care Organization, Provision and Financing*, 58, 1–11. <https://doi.org/10.1177/00469580211060279>
- Kumar Kaushal, R., Kumar, N., Narayan Panda, S., & Sood, K. (2021). Effectiveness of multimedia design principles in computer animations. *2021 International Conference on Advance Computing and Innovative Technologies in Engineering (ICACITE)*, 780–783. <https://doi.org/10.1109/ICACITE51222.2021.9404757>
- Kurzban, R., Duckworth, A., Kable, J. W., & Myers, J. (2013). An opportunity cost model of subjective effort and task performance. *Behavioral and Brain Sciences*, 36(6), 661–679. <https://doi.org/10.1017/S0140525X12003196>
- Kwek, A., Bui, H. T., Rynne, J., & So, K. K. F. (2013). The impacts of self-esteem and resilience on academic performance: An investigation of domestic and international hospitality and tourism undergraduate students. *Journal of Hospitality & Tourism Education*, 25(3), 110–122. <https://doi.org/10.1080/10963758.2013.826946>
- Lee, M., Lee, J., & Kwon, D. (2015). An empirical study on the factors affecting mobile payment acceptance in Korea. *Journal of Global Information Management*, 23(1), 33–48.
- Liu, W., Su, T., Tian, L., & Huebner, E. S. (2020). Prosocial behavior and subjective well-being in school among elementary school students: The mediating roles of the satisfaction of relatedness needs at school and self-esteem. *Applied Research in Quality of Life*, 16(4), 1439–1459. <https://doi.org/10.1007/S11482-020-09826-1>
- Li, W. W., Yu, H., Miller, D. J., Yang, F., & Rouen, C. (2020). Novelty seeking and mental health in Chinese University students before, during, and after the COVID-19 pandemic lockdown: A longitudinal study. *Frontiers in Psychology*, 11, 600739. <https://doi.org/10.3389/fpsyg.2020.600739>
- Llistosella, M., Castellvi, P., Limonero, J. T., Pérez-Ventana Ortiz, C., Baeza-Velasco, C., & Gutiérrez-Rosado, T. (2022). Development of the individual and environmental resilience model among children, adolescents and young adults using the empirical evidence: An integrative systematic review. *Health & Social Care in the Community*, 30(6), e3277–e3299. <https://doi.org/10.1111/HSC.13899>
- Lomas, J., Claxton, K., Martin, S., & Soares, M. (2018). Resolving the “cost-effective but unaffordable” paradox: estimating the health opportunity costs of nonmarginal budget impacts. *Value in Health*, 21(3), 266–275. <https://doi.org/10.1016/J.JVAL.2017.10.006>
- Maga, A., & Nicolau, P. (2018). Conceptualizing educational tourism and the educational tourism potential (evidence from ASEAN countries). *Proceedings of the International Scientific Conference “Competitive, Sustainable and Secure Development of the Regional Economy: Response to Global Challenges” (CSSDRE 2018)*. Amstardam, Netharlands.



- Merriam, S. B., & Kee, Y. (2014). Promoting community wellbeing: The case for lifelong learning for older adults. *Adult Education Quarterly*, 64(2), 128–144. <https://doi.org/10.1177/0741713613513633>
- Minnaert, L. (2012). Social tourism as opportunity for unplanned learning and behavior change. *Journal of Travel Research*, 51(5), 607–616. <https://doi.org/10.1177/0047287511431324>
- Minton, E. A., Spielmann, N., Kahle, L. R., & Kim, C. H. (2018). The subjective norms of sustainable consumption: A cross-cultural exploration. *Journal of Business Research*, 82, 400–408. <https://doi.org/10.1016/J.JBUSRES.2016.12.031>
- Mitas, O., & Bastiaansen, M. (2018). Novelty: A mechanism of tourists enjoyment. *Annals of Tourism Research*, 72, 98–108. <https://doi.org/10.1016/j.annals.2018.07.002>
- Nagai, H., & Kashiwagi, S. (2018). Japanese students on educational tourism: Current trends and challenges. *Springer, Singapore*. 117–134. [https://doi.org/10.1007/978-981-10-8539-0\\_7](https://doi.org/10.1007/978-981-10-8539-0_7)
- Orden Mejía, M., Carvache-Franco, M., Huertas, A., Carvache-Franco, W., Landeta-Bejarano, N., & Carvache-Franco, O. (2022). Post-COVID-19 tourists' preferences, attitudes and travel expectations: A study in Guayaquil, Ecuador. *International Journal of Environmental Research and Public Health*, 19(8), 4822. <https://doi.org/10.3390/IJERPH19084822>
- Pedrosa, A. L., Bitencourt, L., Fróes, A. C. F., Cazumbá, M. L. B., Campos, R. G. B., de Brito, S. B. C. S., & Simões e Silva, A. C. (2020). Emotional, behavioral, and psychological impact of the COVID-19 pandemic. *Frontiers in Psychology*, 11, 566212. <https://doi.org/10.3389/fpsyg.2020.566212>
- Pitman, T., Broomhall, S., McEwan, J. & Majocha, E.(2010). Adult learning in educational tourism. *Australian Journal of Adult Learning*, 50(2), 219–238.
