

The “why” and “how” of International Students’ Ambassadorship Roles in International Education

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Thesis for the degree of philosophiae doctor (PhD)
at the University of Bergen

2017

Date of defence: 31 January 2017

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Year: 2017

Title: The “why” and “how” of International Students’ Ambassadorship Roles in International Education

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Print: AiT Bjerch AS / University of Bergen

Scientific environment

I completed this dissertation at the department of Psychosocial Science of the Faculty of Psychology, University of Bergen. I was affiliated to The Graduate School of Human Interaction and Growth (GHIG). I was also a member of the Society and Workplace Diversity Research Group.

Acknowledgements

I express my deepest appreciation to the Almighty God for the blessings and fortification.

My heartfelt thanks go to my supervisors, Prof. David Lackland Sam, Prof. Gro Mjeldheim Sandal and Dr. Ainul Azreen Adam for the adept and academic guidance as well as the commitment shown in supervising this project. Your academic and moral support, patience, knowledge and constructive comments throughout this project have been of great value to me. I have learned a lot from you all.

I would like to express my gratitude to all other colleagues and friends at the Department of Psychosocial Science and the entire Faculty of Psychology. You were a great resource.

I also wish to express my sincere gratitude to Signe Knappskog, who has helped me with various administrative issues to help make my stay in Norway possible. I am forever in debt for all the sacrifices you made to bring me this far.

My sincere thanks also go to the International Students' Office at University of Bergen and Arne Magnus Morken, for facilitating the data collection process for this study. I owe them my sincere gratitude for their generous and timely help.

I would also like to convey my special thanks to the Ministry of Higher Education of Malaysia and Universiti Teknologi MARA, which gave me their generous sponsoring. Without their financial support, it would not have been possible for me to pursue and to complete this PhD project successfully.

I owe my loving thanks especially to three of the most important persons during this whole process: my husband, Rozairi Ramli and my children, Afif Zharfan and Ayra Zafreen, for their sacrifices, understanding, endless love and spiritual support, through the duration of my study. I could not wish for a more supportive partner and children in life. I would not have been able to do this without your never-ending love and support, you all are amazing and I love you all dearly.

I would also like to express my appreciation to my parents (Jamaludin Jaafar, Norizah Md Noor and Rozana Md Jaafar), my parents-in-laws (Ramli Abdullah and Rasmi Hassan) and in-laws, my brother and sisters, all my relatives and friends who offered me so much prayers, advice and excellent guidance throughout the whole journey.

Finally, I appreciate the efforts of all other individuals and groups who contributed in diverse ways to the successful completion of my PhD studies.

Nor Lelawati Jamaludin

January, 2017

Bergen, Norway

Abbreviations

AMOS: Analysis of Moment Structures

AVE: Average variance extraction

CFA: Confirmatory Factor Analysis

CFI: Comparative Fit Index

CI: Cost issues

COH: Orientation to heritage culture

COM: Orientation to mainstream culture

CR: Construct reliability

DLI: Destination-loyalty intention

DM_Push: Destination motivation_Push

DM_Pull: Destination motivation_Pull

EU: European Union

ERASMUS: European Region Action Scheme for the Mobility of University Students

LS: Life satisfaction

ML: Maximum likelihood

MLE: Maximum likelihood estimate

NA: Negative affect

NSD: Norwegian Social Science Data Services

PA: Positive affect

PA: Psychological adaptation

PANAS: Positive and Negative Affect Schedule

PD: Perceived discrimination

PVQ: The Portrait Values Questionnaire

RMSEA: Root Mean Square Error of Approximation

SA: Sociocultural adaptation

SEM: Structural equation modelling

SPSS: Statistical Package for the Social Sciences

SWLS: Satisfaction with life scale

SWB: Subjective well-being

TLI: Tucker-Lewis Index

TPB: Theory of Planned Behavior

UDI: The Norwegian Directorate of Immigration

VIA: Vancouver Index of Acculturation

VIF: Variance inflation factor

For a while, the learning curve has appeared almost stagnant. The social conduct I discovered in Norway was dissimilar from the one I knew,

For a long time, I couldn't comprehend the Norwegian and, to be fair, they couldn't comprehend me either. My culture, my language, even how I think, set me apart.

Nevertheless, it hasn't all been sweat, tears and trials, of course. The reality has been far richer, a thousand times greater than my clichéd ideas.

Leyla, 2016

Abstract

Current developments in tourism studies have sought to link international education experience to other domains of people's lives. Although the literature on tourist experience as well as various perspectives pertaining to acculturation experience towards intention are quite large, this thesis maintains that some of these perspectives on how acculturation experiences are related to intentions are still too ambiguous. Therefore, this thesis presents a threefold idea of the phenomenon of the educational tourist acculturation experience. Reviews suggest that there has been little attempt to link social-psychological research on international students to wider tourism research. Based on reviews of tourism and general psychological literature, this thesis argues that international students' destination-loyalty intention are influenced by motivation, cultural orientation, adaptation, individuals' personal values and experiences arising during acculturation. It is contended that this forms the basis of preferences to revisit and to recommend a destination to others. The following is the primary objective of this thesis; namely, how do international students' destination motivation, cultural orientation, adaptation, personal values, subjective well-being and acculturation experiences influence destination-loyalty intention? This was done to gain a better understanding of international students' destination loyalty intentions. In line with this objective, the thesis had three aims:

The first was to see how international students' destination motivation (pull and push), cultural orientation and adaptation influence destination-loyalty intention. The second was to understand how the basic personal values influence international students' subjective well-being and subsequently destination-loyalty intention. The third aim was to investigate the relationship between the experiences arising during acculturation (i.e., perceived discrimination and orientation to mainstream culture) and life satisfaction on the one hand and destination-loyalty intention on the other.

The thesis is made up of three studies, and data for all studies were collected using an online survey among international students at the University of Bergen. Analyses of

the data involved the use of hierarchical multiple regression analyses and structural equation modelling with the use of AMOS - Analysis of Moment Structures. The sample consisted of 378 short-term ($N=183$) and long-term ($N=195$) international students who accepted the invitation and filled out an on-line survey questionnaire in the first study. In a series of hierarchical multiple regression analyses, it was found that for short-term students, destination motivation (pull) together with orientation to mainstream, orientation to heritage and psychological adaptations were the most important variables influencing the decision to revisit and recommend the destination, accounting for 24.8% of the variance in destination-loyalty intention. For long-term students, destination motivation (pull) together with orientation to mainstream, orientation to heritage and sociocultural adaptations were the most important variables, accounting for 25.1% of the variance in destination-loyalty intention. In the second study, data was obtained from 396 (short-term, $N=182$) and (long-term, $N=214$) international students. AMOS results indicated that universalism was positively related to subjective well-being among short-term students and subjective well-being was positively related to destination-loyalty intention for both groups of students. Lastly, in the third study, AMOS results among a sample of 489 international students indicated that orientation to mainstream culture is positively related to destination-loyalty intention and it mediated the relationship between perceived discrimination and destination-loyalty intention. Although subject to some limitations, the overall results suggested that to ensure international students' destination-loyalty intentions, the suggested variables are important. Based on the reported findings, this study concludes with practical suggestions for future study abroad coordinators, stakeholders and directions for future research.

List of publications

- Jamaludin, N. L., Sam, D. L., Sandal, G. M., & Adam, A. A. (2016). Destination motivation, Cultural orientation and Adaptation: International Students' Ambassadorial Roles. *Journal of International Students*. (Under review)
- Jamaludin, N. L., Sam, D. L., Sandal, G. M., & Adam, A. A. (2016). Personal values, subjective well-being and destination-loyalty intention of international students. *Springerplus*, 5(1), 720. doi: 10.1186/s40064-016-2439-3
- Jamaludin, N. L., Sam, D. L., Sandal, G. M., & Adam, A. A. (2016). The influence of perceived discrimination, orientation to mainstream culture and life satisfaction on destination-loyalty intentions: the case of international students. *Current Issues in Tourism*, 1-16. doi: 10.1080/13683500.2015.1119102

Contents

SCIENTIFIC ENVIRONMENT.....	3
ACKNOWLEDGEMENTS.....	4
ABBREVIATIONS.....	6
ABSTRACT.....	9
LIST OF PUBLICATIONS.....	11
CONTENTS.....	12
1. FRAMING THE INTERNATIONAL EDUCATION	15
1.1 BACKGROUND AND IMPORTANCE OF THE STUDY.....	15
1.2 STATEMENT OF PROBLEM AND RESEARCH GAP.....	18
2. DEFINING AND CLARIFYING THE MAIN CONCEPTS	21
2.1 EDUCATIONAL TOURISM.....	21
2.2 DESTINATION-LOYALTY INTENTION.....	22
2.3 INTERNATIONAL STUDENTS AS SOJOURNERS	23
2.4 INTERNATIONAL STUDENTS AS SOJOURNERS AND TOURISM	24
2.5 FRAMEWORK AND PERSPECTIVE.....	25
2.5.1 <i>Acculturation</i>	26
2.5.2 <i>Theory of motivation</i>	28
2.5.3 <i>Schwartz value theory</i>	30
2.5.4 <i>Loyalty</i>	32
3. STUDY RATIONALE, RESEARCH AIMS AND METHODS	36
3.1 NORWEGIAN CONTEXT FOR INTERNATIONAL STUDENTS.....	36
3.2 THESIS AIMS.....	37
3.2.1 <i>Aims for Study 1</i>	38
3.2.2 <i>Aims for Study 2</i>	38

3.2.3	<i>Aims for Study 3</i>	38
3.3	RESEARCH PROCESS	38
3.4	MEASURES	40
3.4.1	<i>Background information</i>	40
3.4.2	<i>Dependent variables for Studies 1, 2 and 3</i>	41
3.4.3	<i>Measures for Study 1 (the independent variables)</i>	41
3.4.4	<i>Measures for Study 2 (main independent variables)</i>	45
3.4.5	<i>Measures for Study 3 (main independent variables)</i>	47
3.5	SAMPLING	47
3.5.1	<i>Sampling design</i>	47
3.5.2	<i>Target population</i>	48
3.5.3	<i>Sample size</i>	48
3.5.4	<i>Study sample (Study 1-3)</i>	48
3.6	STATISTICAL PROCEDURES	49
3.6.1	<i>Data examination</i>	49
3.6.2	<i>Data screening</i>	49
3.6.3	<i>Measurement model assessments: Factor analysis, reliability and validity testing</i>	52
3.6.4	<i>Structural model assessment: SEM</i>	53
3.7	ETHICAL CONSIDERATIONS	53
4.	RESULTS	54
4.1	STUDY 1	54
4.2	STUDY 2	54
4.3	STUDY 3	55
5.	DISCUSSION	56

5.1	IMPLICATIONS	58
5.1.1	<i>Implications for practise</i>	58
5.1.2	<i>Suggestions for future research</i>	59
5.2	STRENGTHS AND LIMITATIONS.....	61
5.2.1	<i>Strengths</i>	61
5.2.2	<i>Limitations</i>	63
6.	CONCLUSIONS	65
	REFERENCES	68
	APPENDIX A	84
	APPENDIX B	85

1. FRAMING THE INTERNATIONAL EDUCATION

1.1 Background and importance of the study

The interest of this study begins from the realisation of the importance of international students' experiences in international education. This is because, building bridges of international education and understanding across borders has been the impetus for many social and governmental programmes, including the ERASMUS¹/SOCRATES² programmes (EU countries), NORDPLUS³ (Nordic countries) and the Fulbright Act (United States of America)(Pitts, 2005).

In this respect, William Fulbright spoke to the importance of international exchange,

It was my thought that if large numbers of people know and understand the people from nations other than their own, they might develop a capacity for empathy, distaste for killing other men, and an inclination to peace. If the competitive urge of men could be diverted from military to cultural pursuits, the world could be a different and better place to live (Fulbright, 1976).

Senator Fulbright's statement suggests that international education programmes can have very positive consequences. However, due to various social and psychological barriers, the full positive outcomes of study abroad are not always achieved (i.e., Jackson et al., 2013; Sandhu, 1994), leaving some students with lower destination-

¹ The Erasmus Programme (European Region Action Scheme for the Mobility of University Students) is a European Union (EU) student exchange programme established in the late 1980s. Its purpose is to provide foreign exchange options for students from within the European Union and it involves many of the best universities and seats of learning on the continent (Erasmus Programme, 2010).

² SOCRATES is the European Community action programme in the field of education. SOCRATES is based on Articles 149 and 150 of the Treaty on European Union. Article 149 provides that the Community "shall contribute to the development of quality education" by means of a range of actions, to be carried out in close cooperation with the Member States. The Treaty also contains a commitment to promote lifelong learning for all the Union's citizens (European Commission, 2000).

³ NORDPLUS was conceived as a means of strengthening and of revitalizing the research community in the Nordic countries through the exchange of teachers and students in the Nordic countries (Ministerrådet, 1990)

loyalty intention (Jamaludin, Sam, Sandal, & Adam, 2016a) or unable to complete their sojourn (Pitts, 2005). Further, Pitts (2005) has suggested that in worst case scenarios, unprepared sojourners might further instigate international tensions and increase ethnocentrism for both parties. Thus, this thesis holds the view that it is important that sojourners (education tourists) experience a successful term abroad which will eventually bolster their intention to revisit and recommend the destination to others (Jamaludin et al., 2016a).

In some countries, exchange students and educational travel is becoming a stable, strongly emerging industry that outperforms leisure and business tourism in terms of its annual revenue (Lesjak, Juvan, Ineson, Yap, & Axelsson, 2015). International students generate financial benefits for their host countries (Chakma, 2012; Gardner, 2014; Zhou & Zhang, 2014). Furthermore, international students also contribute to the elevation of worldwide understanding, promoting peace and global citizenship and providing opportunities for the constructive exchange of ideas across societies (Chapdelaine & Alexitch, 2004; Chirkov, Safdar, De Guzman, & Playford, 2008; Gacel-Ávila, 2005; Gunesch, 2004; Hail, 2015; Williams, 2005). Moreover, Jamaludin et al. (2016a) have argued that international students' choice of foreign institutions and their loyalty towards these institutions and the host society should be valuable to several stakeholders such as the government (and its agencies), agencies of education and community as a whole. Although international students share similar characteristics with tourists in that both groups are sojourners, little research attention has been dedicated to the possibility of the tourism industry capitalizing on the rising internationalization of higher education for economic and social gains (Benos & Zotou, 2014; Cuaresma, Doppelhofer, & Feldkircher, 2014).

Larsen (2007) observed that research is lacking in the field of psychology pertaining to tourist experiences. Additionally, Geus, Richards, and Toepoel (2015) suggested that gaining a better understanding of the definition and operationalization of experiences is important to provide a better understanding on how experiences contribute to quality of life. Ballantyne, Packer, and Falk (2011) found that reflective engagement involving cognitive and affective processing of the experience is

associated with short-term and long-term environmental learning outcomes. Tourist experiences also generate behavioural responses (Ballantyne et al., 2011; Kim, 2010; Mannell & Kleiber, 1997). In this study such responses are measured by looking at international students' destination-loyalty intention.

For international students, the cross-cultural transition can be a life-challenging process because it potentially involves both a disruption of well-established social network and the establishment of a new one (Ando, 2014). Early psychological studies focused on the challenges international students face during their adjustment (see Church, 1982). It is only in recent years that psychology, together with other social science disciplines, have begun to contribute to an understanding of those factors that contribute to making the process of adjustment a positive, rather than a negative, factor in their personal and societal development (Berry, 2001).

Grounded on the acculturation framework developed by Berry and his associates (Berry, 1990, 1992; Berry, 1997; Berry, 2005; Berry, Kim, Minde, & Mok, 1987; Berry, Kim, Power, Young, & Bujaki, 1989) and other relevant literature, this thesis used data from a group of international students at the University of Bergen to address one key question: **How do international students' destination motivation, cultural orientation, adaptation, personal values, well-being and acculturation experiences influence destination-loyalty intention?** The thesis puts forward the argument that the studied variables can be taken as a starting point in designing studies relating to central issues relevant for an understanding of education experience in influencing destination-loyalty intention. The findings can be used to guide the development of policies and programmes that can enhance the education experience of international education.

This thesis concentrates on the concept of educational tourist experience as seen from a psychological perspective. It begins with the central empirical question of how the studied variables are related to international students' roles as ambassadors to the host country, measured by their destination-loyalty intention. An underlying assumption is

that the students will encourage (or discourage) people in their social network to visit the country depending on their experiences during their sojourn abroad.

In three papers, this thesis investigates factors that may contribute to the understanding of destination-loyalty intention. The first paper focuses on how destination motivation (push and pull factors), involvement with the mainstream culture of the host country and heritage culture, international students' psychological and sociocultural adaptation would be most conducive to international students' destination-loyalty intention.

The second paper discusses the role of personal values, positive affect, negative affect and life satisfaction in explaining destination loyalty intentions. It draws from an elaboration of the acculturation framework and other relevant literature to outline how destination-loyalty intention can result from processes involving personal values and experience.

Finally, in Paper 3, the study further explored the possible role of perceived discrimination in influencing international students' orientation to mainstream culture and as a possible limiting factor for successful psychological adaptation. Studies on immigrants have shown that perceived discrimination is negatively related to adaptation (Berry, Phinney, Sam, & Vedder, 2006a). Thus, the expectation is that perceived discrimination would impact negatively on international students' psychological adaptation and subsequently destination-loyalty intention.

The unique contribution of this thesis is that destination motivation, cultural orientation, adaptation, personal values, well-being and experiences have differential impact on destination-loyalty intentions.

1.2 Statement of problem and research gap

According to The Norwegian Directorate of Immigration (UDI), the annual numbers of international students in Norway were 7110 in 2014 and 6319 in 2015 (The Norwegian Directorate of Immigration, 2014, 2015). With the significant number of

international students in Norway and several European countries such as Germany are waiving their tuition fees (Bruckmeier, Fischer, & Wigger, 2015), an understanding of the psychological factors that support loyalty is critical to maintaining a sustainable international education industry for Norway.

Much of the research on student sojourners has focused on academic and personal outcomes of the study abroad (Pitts, 2005), but we still know very little about how destination motivation, cultural orientation, adaptation, personal values, well-being and acculturation experiences of student sojourners together influence international students' destination-loyalty intention.

According to McKercher, Denizci-Guillet, and Ng (2012), tourism is a mature field of study. They suggested that it is time for this field to develop its own theories with regard to loyalty. This is noticeable given that this aspect is central in the cross-cultural literature to describe how people adapt to new cultural contexts (i.e., Laroche & Park, 2013; Tartakovsky, 2012). Observations made in the literature on destination-loyalty intention indicate gaps in the following areas:

- 1) The possible relationship between loyalty intention and other psychological variables (Jamaludin et al., 2016a; Prayag, Hosany, & Odeh, 2013; Yuksel, Yuksel, & Bilim, 2010).
- 2) A substantive amount of studies on international students in areas such as psychological and social wellbeing, challenges when studying abroad, destination motivation, their experiences in general and a global understanding of the sojourner adjustment process (Gaw, 2000; Lee & Rice, 2007; Mazzarol & Soutar, 2002; Mehta, 2011; O'Reilly, Ryan, & Hickey, 2010; Popov et al., 2012; Sam, 2001; Schroth & McCormack, 2000; Sobr -Denton, 2011; Ward & Rana-Deuba, 2000). While these generalized findings are useful, they only skim the surface of the lived experience of the sojourner (Pitts, 2005).
- 3) Most studies adopt a one-sided approach, an enterprise or destination specific focus when studying destination loyalty (i.e., McKercher et al., 2012) instead of

looking at the students' (customers') experience. Students' experience is important as it will be one of the main criteria for them either to revisit or recommend a destination to others (Jamaludin et al., 2016a; Jamaludin, Sam, Sandal, & Adam, 2016b).

This thesis tries to fill these gaps and contributes to the literature on this topic in the recognition that both the education and tourism industries need psychological elements to promote their products in the market, and the market needs psychology elements to better promote products to education and tourism. This thesis provides a ground work for both industries to understand more about the close relationship that exist between them.

To close the gap, three studies were done in this thesis based on the assumption that the desire to understand the current status of our international students' experiences at a destination is imperative to determine whether destinations are meeting their needs and, ultimately, ensuring that these students have a positive experience to support their academic persistence and mostly, their destination-loyalty intention.

Furthermore, most destinations, wanting to remain competitive, will try to attract more students to study at their destination, boosting tourist industries across the world. Besides, the tourism industry has to realize that students are a powerful long-term investment for destinations because not only will friends and family come to visit them while they are there studying, but students are likely to spread the news of their positive tourism experience to other travellers and return for future visits.

2. DEFINING AND CLARIFYING THE MAIN CONCEPTS

A number of key concepts need to be defined and discussed for a better understanding of the destination-loyalty intention of international students.

2.1 Educational tourism

Educational Tourism is a segment used by institutions as a tool aimed at making the learning process more interesting (Gomes, Mota, & Perinotto, 2012). The concept of educational tourism is defined by Ritchie (2003) as:

“Tourist activity done by those who are undertaking an overnight vacation or an excursion for whom education and learning is the primary or secondary part of their trip.”

Mostly, studies on educational tourism provide information about the possibilities of future development, its economic benefits, arising problems and trends (Middleton & Lickorish, 2007; Reisinger & Dimanche, 2010). However, earlier research largely did not cover possible consequences of the educational tourism activities (positive and negative) for the educational tourists themselves (Tashlai & Ivanov, 2014).

To date, there has been limited information regarding the psychological aspects of educational tourism participants. In particular, a very limited amount of literature dedicated to the educational tourism industry is available, and researchers have only recently focused on this topic (Abubakar, Shneikat, & Oday, 2014; Lesjak et al., 2015; Ohe, 2012).

A study by Tashlai and Ivanov (2014) suggested that educational tourism has a great potential to become one of the most in-demand travel activities on the tourism market, and it can easily rise to a leading position among other tourism services and travel-related products. However, more comprehensive and thorough examination is required in the area of international education in order to establish well-organized and

efficiently-functioning international education market. In addition, limited studies regarding Norwegian educational tourism justifies the further research covering this issue.

2.2 Destination-loyalty intention

According to Oliver (1999) loyalty is a construct that can be conceptualised by several perspectives. The term destination loyalty is interchangeably labelled as destination-loyalty intentions and tourist loyalty (Jamaludin et al., 2016a; Prayag & Ryan, 2012; Song, Su, & Li, 2013). In studies by Homburg and Giering (2001) and Cronin Jr and Taylor (1992), the construct “future behavioural intention” was measured by using two indicators: the intention of repurchasing and the intention of making positive recommendations. In other tourism research, a similar approach is adopted and tourist loyalty intention is represented in terms of the intention to revisit the destination and the willingness to recommend it to friends and relatives (Bigne, Sanchez, & Sanchez, 2001; Chen & Gursoy, 2001; Jamaludin et al., 2016a; Oppermann, 2000; Petrick, 2004). Moreover, Jang, Bai, Hu, and Wu (2009) have suggested that the intentions to revisit the destination and to share positive experiences with their friends and relatives are generally considered sufficient measures of visitors’ behavioral intentions and loyalty, to a given destination. In the present thesis, therefore, destination loyalty intention has been limited to two indicators: “revisiting intention” and “willingness to recommend”. This is because advocates of the behavioural approach conclude that loyalty is a function of attitude manifested as behaviour (Dick & Basu, 1994; Jacoby & Kyner, 1973). However, before behaviour can be defined, the distinctive traits of intention have to be established. Moreover, Ajzen (1991) has suggested that measuring visitors’ actual loyalty behaviour is difficult, and therefore suggested that measuring visitors’ loyalty intentions to a given destination (i.e. destination-loyalty intention) may be more suitable and important. According to Shoemaker and Lewis (1999), loyal customers are more likely to act as free word-of-mouth promotion representatives that

informally bring networks of friends, relatives and other prospective buyers/users to a product/service.

In the broadest sense, this thesis can be viewed as a connection of a few areas. From cross cultural psychology and social psychology, this thesis has adopted the concept of acculturation and the concept of cultural attachment (Liebkind, 1992; Phinney, 1990), respectively. These two approaches are conceptually and empirically related (Liebkind, 2001) and this has later been combined with the concept of tourist behaviour in international education by specifically looking at the concept of destination-loyalty intention.

In a progressively saturated marketplace, the achievement of destinations should be guided by a comprehensive analysis of destination-loyalty intention and its relationship with the selected variables. To bridge the gap in the destination loyalty literature, this study was done to offer an integrated approach to understanding destination-loyalty intention and examines the theoretical and empirical evidence on the said relationships.

2.3 International students as sojourners

Sojourners by definition are people who travel internationally to achieve a particular goal or objective, with the expectation that they will return to their country of origin after the purpose of their travel has been achieved (Safdar & Berno, 2016).

Sojourners typically volunteer to relocate for a defined period of time after which the sojourner returns home, or relocates yet again (Ady, 1995). International students constitute one of the largest and significant sojourner groups (Bochner, 2006). As a sojourner group, international students continue to grow in number worldwide, prompting researchers to study their global significance (Safdar & Berno, 2016).

International students' contributions to the general global economy and to education are well documented (i.e., Cuaresma et al., 2014; Katircioğlu, 2010), but very little is known about their specific contribution to the tourism sector. International students can be considered as belonging to two categories: short-term and long-term students.

Short-term international students (or simply short-term students) typically stay for a few weeks to a year mainly to get some credits that may be transferred to their home university. Long-term international students (or simply long-term students) typically stay longer than a year to complete their academic degree at the overseas university. As many short-term students' sojourn may be longer than that of an average tourist, they have a unique opportunity to get to know the society better and to develop stronger loyalty intention than the typical tourist. Long-term students have even a better chance to develop destination-loyalty intentions since their overseas sojourn is much longer. This thesis focuses on both groups of students; short-term and long-term.

2.4 International students as sojourners and tourism

While most of the literature suggests that relatively few requirements are placed on tourists to adapt to the local host community (Berno & Ward, 2005; Mathieson & Wall, 1982; Safdar & Berno, 2016), Mathieson and Wall (1982) suggest that tourists need to adjust and that many of the responses of tourists are not markedly different from those of other sojourners (Hottola, 2004; Pearce, Kim, & Lussa, 1998). Moreover, tourism's unique characteristics contribute to distinctive intercultural experiences and interactions (Safdar & Berno, 2016). Arguing that international students share a number of characteristics with tourists (Sam, Tetteh, & Amponsah, 2015), Jamaludin et al. (2016a) have shown that educational experiences of international students impact their loyalty intention to the destination.

International students may be viewed as tourists who enjoy long and periodical holidays (Field, 1999), and can be a lucrative segment of the pleasure travel market (Chen & Kerstetter, 1999). On this kind of trip, subjects act as travellers consuming a very particular tourism service (Litvin, 2003). Furthermore, in some cases, especially when travelling abroad, there is an intercultural understanding between hosts and guests that provides a richer tourism experience (Babin & Kim, 2001; Jamaludin et al., 2016a; Litvin, 2003). Thus, agreeing that some aspects of international education

might include tourism, it may be economically beneficial to understand international students' destination-loyalty intention and how it influences global tourism.

2.5 Framework and perspective

Empirical evidence has shown that acculturation is a process relevant to loyalty intentions (Jamaludin et al., 2016a; Padgett, Kim, Goh, & Huffman, 2013; Tartakovsky, 2012; Wu & Mak, 2011). To further understand the acculturation-intention relationship, this thesis is based on the contributions of John Berry and his colleagues (Berry, 1990, 1992, 2005; Berry et al., 1987; Berry et al., 1989; Berry & Sam, 1997). The studies in this thesis combines the acculturation perspective with the loyalty concept to predict intentions. Tourist loyalty or loyalty intention has been treated as an extension of customer loyalty in tourism settings (Backman & Crompton, 1991; Baloglu, 2001; Jamaludin et al., 2016a).

Berry (1992) acculturation framework includes the major factors that influence an individual's adaptation to a new cultural environment. As **the main objective of this study is to understand destination-loyalty intention of international students'**, I will specifically look at the individual process of acculturation and how it influences adaptation and subsequently destination-loyalty intention. The understanding of this association may become critical for all nations. This is because international students' acculturation experiences at a destination is vital to determining whether destinations are meeting their needs. This will eventually ensure that these students have positive experiences to support their academic perseverance and mostly, their destination-loyalty intention. In addition, Sam and Berry (2016) have suggested that in the study of adaptation, it is essential to consider a wider range of individual variables in relation to situational and cultural-level factors. Thus, personal values were added to better understand the adaptation process for international students.

Accordingly, to better understand the relationship, theories and concepts have been propounded together with acculturation framework in the attempt to elucidate the understanding on destination-loyalty intention. A suggested framework for

psychological factors influencing destination loyalty intention is depicted in Figure 1. Some of the theories and concepts are discussed next. However, in order to minimize replications, the overall relationship of the theories and concepts are described in papers 1, 2 and 3 attached with this thesis. The framework exemplifies a valid approach to better understanding of destination-loyalty intention conducted in a setting of education tourism. The suggested framework could form a prototypical model for future studies in the exciting area pertaining to the psychology of the educational tourist experience.

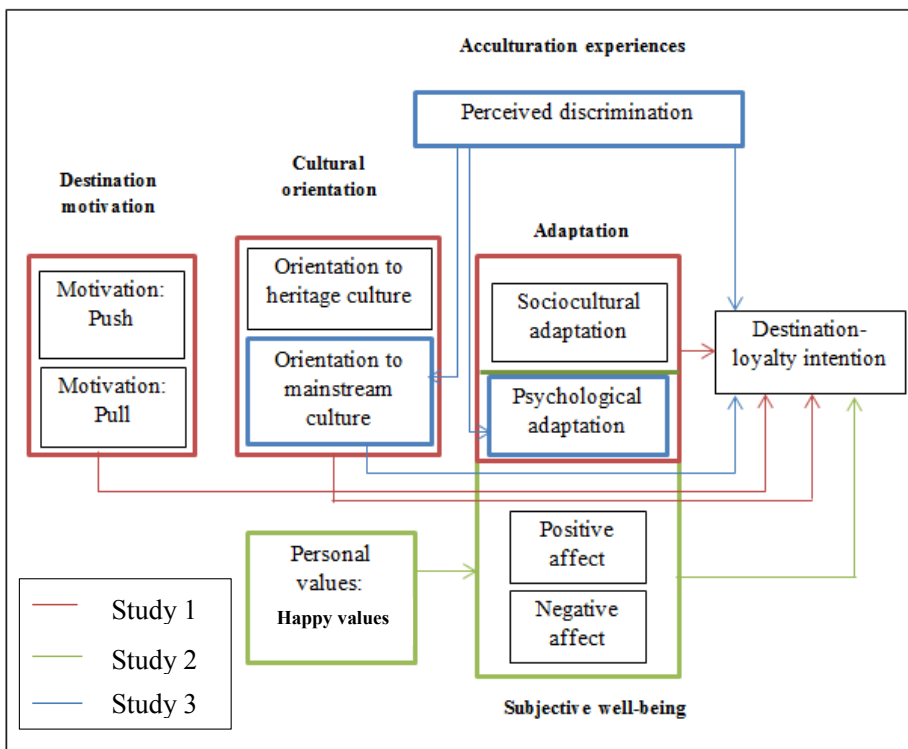


Figure 1. A suggested framework for building destination loyalty intention

2.5.1 Acculturation

In the 1960s, acculturation was principally defined as a process of assimilation where ethnic minorities were expected to adopt the culture of their new country of settlement and give up or abandon their native culture (e.g., Bierstedt, 1963; Gordon,

1964; Taft & Johnston, 1967). This perspective of acculturation is summarized in a unidimensional model, where parts of the native culture are discarded, elements of the mainstream culture are adopted (e.g., Arends-Tóth & Van de Vijver, 2007; Gordon, 1964). The unidimensional model assumes that it is not possible to adopt a new culture while holding on to one's original culture.