- Rahman, M. S. (2016). *A2i Program: Vision to Digitalize Bangladesh by Union Digital Center*. [https://www.researchgate.net/profile/Mohammad-Saidur-Rahman/publication/310831302\\_a2i\\_Program\\_Vision\\_to\\_Digitalize\\_Bangladesh\\_by\\_Union\\_Digital\\_Center/links/58391e7608aed5c6148865d6/a2i-Program-Vision-to-Digitalize-Bangladesh-by-Union-Digital-Center.pdf](https://www.researchgate.net/profile/Mohammad-Saidur-Rahman/publication/310831302_a2i_Program_Vision_to_Digitalize_Bangladesh_by_Union_Digital_Center/links/58391e7608aed5c6148865d6/a2i-Program-Vision-to-Digitalize-Bangladesh-by-Union-Digital-Center.pdf)
- Rahman, M., Mordi, C., & Nwagbara, U. (2018). Factors influencing E-HRM implementation in government organisations: Case studies from Bangladesh. *Journal of Enterprise Information Management*, 31(2), 247–275. <https://doi.org/10.1108/JEIM-05-2017-0066>
- Rahman, M. S., Osmangani, A., Hassan, M., Anwar, H., Md, A., & Fattah, F. A. M. A. (2016). Consumption values, destination cues and nostalgia on the attitude in the selection of destination for educational tourism: The mediating role of destination image. *International Journal of Tourism Cities*, 2(3), 257–272. <https://doi.org/10.1108/IJTC-06-2016-0013>
- Rodrigues, A. M. M. (2018). Resource availability and adjustment of social behaviour influence patterns of inequality and productivity across societies. *PeerJ*, 6(10), e5488. <https://doi.org/10.7717/PEERJ.5488/SUPP-2>
- Ryan, R. M., & Deci, E. L. (2000a). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *The American Psychologist*, 55(1), 68–78. <https://doi.org/10.1037/0003-066X.55.1.68>
- Ryan, R. M., & Deci, E. L. (2000b). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *The American Psychologist*, 55(1), 68–78. <https://doi.org/10.1037/0003-066X.55.1.68>
- Sadiq, M. A., Rajeswari, B., Ansari, L., & Danish Kirmani, M. (2021). The role of food eating values and exploratory behaviour traits in predicting intention to consume organic foods: An extended planned behaviour approach. *Journal of Retailing and Consumer Services*, 59, 102352. <https://doi.org/10.1016/J.JRETCONSER.2020.102352>
- Saladino, V., Algeri, D., & Auriemma, V. (2020). The psychological and social impact of covid-19: New perspectives of well-being. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.577684>
- Santos, S. C., & Liguori, E. W. (2020). Entrepreneurial self-efficacy and intentions: Outcome expectations as mediator and subjective norms as moderator. *International Journal of Entrepreneurial Behaviour & Research*, 26(3), 400–415. <https://doi.org/10.1108/IJEBr-07-2019-0436>

- Saunders-Hastings, P., Crispo, J. A. G., Sikora, L., & Krewski, D. (2017). Effectiveness of personal protective measures in reducing pandemic influenza transmission: A systematic review and meta-analysis. *Epidemics*, 20, 1–20. <https://doi.org/10.1016/j.epidem.2017.04.003>
- Scott-Smith, G. (2020). Exchange programs and public diplomacy. *Routledge Handbook of Public Diplomacy*, 38–49. <https://doi.org/10.4324/9780429465543-7>
- Seow, A. N., & Choong, Y. O. (2021). The effects of implementation intentions on educational tourism: A protection motivation theory approach. *Journal of Teaching in Travel & Tourism*, 22(2), 163–178. <https://doi.org/10.1080/15313220.2021.1950102>
- Sheng, J., Wang, X., & Amankwah-Amoah, J. (2021). The value of firm engagement: How do ratings benefit from managerial responses? *Decision Support Systems*, 147, 113578. <https://doi.org/10.1016/j.dss.2021.113578>
- Sie, L., Patterson, I., & Pegg, S. (2015). Towards an understanding of older adult educational tourism through the development of a three-phase integrated framework. *Current Issues in Tourism*, 19(2), 100–136. <https://doi.org/10.1080/13683500.2015.1021303>
- Sie, L., Phelan, K. V., & Pegg, S. (2018). The interrelationships between self-determined motivations, memorable experiences and overall satisfaction. *Journal of Hospitality & Tourism Technology*, 9(3), 354–379. <https://doi.org/10.1108/JHTT-09-2017-0098>
- Silva, M. A. D., Holanda, L. D., Silva, M. A. D., & Leal, S. (2013). *Potentiality and limitations of the relationship between tourism and education: A study in elementary education at public schools of Recife and Olinda (Pernambuco, Brazil)*.