However, recent work on acculturation, and in particular within psychology, contends that individuals can successfully assimilate within more than one culture, namely hold on to both the original culture as well as adopt a new culture (e.g., Berry & Sam, 1997; Laroche, Kim, Hui, & Joy, 1996; Tsai, Ying, & Lee, 2000). These researchers suggest that acculturation is a bidimensional, two-directional process instead of only focusing on assimilation (see Arends-Tóth & Van de Vijver, 2007; Ryder, Alden, & Paulhus, 2000; Sam & Berry, 2006; Zane & Mak, 2003). From this, acculturation is no longer seen as a linear process, in which ethnic minorities move from unacculturated to assimilated, but instead, a multidimensional process that includes the orientation to both the heritage culture and the dominant culture (Phinney, 1996). This means that adoption of the host culture does not necessarily accompany a decrease in maintenance of the heritage culture (e.g., Berry, 1997; Sánchez & Fernández, 1993; Sayegh & Lasry, 1993).

To date, the most widely used bidimensional acculturation model is that of Berry (Berry, 1997; Berry et al., 1989). In his bidimensional model of acculturation, Berry has summarized the ways in which ethnic minorities can adapt to living in a new country, based on two dimensions: the extent to which the minority group member wants to maintain their home culture, and the extent to which the minority group member wants to have contact with members of the host culture group. The intersection of these two dimensions creates four acculturation orientations, or strategies, which are; assimilation, when the minority group member sees no need for maintaining their home or heritage culture, but would like to be in contact with the host culture; separation, where the minority group member maintains their home culture, but sees no need for contact with host culture; integration, a minority group member maintains his/her home culture and at the same time remains in contact with

the host culture; and marginalization, when the minority group member wants neither to maintain their home culture nor to be in contact with the host culture.

However, instead of using Berry's two dimensions to get to the four acculturation attitudes, some researchers have treated acculturation as a matter of identification (Hutnik, 1991; Phinney, 1990, 2003; Phinney, Horenczyk, Liebkind, & Vedder, 2001). They investigated whether minority members identify only with their home culture, with the host culture, or both. Moreover, Ward and Kennedy (1994) suggested an adjustment to Berry (1997) acculturation model. They suggested replacing the contact dimension (the extent to which an individual wishes to have contact with members of the majority group) with a dimension measuring how much ethnic minority members consider it to be of value to adopt the culture of the dominant group. Further, many researchers adopted this suggestion in subsequent acculturation research (e.g., Bourhis, Moise, Perreault, & Senecal, 1997; Farver, Narang, & Bhadha, 2002; Hwang & Ting, 2008). This thesis focuses on culture maintenance and culture adoption when measuring acculturation. However, it should be noticed that both approaches are used in this thesis.

2.5.2 Theory of motivation

Motivation has been referred to as psychological/ biological needs and wants, including integral forces that arouse, direct, and integrate a person's behaviour and activity (Dann, 1981; Pearce, 1982; Uysal & Hagan, 1993). Many disciplines have been studied to explain motivation. In psychology and sociology, the definition of motivation is directed toward emotional and cognitive motives (Ajzen & Fishbein, 1977) or internal (feelings or instincts) and external motives (knowledge or beliefs) (Gnoth, 1997). From socio-psychological points of view, motivation is classified into seeking and avoidance dimensions (Iso-Ahola, 1982). They are; the need to escape (for example a dreary home life) and to seek (new and exciting experiences) (Dann, 1977; Iso-Ahola, 1982).

However, in tourism research, motivation can be classified into two forces which suggest that people travel because they are pushed and pulled to do so by "some

forces” or factors (Dann, 1977). It is well acknowledged that “push” and “pull” motivations proposed by (Dann, 1977, 1981) have been the most widely accepted theory in the travel motivation literature (Jang & Cai, 2002; Lesjak et al., 2015; Yoon & Uysal, 2005) and have been primarily utilized in studies of tourist behaviour (i.e., Iso-Ahola & Allen, 1982; Yuan & McDonald, 1990).

Tourist motivation refers to an individual’s desire to participate in a tourism activity to satisfy his or her needs (Pizam, Neumann, & Reichel, 1979). This thesis looked into tourist motivation through the study of international students as education tourists. Sam et al. (2015) and Jamaludin et al. (2016a) argue that international students share a number of characteristics with tourists. In this thesis, the global trend of international students’ flow may be described as a combination of “push and pull” factors that encourage students to study overseas.

“Push” motivations refer to elements that operate in the student’s home country whereby they are stimulated or literally “pushed” to study abroad (e.g. because of poor education quality in the home country) (González, Mesanza, & Mariel, 2011). “Pull” factors refer to elements of a country that “pull” a student to study abroad (González et al., 2011) (e.g., better learning environment in the host country) and operate within the source country to influence a student’s decision to undertake international study . According to Bieger and Laesser (2002) and Jang and Cai (2002), there is a strong link between motivation and destination choices. They point out that capitalizing on destinations’ strengths in push and pull motivations renders a competitive advantage in the travel industry. Likewise, according to Lesjak et al. (2015), the combination of push and pull factors determines a student’s decision to study abroad and later influences his/her destination choice.

Understanding how motivations affect the destination can be regarded as essential in understanding how customer expectations and satisfaction are formed (Gnoth, 1997). Mazzarol, Savery, and Kemp (1996) point out that an emerging trend in education shows a significant upgrading of the supply-side of education at all levels and this includes participation by host countries institutions that are developing branch

campuses in the source countries (Becker, 2015; Wilkins & Huisman, 2012). Over time this trend is likely to reduce the impact of traditional “push” factors and under these conditions, the ability of a host country and its institutions to continue attracting substantial numbers of foreign students will increasingly depends on the “pull” factors (Mazzarol & Soutar, 2002).

2.5.3 Schwartz value theory

Rokeach (1973) defines values as an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode or conduct or end-state of existence. Dolan, Garcia, and Richley (2006) claimed that values are strategic lessons, maintained and relatively stable over time [that] teach us that one way of acting is better than its opposite in order to achieve our desired outcome. Furthermore, values can also be described as desirable, trans-situational goals of varying importance and serving as guidelines for action (Schwartz & Bardi, 2001; Schwartz & Bilsky, 1990; Schwartz et al., 2001). Campos Sánchez (2014) argues that after evaluating the literature, there are few features that are common to most of these definitions of values. According to Campos Sánchez (2014), the features includes concepts or beliefs about desirable end states or behaviours that transcend specific situations, guide selection or evaluation of behaviour/events and are ordered by relative importance.

However, in seeking a structured order for the identification of personal values, Schwartz (1992) proposed the Theory of Basic Human Values in which values are classified in terms of the motivational goal they express. One of the key elements in this theory is the structure of dynamic relations that it explicates between value-types (Campos Sánchez, 2014). Hence, actions in pursuit of any value have practical, psychological, and social consequences that may either conflict or be congruent with the pursuit of other values (Campos Sánchez, 2014). Schwartz (1992) has contributed to the understanding of the structural relationship within the human value system by identifying 10 value types that are organized in a circular structure: power, achievement, hedonism, stimulation, self-direction, universalism, benevolence,

tradition, conformity, and security. The meaning of the ten values identified by Schwartz (1992) and that are mentioned in Campos Sánchez (2014) are: Power, and this is concerned with social status and prestige, control or dominance over people and resources; Achievement, concerned with personal success through demonstrating competence according to social standards; Hedonism, concerned with pleasure and sensuous gratification for oneself; Stimulation, where the concern is with excitement, novelty, and challenge in life; Self-direction, dealing with independent thought and action-choosing, creating, exploring and Universalism, concerned with understanding, appreciation, tolerance, and protection for the welfare of all people and of nature. Campos Sánchez (2014) added that Schwartz (1992) also identified Benevolence which deals with personal values concerned with preservation and enhancement of the welfare of people with whom one is in frequent personal contact; Tradition, involving respect, commitment, and acceptance of the customs and ideas that traditional culture or religion provide the self with; conformity, where the concern is on restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations or norms and Security, involving safety, harmony, and stability of society, of relationships, and of self.

Values influence human behaviour, motivations, goals, attitudes, behaviours and evaluations (Ferresizidis et al., 2010; Fischer & Boer, 2016; Homer & Kahle, 1988). Values, as specified in the Lyubomirsky, King, and Diener (2005), guide one's personal intentional activities and provide a means of altering one's happiness level. Accordingly, Bilsky and Schwartz (1994) identified self-direction, universalism, benevolence, achievement, and stimulation as representing primarily growth needs values. Agreeing to this, Sagiv and Schwartz (2000) suggested that values representing growth needs (e.g. self-actualization) become more important the more a person attains the goals toward which the values are directed. Sagiv and Schwartz (2000) further suggested that priority given to growth-related values is likely to correlate positively with subjective well-being. Various studies have confirmed this hypothesis: among students within environmental contexts that encourage the pursuit of the aforementioned values or not (Kasser & Ahuvia, 2002; Vansteenkiste, Duriez, Simons, & Soenens, 2006), in different cultural contexts: American, European or

Asian (Kasser & Ahuvia, 2002; Schmuck, Kasser, & Ryan, 2000) and among not only students but also adults and adolescents (Kasser & Ryan, 1996).

According to Fischer and Boer (2016), Sortheix and Lönnqvist (2014), Bobowik, Basabe, Páez, Jiménez, and Bilbao (2011) and Sagiv and Schwartz (2000) a person's subjective well-being may be dependent on the person's value priorities. Well-being can be defined as an optimal psychological functioning and experience that favours both a positive hedonic state and the development of skills and personal growth (Ryan & Deci, 2001).

Results of studies on associations between personal values and well-being are nevertheless inconclusive (Bobowik et al., 2011). A study of Sagiv and Schwartz (2000) did not find intrinsic values to be related to cognitive well-being, while specifically, benevolence or universalism was generally unrelated to subjective well-being. In a study by Joshanloo and Ghaedi (2009), achievement and (negatively) tradition were related to both eudaemonic and hedonic well-being, whereas self-direction, universalism, benevolence, conformity, and power were related only to psychological aspects of well-being. In sum, the results of the studies are not clear. For this reason, I will further examine whether personal values are associated with subjective well-being in different types of samples of international students.

2.5.4 Loyalty

Newman and Werbel (1973) defined loyal customers as those who re-buy a brand, consider only that brand, and do no brand-related information seeking. Oliver (1997) then defines loyalty with higher level termed; 'ultimate loyalty', as the consumer who "fervently desires to re-buy a product/service, will have no other, and will pursue this quest against all odds and at all costs." Further definition by other researchers include; behavioral-continued patronage and act of recommendation (Hughes, 1991; Sönmez & Graefe, 1998) and attitudinal- customers' beliefs about the value received lead to their overall attitude toward a product or service, such as the intention to repurchase (Hawkins, Best, & Coney, 1989). During the past decade, tourism or leisure researchers have integrated the concept of consumer loyalty into tourism

products, destinations, or leisure/recreation activities (Backman & Crompton, 1991; Baloglu, 2001; Iwasaki & Havitz, 1998; Lee, Backman, & Backman, 1987).

According to Jacoby and Chestnut (1978) loyalty has been measured in one of the following ways; the behavioural approach, attitudinal approach and composite approach. The behavioural approach is related to consumers' brand loyalty and has been operationally characterized as sequence purchase, proportion of patronage, or probability of purchase (Yoon & Uysal, 2005). However according to Yoon and Uysal (2005) this loyalty measurement does not attempt to explain the factors that affect customer loyalty. They suggested that tourist loyalty to the products or destinations might not be sufficient to elucidate why and how they are willing to revisit or recommend these products or destinations to other potential tourists.

Additionally, Yoon and Uysal (2005) explained that in the attitudinal approach, which is based on consumer brand preferences or intention to buy, consumer loyalty is an attempt on the part of consumers to go beyond overt behaviour and express their loyalty in terms of psychological commitment or statement of preference. Here, loyalty measures consumers' strength of affection toward a brand or product, as well as explains an additional portion of unexplained variance that behavioral approaches do not address (Backman & Crompton, 1991).

Lastly, the composite or combination approach is an integration of the behavioral and attitudinal approaches (Backman & Crompton, 1991). This is an alternative conceptualization with the integration of the two views; it defines customer loyalty as the relationship between relative attitude and repeat (Backman & Crompton, 1991; Dick & Basu, 1994; Iwasaki & Havitz, 1998; Oliver, 1999). The intention to revisit and to recommend the experience to others are the most commonly used measures of tourist loyalty and loyalty intention (Eusébio & Vieira, 2013; Horng, Liu, Chiu, & Tsai, 2012; Jamaludin et al., 2016a; Oppermann, 2000). Tourists may choose to revisit or recommend it to friends and relatives based on their experiences (Jamaludin et al., 2016a; Yoon & Uysal, 2005).

However, Kozak and Rimmington (2000) noted that intention to revisit is problematic as a measure of loyalty given the variety-seeking nature of tourists. Further, McKercher et al. (2012) also show that intention to revisit (return) is not a valid surrogate measure for actual repeat visitation. However, I choose in this thesis to include intention to revisit as it is widely used in tourism/loyalty research and recommended by previous literature. Moreover, the main purpose of this thesis is to evaluate intention, not the actual loyalty behaviour as studied by Kozak, Mc Kercher and colleagues themselves.

Furthermore, repeat visitors represent a much desired market segment for many tourism products and destinations (Lau & McKercher, 2004). They tend to stay longer at a destination (Oppermann, 1998), spread positive word of mouth (Oppermann, 2000; Shoemaker & Lewis, 1999), and participate in consumptive activities more intensively (Lehto, O'Leary, & Morrison, 2004).

The present study classified the measurement of destination-loyalty intention based on the empirical evidence. Among 66 studies included in a meta-analysis on destination loyalty by Zhang, Fu, Cai, and Lu (2014), 23 of the studies measured tourists' intention to recommend the destination, one measured the preference to travel, and 35 studies measured visit and revisit intention. Of the included studies, 27 measured both revisit and recommend intention at the same time. These measurements are termed as behavioral intention in Hung and Petrick (2011) and destination-loyalty intention in Jamaludin et al. (2016a).

However, the literature has devoted limited attention to the determinants of the loyalty intention to educational attractions. Beyond the demand for education, the visit to other places has a particular value for the enhancement of life experiences of educational tourists (Jamaludin et al., 2016a; Sam et al., 2015).

Nevertheless McKercher and Tony (2012) recently argued that applied literature on loyalty intention produced poor results due to little innovation and the application of similar conceptual and methodological frameworks. However, this claim was taken as a stimulus to deliver results that would be both functional for explaining the concept,

and innovative in terms of methods. Furthermore, the approach in this thesis is based on an integrated analysis of the results from different theoretical perspectives. Each of them interprets a specific way of operationalizing the concept of the intention to recommend and to revisit.

3. STUDY RATIONALE, RESEARCH AIMS AND METHODS

3.1 Norwegian context for international students

Bologna agreement opened up the internationalization of higher education in Norway with the purpose of increasing academic mobility and make the European educational institutions more competitive (Tran, 2014). The internationalization of the education system in Norway facilitated education for international students, which created an increase in inbound students to Norway (Tran, 2014).

With a wide range of high quality courses and great flexibility, Norwegian institutions prove to be an ideal study destination ("Study in Norway," 2007). According to Wiers-Jenssen (2015), Norwegian policy on student mobility and internationalization of higher education has changed over time. He added that to encourage incoming mobility, higher education institutions have established a number of courses and programmes in English. In addition, the absence of tuition fees, financial support (i.e. quota programme), improved career opportunities in Norway and possibilities for part-time work while studying, the good reputation of the teaching and research, and the active student social life were among the main reasons why international students' choose to study in Norway (SIU, 2013; Wiers-Jenssen, 2015). In addition, international students in Norway can combine their studies with exciting outdoor activities, both winter and summer (i.e., the aurora borealis or northern lights, the midnight sun, the fjords and mountains, skiing, white water rafting or climbing) ("Study in Norway," 2007).

It is known that international students arrive at Norwegian universities with their own background, their previous habits and ways of studying (Vanderheyden, 2011). For international students, studying in a country other than the one in which the student is born and raised, involves many challenges (Vanderheyden, 2011). The dramatic, shifting weather that changes abruptly, often completely changing the options for what can be done on any given day is one of the challenges ("Living in Norway,"

2007). Nevertheless, common to all foreign students, is the challenge of getting to know Norwegians especially with limited language skills; this is one of main concerns among international students (Wiers-Jenssen, 2015). The language skills can become a real handicap for international students in Norway (Vanderheyden, 2011). International students face difficulties in becoming members of the Norwegian community if their linguistic skills are limited (Vanderheyden, 2011). For international students, integrating socially can be a hurdle, especially for students from cultures which are not as extroverted as Norwegian. Many students report that Norwegians are more open than they had expected but that they nevertheless struggled in the initial phase of their sojourn (Vanderheyden, 2011). These are a few brief examples of the opportunities and challenges that international students may face in Norway and that added to the interest in exploring the possible psychological factors that may influence international students' decisions revisit and recommend Norway to their circle of network.

3.2 Thesis aims

The goal is to better understand how international students' destination motivation, cultural orientation, adaptation, demographic information, well-being and acculturation experiences influence destination-loyalty intention. The reviewed literature suggests that there is a dearth of evidence from the psychological perspective regarding destination-loyalty intention in educational tourism. Apart from this, the literature review also suggests the need for an in-depth exploration into the actual experiences among student sojourners. Finally, the literature review suggests that there is the paucity of evidence on the global prevalence of destination-loyalty intention especially from international students' point of view. It is important therefore that further studies are conducted especially in societies like Norway where there is paucity of research in this area. In three papers, the thesis reports studies all aimed at gaining a better understanding of students' loyalty to their destination with the ultimate goal of helping them get the best of out of their sojourn and also to promote education tourism.

3.2.1 Aims for Study 1

The primary objectives of study 1 were to investigate international students' destination motivation (pull and push), orientation to mainstream culture, orientation to heritage culture, psychological adaptation and sociocultural adaptation relationships with destination-loyalty intention.

3.2.2 Aims for Study 2

Study 2 examined the effect of personal values (i.e., self-direction, benevolence, universalism, stimulation and achievement) on subjective well-being and subsequently, destination-loyalty intention.

3.2.3 Aims for Study 3

Study 3 examined the impact of perceived discrimination, orientation to mainstream culture and life satisfaction on destination-loyalty intention. However, between perceived discrimination, orientation to mainstream culture and life satisfaction, only perceived discrimination, has a negative impact on destination-loyalty intention. Thus, the second aim of Study 3 was to ascertain whether this negative outcome can be reduced. This aspect of the study focused on ascertaining the mediating effect of orientation to mainstream culture and life satisfaction on the relationship between perceived discrimination and destination-loyalty intention.

3.3 Research process

Figure 2 shows the overview of the research processes conducted for this thesis. The research procedures begin by defining the research problem. In general, the problem statement is generated after a literature review related to them has been conducted and the problem area analysed.

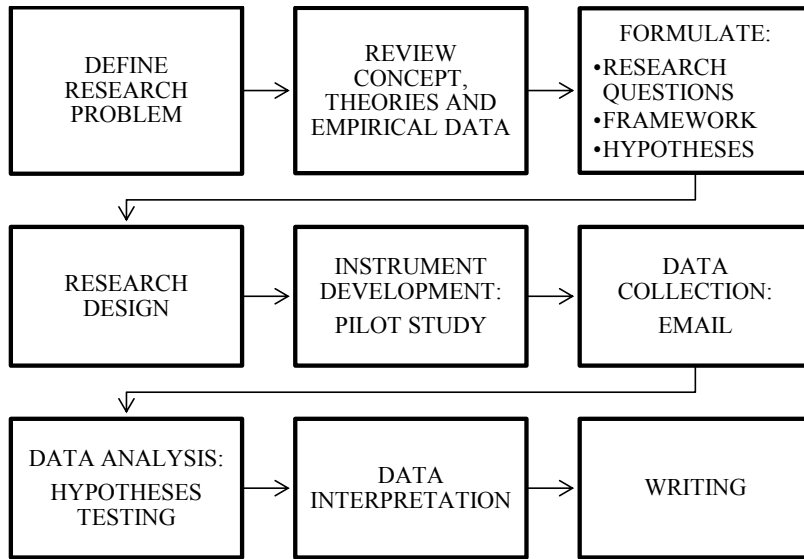


Figure 2. Overview of the research processes

To do this, ISI Web of Science and Google Scholar were systematically and comprehensively searched for research literature published between 1960 to July 2015. For example, for key words search such as destination*, "loyalty intention", loyalty* and intention*, each was combined with the keywords from the studied variables. Then, destination*, "loyalty intention", loyalty*, intention* were combined with "international students" and students* as keywords for the search.

From this, the articles were retrieved for further evaluation from the total hits. Studies were included that met the following inclusion criteria: (a) studies published between 1960 and July 2015 and (b) studies published in English. Current literature representing the relevant information was also searched for in other online databases and websites.

Moreover, for all studies in this literature search phase, attention is directed to two types of important information:

1. Findings from previous studies that focus on destination motivation (pull and push), orientation to mainstream culture, orientation to heritage culture, sociocultural adaptation, psychological adaptation (life satisfaction), personal

values, subjective well-being, perceived discrimination and destination-loyalty intention.

2. Theories and concepts adopted by previous studies when examining destination-loyalty intention.

Based on that information, all the research questions, research model and research hypotheses are formulated. All three papers use an on-line survey technique in data collection process. From the individual's data received, the research hypotheses and research questions are tested and answered. For this study, the research instrument is developed using measurement scales identified from previous studies. The research instrument's validity was accessed using a pilot study. The actual data collection starts after fulfilment (in terms of face validity) of the research instrument is accomplished. The data were analysed using hierarchical multiple regression analyses and a structural equation modelling (SEM): AMOS technique. Finally, the results are interpreted and documented.

3.4 Measures

The entire variable with the exception of respondents' particulars was measured by using a self-administered five-point and six-point Likert scale format. Studies have generally shown that five-to seven-point scales of measurement can improve its reliability and validity (Dawes, 2008). The measurement in the questionnaire was designed according to the previous literature review. The instrument is attached in Appendix A.

3.4.1 Background information

In this section, enquiries into the background of the respondents are made. These concerned the duration of their studies, their gender, age and country of origin. It was expected that the findings from this section would provide an opportunity to explore the understanding of the characteristics of international students.

3.4.2 Dependent variables for Studies 1, 2 and 3

Destination-loyalty intention (DLI)

This thesis used destination-loyalty intention as a dependent variable for all three studies. According to Kim (2006), the most comprehensive approach to destination loyalty was shown in a study by Oppermann (2000). According to him, Oppermann's approach captures a deeper meaning of loyalty toward destinations. Furthermore, the literature review has shown that Oppermann's studies are valuable to the study of destination loyalty. His study has been used as the primary reference in most of the other studies on destination loyalty (i.e., Chen & Phou, 2013; Kim, 2006; Wang, 2016; Yoon & Uysal, 2005). Thus, in seeking to explain a student's loyalty intention, this study has relied on instruments as suggested in Oppermann (2000).

Following Oppermann (2000) scale, the three items related to the dependent variables were assessed, where two were on re-visitation and one focusing on recommendation to friends and relatives. The responses were rated on a 5-point scale (1=strongly disagree to 5=strongly agree). Samples of the items used were: "After I have completed my course/study, I will travel to Bergen if my financial position permits it." "My overall feeling about the place is so good that I will come again after I completed my course/study." The Cronbach's alpha of DLI for Study 1 was = .62 (short-term); .70 (long-term), Study 2 = .68 (short-term); .75 (long-term) and Study 3 = .74

3.4.3 Measures for Study 1 (the independent variables)

Destination Motivation (Push and pull)

In more recent years, the Push-Pull Theory has also been used as an explanatory model for international student mobility because of its migratory nature, and push-pull factors as variables that influence students to pursue study abroad and select certain study destinations (Rounsaville, 2014).

Mazzarol and Soutar (2002) instruments were chosen because of their comprehensive attempt to expand the push-pull model. Each host institution also has its own set of "pull" factors which make it attractive to students, and make it more or less attractive than its competitors (Rounsaville, 2014). The literature review has shown that Mazzarol's studies are valuable to the study of the Push-Pull Theory and international student mobility. Their studies have been used as the main references for most of the other studies (Rounsaville, 2014).

Mazzarol and Soutar (2002) influential study was discussed at length in Yang's (2007) literature review and used as a point of comparative analysis for the presentation of her data. Additionally, Maringe and Carter (2007) referenced Mazzarol and Soutar (2002) as part of their general literature review.

Thus, in seeking to explain a student's choice of an international education, I have decided to focus on instruments as suggested in Mazzarol and Soutar (2002) to answer the two main questions that traditional Push-Pull Theory seeks to answer. 1) Why do students decide to study abroad and 2) Why do they choose certain host countries. Logically both of these questions are, to some extent, related to the topic of institutional choice and their loyalty- intention. The instruments comprise of push and pull motivation. Example of the push motivation factor were included; "I plan to immigrate in the future"; "The course is not available at my home country", etc. For pull motivation, factor such as "A foreign university degree will open good employment opportunities for me"; "University's reputation and facilities", etc. was included. The responses were rated on a 5-point scale (1=strongly disagree to 5=strongly agree) and the score were calculated by taking the mean score of the items in push and pull motivations group. The Cronbach's alpha of DM_Push and DM_Pull; .60 and .75 (short-term) and .70 and .74 (long-term) respectively.

Orientation to mainstream culture (COM) and orientation to heritage culture (COH)

It is common to meet individuals with more than one cultural background due to immigration and foreign exchange programmes (Ofili, 2011). Much like these immigrants, international students enter into an environment that requires a balance between their home-based culture and U.S. - mainstream culture (Phinney, 1996). The term bicultural was coined to describe an individual who has effectively incorporated customs from both the home culture and the host, much like what is described in the acculturation strategy of Integration (Berry, 1997; Gordon, 1964). The bidimensional model of acculturation has quickly become a viable alternative to measuring cultural orientation. It proposes an assumption that the maintenance of ethnic identity is independent from the development of mainstream cultural identity (Kang, 2006). According to Kang, by proposing the independence of the two cultural identities, the bidimensional model is able to embrace not only individuals with bicultural identities but also people who are not attached to either culture. This flexibility is the major strength of the bidimensional model and brings the bidimensional model to the centre of attention for acculturation researchers (Kang, 2006).

Based on a study by Celenk and Van de Vijver (2011), the Vancouver Index of Acculturation (VIA) was the frequently used measurement for a bidimensional model of acculturation. It has good psychometric properties and covers multiple domains. Thus, in seeking to explain a student's cultural orientation, I have decided in this study to focus on instruments in accordance with the Vancouver Index of Acculturation (VIA) by Ryder, Alden, and Paulhus (2000). Following Ryder, Alden, and Paulhus's (2000), an individual's orientation to culture is divided into two categories: orientation to mainstream culture and orientation to heritage culture. The two categories are measured by 10 items, respectively, with a 5-point scale (1=strongly disagree to 5=strongly agree) as response categories. The sample of the questions used were: "I often participate in mainstream Norwegian cultural traditions", "I enjoy social activities with typical Norwegian people", "I often participate in my heritage cultural traditions", etc. The Cronbach's alpha of COM was .70 (short-term) and .74 (long-term) and COH was .72 (short-term) and .73 (long-term).

Sociocultural adaptation (SA)

In an attempt to bring conceptual integration to a fractionated area of research, Ward and colleagues have proposed that cross-cultural adaptation may be meaningfully divided into two domains: psychological (emotional/affective) and sociocultural (behavioral)(Ward & Kennedy, 1999). In their study, The Sociocultural Adaptation Scale (SCAS) was first used by Searle and Ward (1990) to study the cross-cultural transition and adaptation of Malaysian and Singaporean students in New Zealand. This paper describes the scale development and documents the usefulness and versatility of the measurement (Ward & Kennedy, 1999). According to Ward and Kennedy (1999), the Sociocultural Adaptation Scale (SCAS) is a flexible instrument and can be easily modified according to the characteristics of the sojourning sample.

Thus, following Ward and Kennedy (1999), this study used only 23 items from the 40-item scale of culture-general items relevant for international students. Average scores of the items were used to measure the overall sociocultural adaptation level. Higher values obtained in the scale indicated greater difficulty in sociocultural adaptation. However, for the sake of easier interpretation of the results, the scores were reversed on the items so that higher scores indicate better sociocultural adaptation. A sample question is: "To what extent do you experience difficulty in the areas when staying in Norway? (1) Making friends; (2) Using the transport system; (3) Making yourself understood," etc. The Cronbach's alpha of SA was .91 for both short-term and long-term.

Psychological adaptation (PA)

According to Pavot and Diener (1993), the Satisfaction With Life Scale (SWLS) is designed to assess a person's global judgment of life satisfaction, which is theoretically predicted to depend on a comparison of life circumstances to one's standards. They mentioned that the brief format of the SWLS means that it can be incorporated into an assessment battery with minimal cost in time. Further, their study suggests that the SWLS has potential as a cross-cultural index of life satisfaction. Additionally, informants show good levels of agreement when they

judge a target person's life satisfaction using the SWLS (Pavot, Diener, Colvin, & Sandvik, 1991). Thus, in seeking to explain a student's psychological adaptation, this study focuses on psychological adaptation (life satisfaction) using The Satisfaction With Life Scale (SWLS) by Diener, Emmons, Larsen, and Griffin (1985). The study used 5 items by Diener et al. (1985). It was measured with a 5-point scale (1=strongly disagree to 5=strongly agree). Sample question items are as follows: "In most ways my life is close to my ideal"; "the conditions of my life are excellent", etc. The Cronbach's alpha of PA was .79 (short-term) and .76 (long-term).