- Smith, C., & Jenner, P. (1997). Educational tourism. *Travel & Tourism Analyst*, (3), 60–75. <https://doi.org/10.2991/cssdre-18.2018.72>
- Stone, M. J., & Petrick, J. F. (2013). The educational benefits of travel experiences: A literature review. *Journal of Travel Research*, 52(6), 731–744. <https://doi.org/10.1177/0047287513500588>
- Sujood, N., Hamid, S., & Bano, N. (2022). Behavioral intention of traveling in the period of COVID-19: An application of the theory of planned behavior (TPB) and perceived risk. *International Journal of Tourism Cities*, 8(2), 357–378. <https://doi.org/10.1108/IJTC-09-2020-0183>
- Tang, C. F. (2021). The threshold effects of educational tourism on economic growth. *Current Issues in Tourism*, 24(1), 33–48. <https://doi.org/10.1080/13683500.2019.1694869>
- Tan, J. A. C., & Morgan, D. J. (2001). Relevance and quality in Australian tourism higher education. *Journal of Teaching in Travel & Tourism*, 1(1), 59–78. [https://doi.org/10.1300/J172v01n01\\_06](https://doi.org/10.1300/J172v01n01_06)
- Tashlai, I., & Ivanov, S. (2014). *Educational tourism - the case of eastern European students: Driving forces, consequences, and effects on the tourism industry*. Tourism Today (Forthcoming).
- Tavitiyaman, P., Zhang, X., & Tsang, W. Y. (2020). How tourists perceive the usefulness of technology adoption in hotels: Interaction effect of past experience and education level. *Journal of China Tourism Research*, 18(1), 64–87. <https://doi.org/10.1080/19388160.2020.1801546>
- Thibaut, J., & Kelley, H. H. (1959). *The social psychology of groups*. John Wiley. <https://books.google.com/books?hl=en&lr=&id=4m5QDwAAQBAJ&oi=fnd&pg=PP1&ots=rRXPTSaXFN&sig=q7kx3-DDcQpnfRiGw5DjLnSVuw4>
- Thomas, A., Wee, H., Anuar, F. I., & Aminudin, N. (2021, November). Augmented S-O-R Model on educational tourism in Malaysia: Educational tourist, institutional and destination perspectives. *Proceeding For Global Tourism Conference (GTC) 2021*.
- Tomasi, S., Paviotti, G., & Cavicchi, A. (2020a). Educational tourism and local development: The role of universities. *Sustainability*, 12(17), 6766. <https://doi.org/10.3390/SU12176766>
- Tomasi, S., Paviotti, G., & Cavicchi, A. (2020b). Educational tourism and local development: The role of universities. *Sustainability*, 12(17), 6766. <https://doi.org/10.3390/SU12176766>
- Tran Huy, P., & Dinh, T. N. Q. (2021). Training perception and work engagement: The mediating role of organisational-based self-esteem and self-efficacy. *Central European Business Review*, 11(2), 19–40. <https://doi.org/10.18267/J.CEBR.286>



- Unguren, E. (2020). Exploring the moderating effect of campus recreation participation on the relationship between education satisfaction and self-esteem. *Polish Journal of Sport and Tourism*, 27(3), 8–14. <https://doi.org/10.2478/pjst-2020-0014>
- Vansteenkiste, M., Ryan, R. M., & Soenens, B. (2020). Basic psychological need theory: Advancements, critical themes, and future directions. *Motivation and Emotion*, 44(1), 1–31. <https://doi.org/10.1007/s11031-019-09818-1>
- Vargas, S., & Castells, P. (2011). Rank and relevance in novelty and diversity metrics for recommender systems. *RecSys'11 - Proceedings of the 5th ACM Conference on Recommender Systems*, 109–116. <https://doi.org/10.1145/2043932.2043955>
- von Soest, T., Wagner, J., Hansen, T., & Gerstorf, D. (2018). Self-esteem across the second half of life: The role of socioeconomic status, physical health, social relationships, and personality factors. *Journal of Personality and Social Psychology*, 114(6), 945–958. <https://doi.org/10.1037/PSPP0000123>
- Vroom, V. (1964). *Work and motivation*. Wiley.