3.4.4 Measures for Study 2 (main independent variables)

Subjective well-being (SWB)

This study uses the Satisfaction with life scale (SWLS) by Diener, Emmons, Larsen, and Griffin (1985) and The Positive and Negative Affect Schedule (PANAS) by Watson, Clark, and Tellegen (1988) to assess subjective well-being. The 5-item Satisfaction with life scale (Diener, Emmons, Larsen, & Griffin, 1985) described above was used here.

Watson, Clark, and Tellegen (1988) have presented information regarding the development of the two primary dimensions of mood; Positive and Negative Affect. They claim that the scales are internally consistent and have excellent convergent and discriminant correlations with lengthier measures of the underlying mood factors.

In their findings, the PANAS scale has demonstrated appropriate stability over a 2-month period. When used with short-term instructions (e.g., right now or today), they are sensitive to fluctuations in mood, whereas they exhibit traits like stability when longer-term instructions are used (e.g., past year or general). Moreover, Watson and colleagues claimed that Positive and Negative Affect Schedule is a reliable, valid, and efficient means for measuring these two important dimensions of mood. Further, the literature review has shown that PANAS scales are valuable to the study of international students. The scale has been used in most of the other studies (i.e., Du & Wei, 2015; Liao & Wei, 2014; Wang, Heppner, Wang, & Zhu, 2015). Thus, in

seeking to elucidate the understanding of international student's positive and negative affect, this study focuses on instruments as suggested by Watson et al. (1988).

In summary, PANAS measures positive (PA) and negative affect (NA). The instrument includes 20 words describing different feelings and emotions. The respondents were asked to indicate the extent to which they had felt this way during the last two weeks. Examples of feelings are; "proud"; "inspired" and "nervous". The Cronbach's alpha of SWB was .78 for both short-term and long-term students.

Personal values

The Portrait Values Questionnaire (PVQ) (Schwartz, 2006) was used to assess personal values. In their study, Burr, Santo, and Pushkar (2014) concluded that PVQ captures the importance that individuals place on 10 distinct values, in a format that does not require abstract thought about values, and that can be completed in a matter of minutes. In addition, they mentioned that it is appropriate for use in research with both younger and older adults as well as in longitudinal studies, across nations and cultures (i.e., Davidov, Schmidt, & Schwartz, 2008). Furthermore, Schwartz (2012) mentioned in his study that the values theory applies in populations around the world. Additionally, literature review has shown that PVQ are valuable to the study of international students' personal values. The scale has been used in most of the other studies on students' personal values (i.e., Dirilen-Gümüş & Sümer, 2013; Nguyen, Stanley, Rank, Stanley, & Wang, 2016; Smith Jr, 2015).

The PVQ scale includes short verbal portraits of 40 different people. For each of the portraits, respondents answer the question "How much like you is this person?" on a 6-point scale (1=not like me at all to 6=very much like me). Sample questions are as follows: "He/she thinks it is important to be ambitious. He/she wants to show how capable he/she is."; "Getting ahead in life is important to him/her. He/she strives to do better than others." etc. The Cronbach's alpha of Value (Self-Direction) was .63 (short-term); .67 (long-term), Value (Universalism) was .76 (short-term); .77 (long-term).77, Value (Stimulation) was .77 (short-term); .68 (long-term), Value

(Benevolence) was .47 (short-term); .74 (long-term) and Value (Achievement) was .86 (short-term); .82 (long-term).

3.4.5 Measures for Study 3 (main independent variables)

Perceived discrimination

This study used 5 (five) items drawn from the Perceived Discrimination Scale developed by (Berry et al., 2006a) with a 5-point Likert scale (1=strongly disagree to 5=strongly agree) were used to assessed perceived discrimination. The scale also have been used in the other studies of international students (i.e., Sam et al., 2015; Tirmazi, 2008). Sample items were: “I have been threatened or attacked because of my nationality”; etc. The Cronbach’s alpha of PD was .83

Orientation to mainstream culture

Study 3 used the Vancouver Index of Acculturation (VIA) by Ryder et al. (2000) to measure orientation to mainstream culture. It is the same as what was reported in Study 1. The Cronbach’s alpha of COM was .76

Life satisfaction

Study 3 again used 5 items by Diener et al. (1985) to measure life satisfaction. It is the same as what was reported in Study 1. The Cronbach’s alpha of LS was .72

3.5 Sampling

3.5.1 Sampling design

The basic idea that guides probability sampling design is to draw conclusions about destination-loyalty intention by selecting some elements in a population as a unit of study. The reasons that have been considered for the sampling design include cost effectiveness, higher results accuracy, greater speed of data collection and availability of population elements (Cooper, 2008).

The sample was drawn from the population of international students registered at the University of Bergen. In order to minimize sampling bias, a convenience sampling was drawn from the list of students, from 4 January 2014 until 30 June 2014. To maximize the responses' generalisability, only groups where the target respondents were international students were selected. A convenience sampling of 986 subjects was selected from the combined population of 1084 short-term and long-term international students. Any responses received from the others than the targeted subjects were considered to be local students.

3.5.2 Target population

The subjects that made up the target population for this study were international students. These subjects were chosen based on the assumption that they: (1) are involved in the process of educational exchange and (2) have had some experience with the mainstream culture.

3.5.3 Sample size

The required sample size should include considerations of time and cost, heterogeneity or homogeneity of the population, as well as the kind of analysis engaged in by the study (Bryman, 2008). The subjects for the study were international students. The proposed data analysis method for this study is hierarchical multiple regression analyses (Study 1) and structural equation modelling-AMOS (Studies 2 and 3). AMOS is very sensitive to sample size and requires a reasonable number of samples to achieve adequate power to test the proposed hypotheses (MacCallum, Browne, & Sugawara, 1996). In the literature, the rule of thumb on the minimum sample size is 5 cases per parameter (Bentler, 1987).

3.5.4 Study sample (Study 1-3)

This study was approved by Norwegian Social Science Data Services (NSD) (see Appendix B). For the purpose of this study, "international students" refers to students who leave their home country in order to study at the University of Bergen, Norway. All registered international students at the university were eligible to participate in the

study. These students were invited via e-mail to participate by the International Students' Office in University of Bergen through the data base available. After the inspection and clean-up of the data collected from 4 January 2014 until 30 June 2014, a total of 378 cases for Study 1, 396 cases for Study 2 and 489 cases for Study 3, were used for the final analysis. The international student population included those on short-term programmes lasting about one semester as well as those pursuing degrees.

3.6 Statistical Procedures

3.6.1 Data examination

The following procedures were followed:

1. The lists of international students' were retrieved with the cooperation of an officer at the International Students' Office at the University of Bergen.
2. As part of the requirement by NSD, the distribution and collection of survey questions were administered by International Students' Office in University of Bergen officers.
3. The survey was disseminated via on-line.
4. An information sheet was attached with the survey containing a description of the study. It was made clear to the potential respondents that the study was for academic purposes, that their participation was voluntary, and that return of the completed anonymous survey form implied consent.
5. These responses were recorded electronically and prepared for statistical analysing using SPSS 21.0 and AMOS.

3.6.2 Data screening

For Study 1, the analyses were conducted using IBM SPSS 21.0. In this thesis, the tests performed are validity and reliability tests as well as four classical assumption tests (normality, autocorrelation, multicollinearity, heteroscedasticity test).

A reliability test was conducted to focus on the consistency of the measuring instrument in supplying the results for Study 1. Despite the general acceptance on the value of 0.7 as the cut-off point of reliability measure, the satisfactory level of reliability also depends on how a measure is being used. “In the early stages of research on predictor tests or hypothesised measures of a construct, one saves time and energy by working with instruments that have only modest reliability, for which purpose reliabilities of 0.60 or 0.50 will suffice” (Sekaran, 2003). Further, according Nunnally (1978), all Cronbach’s Alpha coefficient values above 0.6 are considered to be acceptable. Thus, Study 1 was done based on this guideline. I noted, however, that any discussion of interpretation and implication involving the variables with slightly low AVE is provisional and requires replication to further confirm the associations between variables. Next, the multivariate outliers testing were conducted using Mahalanobis Distance. An examination of the Mahalanobis distance scores indicated two multivariate outliers for short-term and one multivariate outlier for long-term. The outliers identified in initial data screening were deleted. Study 1 then tested the four classical assumptions, as the preliminary steps for hierarchical regression models within this research.

Using the benchmark ± 2.0 , Study 1 shows that no items exhibited a significant skewness, and kurtosis, proofing that the residuals are all distributed normally. Next, the Durbin Watson value of 2.18 (short-term) and 1.97 (long-term) indicates non-autocorrelation both positive and negative, occurs between the residuals in the regression models. Further, the VIF results in Study 1 prove that multicollinearity issue does not occur in this research. Finally, the cluster of points in Study 1 in this study seems to be approximately the same width all over. Thus, the assumption of homoscedasticity is supported in this research.

In Study 2 and 3, SPSS 21.0 and SEM were used as the method to analyse the data. The data screening process for Studies 2 and 3, involved the assessment of SEM assumptions. SEM requires the sample size to be sufficiently large as covariance and correlations are less stable when estimated using small sample sizes (Hair, 2010; Tabachnick, 2007). In addition to sample size, the data set was assessed based on two

categories of problems: 1) case-related issues such as data entry accuracy, missing values, and outliers; 2) data distribution issues such as test of normality (Hair, 2010; Tabachnick, 2007).

Following the recommendations of Hair (2010) and Tabachnick (2007), all respondents in the analysis who answered at least 95% (5% or less of missing values) of the survey questions were included in this study. For Studies 2 and 3, these cases were examined and a total of seven cases for Study 2 and eighty-one for Study 3 were removed as the responses were less than 95% (Tabachnick, 2007). Next, in order to accommodate the missing values for analysis, it was decided to substitute the missing responses with the variable mean responses. Apart from this method being widely used in academic research, it is also able to provide all cases with complete information (Hair, 2010). Following the missing values assessment, the data was subjected to outliers' examination. Using SPSS descriptives, z-scores for each case were compared. Three univariate outliers were found based on z-score assessment in Study 2 and nine cases were found to have z-scores in excess of 3.29 ($p < .001$) (Tabachnick, 2007) in Study 3. Then, multivariate assessment of outliers based on Mahalanobis distance was conducted. Following (Hair, 2010), observations having a D^2/df value exceeding 3 to 4 can be considered as outliers. The D^2 indicate no observation having D^2/df value exceeding 3 to 4 for Study 2 and Study 3.

Subsequent to the assessment of outliers, data distribution assessment on all observed variables was undertaken. There are two ways to validate the normality assumptions that are skewness and kurtosis. In this study, both absolute and critical values for skewness and kurtosis were assessed for each variable. Based on absolute value of skewness and kurtosis, it appears that all measures were within the range of ± 2.0 . As such, it can be assumed that the data set is distributed normally (Bentler, 1987; Schumacker, 1996). However, an assessment based on critical values of skewness and kurtosis showed otherwise. All variables were negatively skewed. As the sample size for this study is more than 200 cases, so, the deviation from skewness and kurtosis is negligible (Hair, 2010; Tabachnick, 2007). The observed variables, then, were subjected to multivariate normality assessment based on the Mardia coefficient

test (Byrne, 2010; Tabachnick, 2007). Based on the analysis, the Mardia coefficient of multivariate kurtosis indicated deviation from multivariate normality. In this study, the *z*-statistic of 19.254 (long-term), 2.722 (short-term) for Study 2 and 27.17 for Study 3 is above the recommended value of +/-2.58 (Hair, 2010). Thus, to moderate the effect of multivariate non-normality, the maximum likelihood (ML) estimation was applied in this study.

3.6.3 Measurement model assessments: Factor analysis, reliability and validity testing

In this study, factor analysis was conducted in order to identify the underlying structure among the variables for the purpose of analysis. CFA is considered to be a tool of theory – testing by indicating how well the theoretical specification of the factors fit with the actual data (Hair, 2010). Therefore, CFA is considered for this study as it aims to use the selected theory and framework by Berry and associates and loyalty theory as a basis to explain the influences of international students' experiences towards destination-loyalty intention. In this thesis, only measured items that have more than 0.5 loading were included for further analysis here (Hair, 2010; Tabachnick, 2007).

Once the initial step of unidimensionality of constructs was achieved, reliability and validity of these constructs were assessed. In this study, the variables that had low Cronbach reliability, CFA were used to assess validity. However any discussion of interpretation and implication involving the variables with slightly low AVE is provisional and requires replication to further confirm the associations between variables. CFA was done based on the approach suggested by Fornell and Larcker (1981). For this purpose, CFA using maximum likelihood estimate (MLE) was used (Hair, 2010; Kline, 2011). Average variance extraction (AVE) (Fornell & Larcker, 1981) was used as a tool to determine the convergent validity, which then followed with construct reliability (CR) and discriminant validity test of the measured variables. CR of equal to or greater than 0.7, and AVE of more than 0.50 were adopted in this study (Hair, 2010; Tabachnick, 2007). However, for value of AVE

and composite reliability which is lower than recommended, the Cronbach Alpha index was applied (Baumgartner & Homburg, 1996).

3.6.4 Structural model assessment: SEM

Following Adam and Shauki (2012), after the measurement model test for unidimensionality based on factor loading, reliability and validity testing was completed, the structural model was presented. By running AMOS, all parameters were estimated again.

In SEM, the hypothesised relationships can be presented in the form of a path diagram. To test the model's fit to the empirical data, recommendations made by Hair (2010) and Hu and Bentler (1999) were used. Hair (2010) suggests that Root Mean Square Error of Approximation (RMSEA) should be equal to or less than 0.07, Comparative Fit Index (CFI) should be larger than 0.92 for a sample size of more than 250. Hu and Bentler (1999) recommend that Tucker-Lewis Index (TLI) should be larger than 0.90 as an evidence of good fit between the hypothesised model and the empirical data.

3.7 Ethical considerations

In compliance with the University of Bergen's requirements, all projects relating to human subjects must have approval from the Norwegian Social Science Data Services (NSD) before any fieldwork can be conducted. In accordance with this, a number of considerations have been applied to ensure that no one will be compromised by this study. The aims, procedures, and the nature of this study were clearly stated in the ethics application and a formal invitation, which consisted of the brief descriptions of the study, was enclosed in the e-mail together with the survey instrument. The estimated time frame in answering the survey and matters related to the respondent's voluntary involvement and privacy were also mentioned in the e-mail.

4. RESULTS

4.1 Study 1

The overall working hypothesis of this study was that international students can influence friends, family members or other people in their social network to visit the country in which they have studied, and that the findings may have some ramifications for the international student exchange programmes, and also for the tourist industry of the country concerned. Against this context, a three-stage hierarchical multiple regression was conducted separately for the two groups (short-term and long-term students) with destination-loyalty intention as the dependent variable.

For short-term students, results show that destination motivation (pull) ($b = 0.16, p < .05$), orientation to mainstream culture ($b = 0.43, p < .001$) and psychological adaptation ($b = 0.16, p < .05$), contributed more to the explained variance in destination-loyalty intention than orientation to heritage culture ($b = -0.24, p < .01$). For long-term students, results also showed that destination motivation (pull) ($b = 0.26, p < .001$), orientation to mainstream culture ($b = 0.25, p < .01$), and sociocultural adaptation ($b = 0.22, p < .01$), made a greater contribution to the explained variance than orientation to heritage culture ($b = 0.15, p < .05$) in influencing destination-loyalty intention.

4.2 Study 2

The main question here was to identify some of the predicting factors of international students' destination-loyalty intention. Specifically, Study 2 looks at how international students' personal values are related to their destination-loyalty intention.

Results for Study 2 indicate that for short-term students; only personal value of universalism was significantly related to subjective well-being ($\beta = 0.37, p \text{ value} <$

.05). The other personal values: benevolence ($\beta = -0.05$, p value = .775), self-direction ($\beta = 0.16$, p value = .315), stimulation ($\beta = 0.02$, p value = .904) and achievement ($\beta = 0.19$, p value = .224) were all not significant. With respect to long-term students, none of the personal values was found to be significantly related to subjective well-being, i.e., universalism ($\beta = 0.38$, p value = .344), benevolence ($\beta = -0.07$, p value = .804), self-direction ($\beta = -0.68$, p value = .385), stimulation ($\beta = 0.73$, p value = .307) and achievement ($\beta = 0.06$, p value = .639). However, the relationship between subjective well-being and destination-loyalty intention was significant for both short-term ($\beta = 0.33$, p value < .05) and long-term ($\beta = 0.21$, p value < .05) students.

4.3 Study 3

The third and final study examined how acculturation experiences (i.e., perceived discrimination, orientation to mainstream culture and life satisfaction) influence destination-loyalty intention.

Results indicate that perceived discrimination was not related to destination-loyalty intention. In contrast, the relationship between orientation to mainstream culture and destination-loyalty intention was positive and significant ($\beta = 0.47$; $p < .001$). The relationship between life satisfaction and destination-loyalty intention was not significant.

Next, the relationship of perceived discrimination to destination-loyalty intention was found to be improved with orientation to mainstream culture as a mediator. However, analysis indicated that life satisfaction was unrelated to destination-loyalty intention. Study 3 found that the direct effect of perceived discrimination ($\beta = -0.04$) and life satisfaction ($\beta = 0.05$) on destination-loyalty intention were extremely low and insignificant ($p > 0.001$). No evidence was found to suggest that life satisfaction has a significant relationship with destination-loyalty intention.

5. DISCUSSION

The main goal of this thesis was to gain a better understanding of the relationship between psychological factors and international education experiences on the one hand, and international students' destination-loyalty intentions on the other. This thesis begins outlining the model by briefly discussing the interplay between variables that trigger international students' destination motivation, orientation to mainstream culture, orientation to heritage culture, sociocultural adaptation and psychological adaptation and how the nature of the processing influences destination-loyalty intention. Study 1 shows that among all the variables, the most important predictors of destination-loyalty intention for both short-term and long-term students were destination motivation (pull), orientation to heritage and orientation to mainstream culture. This is in line with the finding by Mazzarol and Soutar (2002) pertaining to the study of international students' destination motivation and Zea, Reisen, Beil, and Caplan's (1997) findings on orientation to mainstream culture. Then, of the two forms of adaptation, sociocultural adaptation was found to be related to destination-loyalty intention only for long-term students. According to Sam et al. (2015), individuals who perceive themselves to be socially skilled also feel confident in their understanding of the culture of the new society. Berry (2005) found a linear relationship between sociocultural adaptation and time. Thus, the finding with respect to long-term students compared to short-term students seems reasonable.

Finally, psychological adaptation was significant in predicting destination-loyalty intention only among short-term students. It is possible that short-term students, whose academic degrees are conferred by their home institution, can afford to take life easy as they collect few course credits (Sam et al., 2015), unlike long-term students taking a full academic degree at a foreign university. Short-term students are also known to spend a lot of time sightseeing and touring during their overseas sojourn (Sam et al., 2015). It is plausible that their overall satisfaction is related to the joys of touring and sightseeing; thus, this will influence their intention to revisit and recommend the destination.

The thesis then introduces the other main tenet by looking at how the fundamental contributors'; international students' personal values - subjective well-being and subsequently, destination-loyalty intention in international education settings. Study 2 found that universalism was positively related to subjective well-being for short-term students which is consistent with part of the findings by Özdemir (2014) and Sagiv and Schwartz (2000) who came to similar assumptions in their studies. Other than that, subjective well-being was positively related to destination-loyalty intention for all groups which is similar with the studies by Dagger and Sweeney (2006), Brown and Mazzarol (2009) and Hon and Brunner (2002) who anticipated that perceived well-being is one of the important motivations for the intention to revisit and loyalty, respectively. For all groups of international students', well-being is one of the crucial motivations for revisit intention and loyalty, correspondingly.

Lastly, the final study specifically looks into experience arising during international education by looking at international students' involvement with the larger society and how perceived discrimination influences the orientation to mainstream culture and life satisfaction process and its effect on destination-loyalty intention. Results for Study 3 suggest that experience arising during acculturation can result in poor orientation to the mainstream culture, which in turn may lead to lower destination-loyalty intention. It can be suggested that international students' destination-loyalty intention is influenced by perceived discrimination and orientation to mainstream society. Results for Study 3 is in line with findings by Berry, Phinney, Sam, and Vedder (2006b) who suggest that perceived discrimination is an important predictor (positive or negative) of orientation to mainstream culture. Nevertheless, in Study 3, the relationship between orientations to mainstream culture and destination-loyalty intention is similar with the findings for Study 1. This shows that even by using more robust analysis, orientation to mainstream culture still play important roles in influencing destination-loyalty intention. Study 3 also supported the finding of Zea, Reisen, Beil, and Caplan (1997) who suggest that well-adjusted students in the host communities are more likely to remain and have a sense of positive integration or assimilation, which arguably should strengthen their educational goals, commitment and loyalty.

5.1 Implications

5.1.1 Implications for practise

Findings from the three papers reported in this thesis have important implications for policy makers and international education professionals in the design of workshops, assessments, and interventions that contribute to the influences of a positive destination-loyalty intention.

In sum, findings in Study 1 highlight the need of host countries government and education institutions to understand the psychological motivations behind international students' education destination choices in their strategies and promotions activities. However, most of the implications for practice have been mentioned in the three articles and for brevity, only new implications are discussed here.

Findings from Study 1 suggested that institutions of higher learning should come up with programmes that increase the degree of social participation. The university should create some programmes for local students to be student advisers/mentors for international students in the programme. These advisers/mentors could help the students with issues that they may encounter during their overseas sojourn. This may enhance their chances of “succeeding” in the new environment and subsequently their destination-loyalty intention.

Language learning (i.e., speaking, reading, comprehension, and writing) is one of the biggest concerns and problem areas for international students (Omar, 2014). Results from this study indicate that greater competency with culture learning and social skills will influence international students' intention to revisit and recommend the destinations to others. Different people have many different levels of language intelligence (Omar, 2014). Thus, the language programme should recognize these differences. Proper evaluations should be given to identify the level of language skills of a student. This will enable a proper set of training programmes to be provided to international students.

Such intervention must also take into consideration the finding from Study 2, which suggests that there is a need for industry players to strategically adjust to the different value preferences, specifically looking at the role of universalism in subjective well-being among short-term students. Highlighting these aspects of Norway may be important when trying to attract students to come to Norway.

Results from Study 2 also suggested that the significant relationship between subjective well-being and destination-loyalty intention can be further nurtured by education practitioners through specific interventions targeted on enhancing well-being. This can be done by adjusting the introduction programmes and providing support throughout the sojourn duration. Perhaps, they can do this by improving the orientation and arrival services. The university together with tourism industry players (i.e., travel agents, transportation, accommodation) can work together to make sure that they coordinate arrivals with students. Further, the university should make sure that all students have a good orientation so that they will have meaningful interactions with fellow students. This will further integrate international students' in the organization and make them feel like insiders.

Finally, Study 3 suggested that industry players should take into consideration intercultural factors such as the experienced discrimination which could lead to lower orientation to mainstream culture, which again would negatively influence destination-loyalty intention. The university and tourism industries should work together in conducting more intercultural events such as discussion groups, social gatherings, workshops, lectures, etc. These kinds of events could help international students meet local students, faculty and administrators and learn more about the destinations' life and culture. This will enable them to understand or even integrate with the local culture, have good relationship with the host country's students and possibly reduce the feelings of being excluded or being discriminated against.

5.1.2 Suggestions for future research

All three papers have addressed various implications for future research and for the sake of brevity, only new suggestions were discussed in this section.

Results for Study 1 suggested that further examinations are needed focusing on pull motivation to destination which is assumed would affect the ability to predict international students' destination-loyalty intention. Moreover, future researchers should continue to conduct systematic investigations of orientation to mainstream and heritage culture in order to better attract and retain international students.

Other than this, in the future, one possible approach is to aim at designing studies pertinent to the various conceptions of the educational tourist experience such as discrimination and acculturation. Perhaps field experiments can be added to investigate relationships between theoretical constructs within the field of educational tourism studies.

At the same time, a suggestion could be made that an additional qualitative research should be done. This would provide more in-depth, open-ended views and perspectives from international students (Mahmood, 2014). Qualitative research could provide further understanding of challenges that international students face. It helps to gain suggestions on ways to better meet international students' needs while pursuing their education in a foreign country.

Then, there were diverse studies measuring personal values included in Study 2. The present thesis purports that there is a need for more epidemiological investigations of personal values and subjective well-being, especially in international education area where there is a paucity of research. Moreover, due to the nature of the sample used in the quantitative study, not every group of personal values was included in the study. Future lines of research might include a quantitative analysis of the influence of other personal values groups on destination-loyalty intention.

Moreover, personal values are strongly related to cultural values (Campos Sánchez, 2014). Possibly, the findings and results of this research may differ from one education destination to another. A cross-cultural study about the influence of personal values on well-being across education destination could make an interesting line of research in the near future.

Additionally, future research should consider that sometimes people behave or express ideas about social concerns that are at variance with their personal values (Campos Sánchez, 2014). In this sense, a future line of research should focus on analysing the inconsistencies between international students' personal values and their behaviour. This is because personal values may sometimes be overridden by contextual factors (Boer & Fischer, 2013).

As regards Study 3, future research should seek to observe the impact of perceived discrimination on destination-loyalty intention in other countries and/or using samples from other regions of the world. Despite there being many commonalities, Study 3 contends that differences do exist among the subgroups of international students. Thus it is necessary to further examine students' experiences and needs based on their nationalities. Future studies should also move towards a standardized scale for assessing life satisfaction tailored specially for destination-loyalty intention. Additionally, studies should also examine the cross-cultural validity of instruments carefully when there are cross-cultural comparisons of psychological constructs, both within ethnic groups and between countries (Wu & Mak, 2011). This would provide further understanding of the acculturation-intention relationship that can be used as guidelines for universities to enhance destination-loyalty intention among international students.

5.2 Strengths and Limitations

5.2.1 Strengths

To my knowledge, the three studies constituting this thesis represent the first-ever investigations of destination motivation and international students' personal values and acculturation experience in influencing destination-loyalty intention in international education. The findings from the study can be used as a basis for developing human interventions such as counselling, coaching and many other approaches to creating healthier social systems for international students. Other than that, the findings from the study can also be used as a basis for future research.

Another strength of this thesis is its specificity in focusing on international education. While other literature focuses on enterprise or destination specific factors when studying loyalty (McKercher et al., 2012), this research specifically examined international students who as a group constitute the major player in influencing destination-loyalty intention in international education.

Similarly, Study 1 is a pioneering exploration of the existing literature by providing an initial effort to compile and summarize relevant psychological theories and research on destination motivation, cultural orientation and adaptation among two main groups of international students in international education. As such, the present review conceptually and empirically works on this increasingly important subject related to destination-loyalty intention. Study 1 also suggested the articulation support to the importance of sociocultural adaptation relationship on destination-loyalty intention. This supports the notions of Dorozhkin and Mazitova (2008) who emphasized that a great deal of research is still needed in understanding the level of sociocultural adaptation and intercultural interaction of international students.

Findings in Study 1 support the increasing relevance of this area of research especially in international education which is still under research. Therefore; it is argued that this research might add knowledge to the domain in the area of international education. Next, the findings of Study 2 represent the basis for future research that extends the link between intentions to revisit and to recommend a destination to well-being (Brown & Mazzarol, 2009; Dagger & Sweeney, 2006).

The use of a combination concept in the area of social psychology and tourism is the strength for Studies 1, 2 and 3. Another merit of Study 3 is the study on the intercultural elements that provide more valuable understandings on the overall international experience. The argument is that this research may add more insights into the real nature of the determinants for destination-loyalty intention from the analysis of the data using hierarchical multiple regression and structural equation modelling-AMOS.

5.2.2 Limitations

All three papers have addressed various limitations specific to the study, and for brevity, these are not repeated here. Only limitations in general applicable to the whole thesis are focused on here. Future studies addressing the issues examined in Studies 1, 2 and 3 should aimed at using more heterogeneous samples, such as international students studying in other countries (i.e., Asia or Africa) to help ascertain the validity of the current findings.

In addition, it is important to note that the survey was answered by fewer than 500 international students in one education destination for each study. A follow-up may be necessary to track international students' process of acculturation-intention across different samples. Additionally, there are few variables with slightly low validity value (Cronbach alpha and AVE). I noted, however, that any discussion of interpretation and implication involving the variables with slightly low Cronbach alpha and AVE is provisional and requires replication to further confirm the said associations. Thus, generalization of the results for this research to other education destinations must be made with caution.

Moreover, due to the nature of the sample used in the quantitative study, not every group of personal values was included. Thus, conclusions on how other groups influence subjective well-being and subsequently destination-loyalty intention in education tourism are still unclear.

Further, the cross-sectional design used in this study does not allow for examination of acculturation changes, and impact of time in the acculturation framework. This study also assessed only direct associations between the variables in the acculturation framework with destination-loyalty intention. This study did not examine the association between the variables and the mediating variables that may have explained the associations that were found. Because culture represents a distal influence on individual-level outcomes (Bronfenbrenner, 1979) more proximal mediating mechanisms are important to assess in future studies.

However, despite all the available limitations, the evidence seems to be potentially useful and relevant. It can be used for designing a better and more comprehensive study that will enhance future understanding of acculturation-intention relationship. The current evidence tends to support the notion that indeed an important relationship do exists between the studied variables.

6. CONCLUSIONS

This thesis provides some insights into the psychological aspects of international students' sojourn in a foreign country. These students' experiences undoubtedly influence how they perceived a destination. As education becomes more international, this study helps to shade some lights on the important area to smoothen the transition across cultures for international students that can influence their destination-loyalty intention.

In sum, the research art of this thesis draws attention to the complexity of the acculturation process together with the main objective of understanding destination-loyalty intention of international students'. It started with international students' destination motivation (pull and push), cultural orientation and adaptation, and then it moves to the second study that was done to better understand how the basic personal values influence international students' subjective well-being and subsequently destination-loyalty intention. Finally, the study further investigates the relationship between the experience arising during acculturation (perceived discrimination and orientation to mainstream culture) and life satisfaction with destination-loyalty intention. A revised framework for building destination-loyalty intention is depicted in Figure 3.