- Walker, J., & Ngara Manyamba, V. (2020). Towards an emotion-focused, discomfort-embracing transformative tourism education. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 26, 100213. <https://doi.org/10.1016/j.jhlste.2019.100213>
- Wang, L. (2020). Determinants of consumers purchase attitude and intention toward green hotel selection. *Journal of China Tourism Research*, 18(1), 203–222. <https://doi.org/10.1080/19388160.2020.1816241>
- Wang, S., & Chen, J. S. (2015). The influence of place identity on perceived tourism impacts. *Annals of Tourism Research*, 52, 16–28. <https://doi.org/10.1016/j.annals.2015.02.016>
- Wang, W., Eldridge, M. A. G., & Richmond, B. J. (2021). Novelty seeking for novelty's sake. *Nature neuroscience*, 25(1), 7–8. <https://doi.org/10.1038/s41593-021-00965-8>
- Wang, M. T., & Hofkens, T. L. (2020). Beyond classroom academics: A school-wide and multi-contextual perspective on student engagement in school. *Adolescent Research Review*, 5(4), 419. <https://doi.org/10.1007/S40894-019-00115-Z>
- Wijayawickrama, E. (2020). Promoting peace through tourism. *TRIVALENT த்ரிவலென்ட்: Journal of Archaeology, Tourism & Anthropology*, 1(2), 134. <https://doi.org/10.4038/TJATA.V1I2.44>
- Williams, T. A., Zhao, E. Y., Sonenshein, S., Ucbasaran, D., & George, G. (2021). Breaking boundaries to creatively generate value: The role of resourcefulness in entrepreneurship. *Journal of Business Venturing*, 36(5), 106141. <https://doi.org/10.1016/J.JBUSVENT.2021.106141>
- Winstone, N. E., Nash, R. A., Rowntree, J., & Parker, M. (2017). 'It'd be useful, but I wouldn't use it': Barriers to university students' feedback seeking and recipience. *Studies in Higher Education*, 42(11), 2026–2041. <https://doi.org/10.1080/03075079.2015.1130032>
- Wollast, R., Schmitz, M., Bigot, A., Luminet, O., & Delcea, C. (2021). The theory of planned behavior during the COVID-19 pandemic: A comparison of health behaviors between Belgian and French residents. *Public Library of Science ONE*, 16(11), e0258320. <https://doi.org/10.1371/JOURNAL.PONE.0258320>
- Worthington, A. K. (2021). Theory of planned behavior. *Encyclopedia of Personality and Individual Differences* (pp. 1–8). [https://doi.org/10.1007/978-3-319-28099-8\\_1191-1](https://doi.org/10.1007/978-3-319-28099-8_1191-1)
- Wright, D. W. M. (2021). Travel and the climate crisis: Exploring COVID-19 impacts and the power of stories to encourage change. *Journal of Tourism Futures*, 9(1), 116–135. <https://doi.org/10.1108/JTF-03-2020-0043>
- Xiao, X., & Wong, R. M. (2020). Vaccine hesitancy and perceived behavioral control: A meta-analysis. *Vaccine*, 38(33), 5131–5138. <https://doi.org/10.1016/J.VACCINE.2020.04.076>
- Xie, S., Cai, X., & Yuan, Y. (2021, February). The mediating effect of role pressure to tourist participation in educational tourism on tourist satisfaction based on confirmatory factor analysis and hypothesis testing. *2021 2nd International Conference on Education, Knowledge and Information Management (ICEKIM)*, Xiamen, China. <https://doi.org/10.1109/ICEKIM52309.2021>
- Yadav, R., & Pathak, G. S. (2017). Determinants of consumers' green purchase behavior in a developing nation: Applying and extending the theory of planned behavior. *Ecological Economics*, 134, 114–122. <https://doi.org/10.1016/j.ecolecon.2016.12.019>

- Zagonari, F. (2009). Balancing tourism education and training. *International Journal of Hospitality Management*, 28(1), 2–9. <https://doi.org/10.1016/j.ijhm.2008.03.006>
- Zhang, T., Yin, P., & Peng, Y. (2021). Effect of commercialization on tourists' perceived authenticity and satisfaction in the cultural heritage tourism context: Case study of Langzhong Ancient City. *Sustainability*, 13(12), 6847. <https://doi.org/10.3390/SU13126847>
- Zhong, Y. Y., Busser, J., Shapoval, V., & Murphy, K. (2021). Hospitality and tourism student engagement and hope during the COVID-19 pandemic. *Journal of Hospitality and Tourism Education*, 33(3), 194–206. <https://doi.org/10.1080/10963758.2021.1907197>
- Zuckerman, M., & Neeb, M. (1979). Sensation seeking and psychopathology. *Psychiatry Research*, 1(3), 255–264. [https://doi.org/10.1016/0165-1781\(79\)90007-6](https://doi.org/10.1016/0165-1781(79)90007-6)