Results show that destinations motivation (pull), orientation to mainstream culture, orientation to heritage culture, sociocultural adaptation, psychological adaptation, international students' personal values (universalism), subjective well-being and experience arising during acculturation (perceived discrimination) influence destination-loyalty intention in three different studies. Only destination motivation (push) (in red) was found to be insignificant to destination-loyalty intention. The finding of this thesis hopefully has shed some light to the highly complex psychological processes related to acculturation experiences on the processing of destination-loyalty intention.

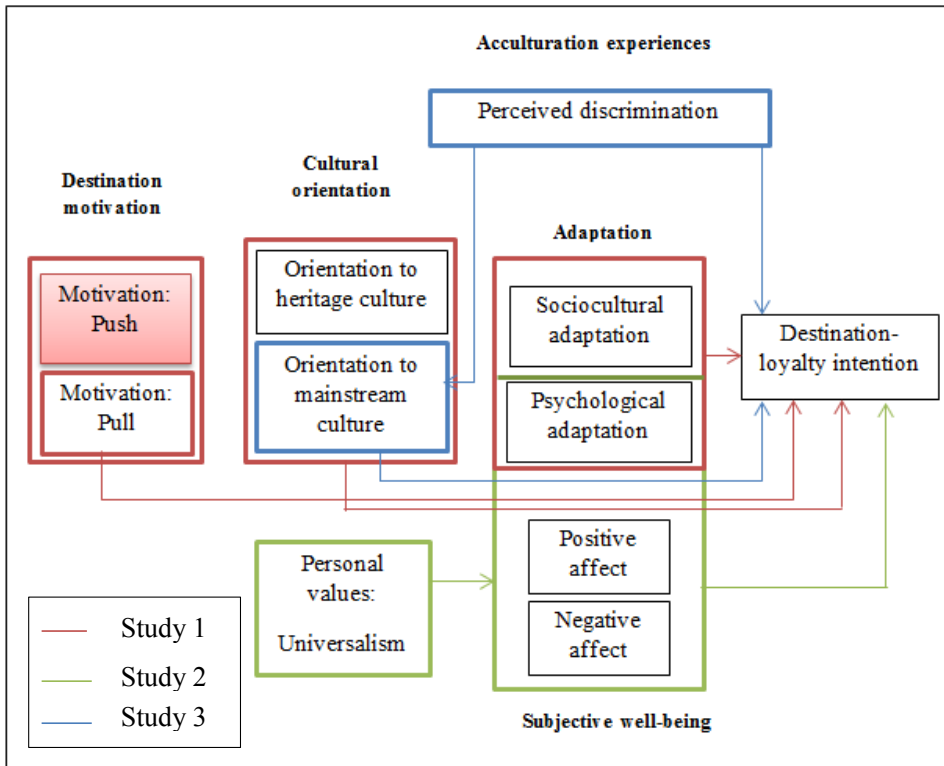


Figure 3. A revised framework for building destination-loyalty intention

This thesis addressed the gaps in the study of destination-loyalty intention and contributes significantly to the literature on this topic. Results confirmed that both education and tourism industries need psychological element to promote their services to the market, and vice versa. This was done by doing an in-depth exploration into the actual experiences in education tourism by looking at the international students' (customers') experiences.

Beside this, the studies in this thesis contribute to the body of knowledge by exploring the acculturation process through the applicability of psychological and behavioural theory in the context of international education destination-loyalty intention. The examination does not just extend the current findings of the said theories, but also seeks to discover which psychological attributes significantly explain international students' destination-loyalty intention. It is expected to improve

the methodical and theoretical bases for examination of destination-loyalty intention and other investigations within the area and develop knowledge of social relevance that government and other stakeholders may benefit from.

This thesis concludes that optimizing the overall positive experience with the inclusion of the selected psychological variables is essential to improve destination-loyalty intention in international education. It could be argued that a complete study of international students' psychological variables related to acculturation experiences should follow a model that includes all of these aspects, but, of course, then it would be difficult to do research on these issues with the limited funding that most tourism researchers usually have. However, the overall finding of this thesis support the claims by (Padgett et al., 2013; Tartakovsky, 2012; Wu & Mak, 2011) that experiences and individuals' characteristics are among the variables that could further explain intentions or in this thesis specifically, destination-loyalty intention in international education.

Nevertheless, additional investigations of other acculturation preferences such as attitudes of other groups, in-group norms, and on life domains as proposed by Berry and his associates in the acculturation framework together with intention are essentials to further understand the phenomena. A qualitative study, longitudinal cohort study design and field experiment is also essential to further ascertain the causal relationship and elucidate the acculturation-intention relationship. These approaches are necessary to explore the associations between theoretical constructs within the field of international education studies.

In conclusion, the present research provides answers to a range of questions. At the same time, it has raised many questions regarding the investigation of acculturation-destination-loyalty intention.

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Appendix A



UNIVERSITY OF BERGEN

Department of Psychosocial Science

INTERNATIONAL STUDENTS IN BERGEN

Dear Student,

By answering this questionnaire, you will be taking part in a study interested in understanding "the overall experience of international student". As international students, your opinions are considered as valuable to this study. Therefore, I would like to invite you to participate in this survey. Completing this questionnaire should take no longer than 10 minutes.

Your involvement in this survey is voluntary and there are no known or anticipated risks to participation in this study. You may decline answering any questions you feel you do not wish to answer. All information you provide will be considered confidential. A copy of the compiled results of the survey will be made available to you. Should you require a copy of the survey results, please email me at Nor.Lelawati.Jamaludin@psysp.uib.no

Thank you very much in advance for your support and cooperation to this survey.

Best regards,
Nor Lelawati Jamaludin
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Part 1: Demographic background

1. What is your age? _____ years

2. What is your gender?

Female

Male

3. What is your nationality? _____

4. How long have you been studying here? _____ months

5. Type of programme:

Long-term (1 year and Above)

Short-term (Less than 1 year)

Part 2: To what extent do you agree with the following statements regarding your stay in Bergen?

Kindly make a check [X] for each of the area as it reflects your preferences.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
After I have completed my course/study, I will travel to Bergen if my financial position permits it.					
My overall feeling about Bergen is so good that I will come again after I completed my course/study.					
I will recommend Bergen to my friends/relatives as a vacation destination to visit.					

Part 3: Below are some statements about unfair and negative treatment. To what extent do the following apply to you?

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
I think that others have behaved in an unfair or negative way towards my ethnic group					
I don't feel accepted by Norwegian					
I feel Norwegian has something against me					
I have been teased or insulted because of my nationality					
I have been threatened or attacked because of my nationality					

Part 4: The following questions are concerned about your attitudes regarding your own heritage culture and that of the Norway. To what extent do you agree to the statements?

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
I often participate in my heritage cultural traditions.					
I often participate in mainstream Norwegian cultural traditions.					
I would be willing to marry a person from my heritage culture.					
I would be willing to marry a Norwegian.					
I enjoy social activities with people from the same heritage culture as myself.					

I enjoy social activities with typical Norwegian people.					
I am comfortable interacting with people of the same heritage culture as myself.					
I am comfortable interacting with typical Norwegian people.					
I enjoy entertainment (e.g. movies, music) from my heritage culture.					
I enjoy Norwegian entertainment (e.g. movies, music).					
I often behave in ways that are typical of my heritage culture.					
I often behave in ways that are typically Norwegian.					
It is important for me to maintain or develop the practices of my heritage culture.					
It is important for me to maintain or develop Norwegian cultural practices.					
I believe in the values of my heritage culture.					
I believe in mainstream Norwegian values.					
I enjoy the jokes and humour of my heritage culture.					
I enjoy Norwegian jokes and humour.					

I am interested in having friends from my heritage culture.					
I am interested in having Norwegian friends.					

Part 5: Below are five statements that you may agree or disagree with. Please go through the items listed below and make a check [X] for each area according to your preferences.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
In most ways my life is close to my ideal					
The conditions of my life are excellent					
I am satisfied with my life					
So far I have gotten the important things I want in life					
If I could live my life over, I would change almost nothing.					

Part 6: This scale consists of a number of words that describe different feelings and emotions. Please go through the items listed below and make a check [X] for each area according to your preferences. Indicate to what extent you have felt this way **in the last two weeks**.

	VERY SLIGHTLY OR NOT AT ALL	A LITTLE	MODERATELY	QUITE A BIT	EXTREMELY
Interested					
Distressed					
Excited					
Upset					
Strong					
Guilty					
Scared					

Hostile					
Enthusiastic					
Proud					
Irritable					
Alert					
Ashamed					
Inspired					
Nervous					
Determined					
Attentive					
Jittery					
Active					
Afraid					

Part 7: To what extent do you experience difficulty in the areas when staying in Norway? Please go through the items listed below and make a check [X] for each area according to your preferences.

	NONE OF THE TIME	A LITTLE OF THE TIME	SOME OF THE TIME	MOST OF THE TIME	ALL OF THE TIME
Making friends					
Using the transport system					
Making yourself understood					
Getting used to the pace of life					
Going shopping					
Worshipping in your usual way					
Talking about yourself with others					
Understanding jokes and humour					
Dealing with someone who is unpleasant / aggressive					
Getting used to the food you enjoy					

Following rules and regulations					
Dealing with the bureaucracy (administration)					
Adapting to the local accommodation					
Finding your way around					
Dealing with the climate					
Dealing with people staring at you					
Going to coffee shops / restaurants					
Understanding the local language					
Living away from family members overseas					
Adapting to local etiquette (manners, customs)					
Understanding what is required from you at university					
Coping with academic work					
Expressing your ideas in class					

Part 8: Please go through the items listed below and make a check [X] for each area according to your preferences.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
I came to study here because:					
I plan to immigrate in the future					
The course is not available at my home					

country					
It is difficult to gain an entry at home					
Overseas course are better than local					
A foreign university degree will open good employment opportunities for me					
I wanted to get a good education					
Quality education at the university					
Qualifications from the university is recognized around the world					
Recommendation from friend, relatives or/and agents					
University's reputation and facilities					
I wanted to expand my career and life opportunity					
Safe (low crime) environment					
It is low in racial discrimination					
Established population of overseas students					
Willingness of the university to recognize my previous qualifications					
Quite-studious environment					
Exciting place to live					
My friends/relatives study or have studied					

here					
My friends/relatives live in Norway					
It is close to my home country					

Part 9: How much like you is this person? Please go through the items listed below and make a check [X] for each area accordingly to the declaration of figures.

	NOT LIKE ME AT ALL	NOT LIKE ME	A LITTLE LIKE ME	SOME-WHAT LIKE ME	LIKE ME	VERY MUCH LIKE ME
Thinking up new ideas and being creative is important to him/her/her. He/she likes to do things in his own original way.						
It is important to him/her to be rich. He/she wants to have a lot of money and expensive things.						
He/she thinks it is important that every person in the world be treated equally. He/she believes everyone should have equal opportunities in life.						
It's very important to him/her to show his abilities. He/she wants people to admire what he/she does.						
It is important to him/her to live in secure surroundings. He/she avoids anything that might endanger his/her safety.						
He/she thinks it is						

important to do lots of different things in life. He/she always looks for new things to try.						
He/she believes that people should do what they're told. He/she thinks people should follow rules at all times, even when no-one is watching.						
It is important to him/her to listen to people who are different from him/her. Even when he/she disagrees with them, he/she still wants to understand them.						
He/she thinks it's important not to ask for more than what you have. He/she believes that people should be satisfied with what they have.						
He/she seeks every chance he/she can to have fun. It is important to him/her to do things that give him/her pleasure.						
It is important to him/her to make his own decisions about what he does. He/she likes to be free to plan and to choose his/her activities for him/herself.						
It's very important to him/her to help the people around him/her. He/she wants to care for their well-being.						

Being very successful is important to him/her. He/she likes to impress other people.						
It is very important to him/her that his country be safe. He/she thinks the state must be on watch against threats from within and without.						
He/she likes to take risks. He/she is always looking for adventures.						
It is important to him/her always to behave properly. He/she wants to avoid doing anything people would say is wrong.						
It is important to him/her to be in charge and tell others what to do. He/she wants people to do what he says.						
It is important to him/her to be loyal to his friends. He/she wants to devote him/herself to people close to him/her.						
He/she strongly believes that people should care for nature. Looking after the environment is important to him/her.						
Religious belief is important to him/her. He/she tries hard to do what his/her religion requires.						
It is important to him/her						

that things be organized and cleans. He/she really does not like things to be a mess.						
He/she thinks it's important to be interested in things. He/she likes to be curious and to try to understand all sorts of things.						
He/she believes all the worlds' people should live in harmony. Promoting peace among all groups in the world is important to him/her.						
He/she thinks it is important to be ambitious. He/she wants to show how capable he/she is.						
He/she thinks it is best to do things in traditional ways. It is important to him/her to keep up the customs he/she has learned.						
Enjoying life's pleasures is important to him/her. He likes to 'spoil' him/herself.						
It is important to him/her to respond to the needs of others. He/she tries to support those he/she knows.						
He/she believes he/she should always show respect to his/her parents and to older people. It is important to him/her to be						

obedient.						
He/she wants everyone to be treated justly, even people he/she doesn't know. It is important to him/her to protect the weak in society.						
He/she likes surprises. It is important to him/her to have an exciting life.						
He/she tries hard to avoid getting sick. Staying healthy is very important to him/her.						
Getting ahead in life is important to him/her. He/she strives to do better than others.						
Forgiving people who have hurt him/her is important to him/her. He/she tries to see what is good in them and not to hold a grudge.						
It is important to him/her to be independent. He/she likes to rely on him/herself.						
Having a stable government is important to him/her. He/she is concerned that the social order be protected.						
It is important to him/her to be polite to other people all the time. He/she tries never to disturb or irritate others.						
He/she really wants to enjoy life. Having a good						

time is very important to him/her.						
It is important to him/her to be humble and modest. He tries not to draw attention to him/herself.						
He/she always wants to be the one who makes the decisions. He/she likes to be the leader.						
It is important to him/her to adapt to nature and to fit into it. He/she believes that people should not change nature.						

If you have any comments or suggestions about the questionnaire, please add your comments below:

Thank you for your cooperation.

Appendix B



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Vår ref: 36312 / 2 / KH

Deres dato:

Deres ref:

TILBAKEMELDING PÅ MELDING OM BEHANDLING AV PERSONOPPLYSNINGER

Vi viser til melding om behandling av personopplysninger, mottatt 15.11.2013. Meldingen gjelder prosjektet:

36312 *The Influence Of Perceive Discrimination, Acculturation Strategies, Adaptation, Motivation, Intention And Values On Destination Loyalty*
Behandlingsansvarlig *Universitetet i Bergen, ved institusjonens øverste leder*
Daglig ansvarlig *Nor Lelawati Jamaludin*

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Vennlig hilsen

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Vedlegg: Prosjektvurdering

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The Data Protection Official finds the letter of information satisfactory when it is specified that data will be made anonymous within project ending the 1th of july 2014, and when the results of the study will be available. We ask for you to return a revised letter of information to: personvernombudet@nsd.uib.no

The International Students Office at the University will send an e-mail with invitation to participate in the study.

When the project is completed, by 01.07.2014, the data material will be made anonymous by deleting directly and indirectly identifying variables. Logs will be deleted.

**DESTINATION MOTIVATION, CULTURAL ORIENTATION AND ADAPTATION:
INTERNATIONAL STUDENTS' AMBASSADORIAL ROLES**

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Abstract

This study aims to understand factors predicting destination-loyalty intention. A sample of 378 long-term ($N=195$) and short-term ($N=183$) international students participated in the study through an on-line survey. Using a series of hierarchical regression analyses, we found that destination motivation (pull), together with orientation to mainstream culture, orientation to heritage culture and psychological adaptations are the most important variables influencing the decision to revisit and recommend the destination among students on short-term programs. Among long-term students, the same variables with the exception of psychological adaptation in addition to sociocultural adaptation were the significant predictors of destination-loyalty intention. This paper discusses the results from a social, psychological, and international education perspective as well as their implications for destination management.

Keywords: destination-loyalty intention, pull motivation, push motivation, orientation to mainstream culture, orientation to heritage, sociocultural adaptation, psychological adaptation

Imagine the following scenario: someone has just come back from studying abroad at a well-known education destination. In retrospect, he emphasizes that the destination met all the anticipated criteria, and that he had a wonderful experience, is satisfied and willing to revisit and recommend the destination to others. At the same time, he comments that there were other international students who preferred to stay at the students' hostel, showing little or no interest in exploring the destinations. They were neither happy nor satisfied with the overall experience with the locals at the destination because their initial expectations of the destination were not met. As a result, they disliked the place and were not interested in sharing their experiences with others. Neither were they interested in recommending the place to others.

This hypothetical scenario is a reflection of how the individual's decision prior to international educational and experience of local culture plays an important role in determining destination-loyalty intention. Grounded in the acculturation framework developed by Berry and his associates (Berry, 1990, 1992; Berry, 1997; Berry, 2005; Berry, Kim, Minde, & Mok, 1987; Berry, Kim, Power, Young, & Bujaki, 1989) and other relevant literature, we seek to understand how motivation to study abroad may influence international students' motivation to revisit and later recommend the destinations to others. More specifically, we look at the independent contributions made by motivation to study abroad, orientation to mainstream culture at the destination, orientation to heritage culture, and sociocultural and psychological adaptations at the destination in predicting destination-loyalty intention. This research is in response to the claim by Ryan and Glendon (1998) that research has paid too little attention to the psychological aspects of the experience of international education. This research is also in response to the call by Yuksel, Yuksel, and Bilim (2010) for exploration of the relationship between destination loyalty and

psychological factors. To date, knowledge on how and why psychological factors may lead to destination-loyalty intention is very limited.

As part of internationalisation of higher education, colleges and universities continuously recruit and accept international students (Guo & Chase, 2011; Wildavsky, 2010). In some countries, exchange study and educational travel has become a stable and an ongoing industry that outperforms leisure and business tourism in terms of its annual growth (Lesjak, Juvan, Ineson, Yap, & Axelsson, 2015).

International students serve as “ambassadors” of their own country during their overseas sojourn. Upon returning home, they can take on a reverse ambassadors’ role as representatives of the countries where they studied. Based on their sojourned experiences, they can encourage (or discourage) people in their social network to visit their previous international education destination. This latter role is linked to the students’ loyalty to the country in which they studied. This is the focus of this study.

Destination-loyalty intention used in this study refers to international students’ intentions to revisit and recommend the destination to people in their home country (Oppermann, 2000; Yoon & Uysal, 2005). The objective of this study was to investigate the extent to which destination-loyalty intentions could be predicted by the students’ destination motivation (pull and push), their orientations to the mainstream culture of the society they studied, vis-à-vis their own heritage culture, together with their psychological and sociocultural adaptation while studying abroad.

Projecting the differences for international students

To understand destination-loyalty intention, the present study distinguished between two types of students: those on long-term programmes versus those on short-term programmes. In line with this, it is known that individuals' motivation for pursuing exchange programmes for a semester or a year are different from those pursuing a degree that stretches over a number of years (Jamaludin, Sam, Sandal, & Adam, 2016a).

The main motivation of short term students, according to Massey and Burrow (2012) is to experience a new cross-cultural learning environment, followed by a specific academic opportunity, and a unique social experience. Just like their short-term peers, long-term students also have as their prime motive a cross-cultural experience (Brewer, 1983; Carlson & Widaman, 1988; Sánchez, Fornerino, & Zhang, 2006); in addition to academic and/or foreign language development (Caudery, Petersen, & Shaw, 2008) Despite the similarities between the two groups of exchange students, there are more differences between the two than it may first seem to appear. Studying abroad has more significant and enduring impact on long-term students than their short-term counterparts (Dwyer, 2004). Dwyer also point out that study abroad has significant impact on students in the areas of continued language use, academic attainment measures, intercultural and personal development, and career choices, and these hold more true for long-term students than for short-term students Based on these subtle differences between the two groups of students, we assume that they will differentially impact on their destination loyalty intentions; and we explore this assumption in the study.

There were also differences among international students with regards to cultural orientation. Pitts (2009) suggested that short-term visits do not offer the same level of cultural immersion and opportunities for intercultural growth compared to long-term programme visits. This

makes us believe that international students on short-term and long-term programs have differential destination-loyalty intentions.

With regard to adaptation, acculturation researchers make a distinction between psychological and sociocultural adaptation (Schachner, Schiller, Van de Vijver, & Noack, 2014). Psychological adaptation outcomes include well-being, life satisfaction, and mental health, whereas sociocultural adaptation outcomes refer to an individual's competence in mastering daily life in a particular cultural context (Ward, 2001). Sociocultural adaptation is relevant to performing daily tasks in the host culture (Ward, 1996; Ward & Kennedy, 1999). This distinction can also be applied to the context of education adjustment outcomes (Berry, Phinney, Sam, & Vedder, 2006).

Sociocultural adaptation in our context refers to culture learning and acquisition of social skills relevant for the mainstream culture at the destination (Berry & Sam, 1997; Ward & Kennedy, 1999). Psychological adaptation in this study was measured by life satisfaction (Berry et al., 2006). Life satisfaction is the global evaluation of a person's quality of life based on the person's own chosen criteria (Shin & Johnson, 1978). Likewise, other studies indicate that people who are satisfied with life tend to be more successful and socially active (Diener, Kanazawa, Suh, & Oishi, 2015; Otrachshenko & Popova, 2014).

Additionally, empirical evidence by Graham and Markowitz (2011); Jamaludin, Sam, Sandal, and Adam (2016b) confirms that life satisfaction influences an individual's intention to stay at a destination. Finally, positive interactions with members of the host culture are likely to improve one's feelings of well-being and satisfaction (Sam & Berry, 2010).

Potential predictors of destination-loyalty intentions

With regard to destination-loyalty intention, researchers have measured tourists' behavioural intentions based on the belief that behavioural intentions are sufficient to capture the dynamics of the loyalty phenomenon (i.e., Chen & Tsai, 2007; Lee, 2009). Moreover, other researchers have suggested that tourists are likely to develop emotional attachment to their destinations, and this attachment can be an important antecedent and a good indicator of tourists' loyalty to a destination (George & George, 2012; Lee, Backman, & Backman, 1987).

Although studies on destination-loyalty intentions abound, there is a dearth of research within the context of international education. Studies have shown that educational experiences of international students impact their loyalty intention to the destination (Jamaludin et al., 2016a; 2016b). They suggest that international students who have a positive experience and strong relationship with the host society will be more likely to return to the host destination or recommend it to others. However, to date, consensus on what the most important factors are remains divided. This paper aims to fill this gap.

Destination motivation

Prior studies have examined the phenomenon of students' educational motivation from the self-determination theory perspective. These have provided some insights on educational motivation (i.e., Hill, 2013; Kember, Hong, & Ho, 2008).

Building on this, the present study seeks to determine the nature or the contents of the motivation (push and pull) framework of student mobility (González, Mesanza, & Mariel, 2011; Mazzarol & Soutar, 2002). "Push" and "pull" motivations proposed by (Dann, 1977, 1981) have been one of the most widely accepted theories in the travel motivation literature

(Jang & Cai, 2002; Yoon & Uysal, 2005). “Push” motivations refer to elements that operate in the home country of the student, which stimulate or literally “push” the individual to study abroad (González et al., 2011). “Pull” factors refer to elements of a country that “pull” a student to study abroad (González et al., 2011) and operate within the source country to initiate a student’s decision to undertake an international study there (Mazzarol & Soutar, 2002).

According to Lesjak et al. (2015), the combination of push and pull factors determines a student’s decision to study abroad and later influences his/her destination choice. Likewise, other researchers also claim that there is a strong link between destination motivation and destination choices or loyalty (Bieger & Laesser, 2002; Wang & Leou, 2015).

With regards to international students’ motivation, Mazzarol and Soutar (2002) found that economic and social forces in the home country serve as the main “push” factor. However, they found that the decision to “pull” students abroad will depend on a variety of factors such as awareness and reputation of the host country and institutions, and personal recommendations and word-of-mouth referrals.

Referring to the push–pull approach by Mazzarol and Soutar (2002), other studies have suggested that students’ travel decisions may be pushed by intangible factors (e.g. exploration) and pulled by tangible factors such as natural attractions, entertainment and events, and night life (Kim, 2008; Kim & Lee, 2002; Sirakaya, Uysal, & Yoshioka, 2003). In addition, safe and secure environments, standard (high or low cost) of living and geographical proximity to the home country, are found to influence Asian students’ destination choices. Mazzarol and Soutar (2002) found that American students cite

knowledge of foreign language as the prime factor influencing their intentions to study abroad. Younger travellers (under 26) place more emphasis on social contact and excitement, while the older group seek more individualized and less extreme experiences (Lesjak et al., 2015). Keogh and Russel-Roberts (2009) found destination climate, culture and other characteristics to be important factors in destination choice for international students.

Moreover, research on students' travel motivation identified that proximity of the host country to, and its cultural and social ties with, the country of origin are important factors that influence students' choices of study locations (i.e., Lesjak et al., 2015; Vossensteyn et al., 2010). In comparison, other studies found that awareness of information on the host country, personal background and financial situation, the comparability of the higher education system in the host country, and administrative and funding conditions are obstacles to participation, and do have an impact on destination choice motives (Souto-Otero, Huisman, Beerkens, de Wit, & Vujić, 2013).

In summary, while literature has shown numerous links between motivation-destination choices and loyalty of international students, consensus on how motivation may be related to destination-loyalty intention among short-term and long-term international students' remains divided. Thus, we further explored how push and pull motivation factors may affect their destination-loyalty intention.

Orientation to mainstream culture and heritage culture

Cultural orientation refers broadly to an individual's orientations toward mainstream culture and their ethnic culture and has often been indexed by their endorsement of particular cultural values (Neblett, Rivas-Drake, & Umaña-Taylor, 2012). Neblett and colleagues suggest that

such orientations are frequently understood within discussions of acculturation and enculturation, which characterize orientations toward mainstream and ethnic culture, respectively. Acculturation is a multifaceted process of change occurring when at least two cultures come into continuous contact with each other (Berry & Sam, 2003). Although acculturation models focus on orientations to one's heritage culture and the culture of the society of settlement, these two dimensions are seen as independent of each other (Berry, 1997; Ryder, Alden, & Paulhus, 2000).

Contact and social ties with the host nation's residents have been shown to facilitate and enhance international students' experience and adjustment (Campbell, 2011; Furnham & Bochner, 1982; Jamaludin et al., 2016a; Shigaki & Smith, 1997; Stone, 2000). The more assimilated individuals are towards a host country's culture, the greater the progression in taking up the attitudes and values of the host society (Faber, O'Guinn, & Meyer, 1987). According to Berry (1997), assimilation happens when individuals do not wish to maintain their heritage culture and primarily interact with mainstream culture.

Conversely, integration happens to those who, for various reasons prefer to maintain their heritage culture while adapting and adopting the mainstream culture (Berry, 1997). Thus well-adjusted students in the host communities are more likely to remain and have a sense of positive integration or assimilation, which arguably should strengthen their educational goals, commitment and loyalty to the institution (Jamaludin et al., 2016a; Zea, Reisen, Beil, & Caplan, 1997).

On the other hand, home culture priming or heritage-culture cues may disrupt students' performance abroad, such as their motivation for learning and speaking the local language

(Zhang & Dixon, 2003). Further, Berry (2005) suggests that separation is the preferred strategy of individuals who place high value on holding on to their heritage culture, and low value on acquiring the host culture. These individuals choose the separation alternative. He suggests that individuals who place a value on holding on to their heritage culture also tend to turn their back on involvement with other cultural groups while holding on to their heritage culture. Thus, we assume that this will have a negative relationship with their loyalty intention to a destination. Accordingly, Yavas (1990) noted that Saudi tourists were concerned about the West's image and preferred to visit Muslim countries, suggesting that orientation to heritage culture does play a role in influencing intention.

Taking into consideration the orientation to heritage culture–destination–loyalty intention perspectives and observing the literature over time, it appears that they are not completely exclusive. Thus, we further explored how orientation to heritage culture may affect students' destination–loyalty intention.

Berry (1997) points out that factors such as destination motivation need to be studied as a basis for understanding the degree of voluntariness in the acculturating individuals. Assuming that that this will influence the student's adaptation, it is reasonable to suggest that a better understanding of cultural orientation for international students will be vital for all stakeholders.

Sociocultural and psychological adaptation at the destination site

All students who embark on an education journey in a country other than that of their origin must adjust to the new environment. This is challenging, as they will have to cope with a dual challenge (Wang & Hannes, 2014). Wang points out that international students, like all

university freshmen, need to adapt to academic life, and in addition must also deal with the acculturation stress encountered by every sojourner (Toyokawa & Toyokawa, 2002; Wang & Mallinckrodt, 2006).

Additionally, other studies point out that as intercultural contact continues to increase on college campuses, there is a continuing greater need to develop cultural competency and adaptation (Dorozhkin & Mazitova, 2008; Mahmood, 2014). In line with this, Ajzen and Madden (1986) suggest that the evaluation of an act (in this study, adaptation) is particularly useful in predicting intentions.

Sociocultural adaptation influences psychological adaptation (Vedder, van de Vijver, & Liebkind, 2006). Furthermore, psychological adaptation is known to influence the individual's intention to stay at a destination (Graham & Markowitz, 2011; Soderlund & Ohman, 2003). They suggest that the chance of relocating is high when people are dissatisfied with their home country. Further, a study by Jamaludin et al. (2016b) on life satisfaction as one component of subjective well-being confirmed its positive associations towards destination-loyalty intention. Sociocultural and psychological adaptations are interrelated, and positive interactions with members of the host culture are likely to improve one's feelings of well-being and satisfaction (Sam & Berry, 2010). It is, however, unclear whether sociocultural adaptation influences destination-loyalty intention or not and therefore we try to fill this gap by examining whether sociocultural adaptation differentially influences destination-loyalty intention for students on short versus long-term programmes.

Using life satisfaction as an indicator of psychological adaptation, we explore how it may influence international students' intention to commit to a destination. We assume that the

international student's role becomes increasingly crucial for the success of international education. Based on the general literature on the studied relations (Graham & Markowitz, 2011; Otrachshenko & Popova, 2014; Soderlund & Ohman, 2003), we expect international students' psychological adaptation will increase their attachment to the destination where they studied.

Hypotheses

Based on the literature, the following hypotheses were tested:

1. Destination motivation (push) will have weaker positive relationship with destination-loyalty intention for (H1a) short-term than (H1b) long-term students.
2. Destination motivation (pull) will have weaker positive relationship with destination-loyalty intention for (H2a) short-term than (H2b) long-term students.
3. Orientation to heritage culture will have weaker negative relationship with destination-loyalty intention for (H3a) short-term students than (H3b) long-term students.
4. Orientation to mainstream culture will have weaker positive relationship with destination-loyalty intention for (H4a) short-term than (H4b) long-term students.
5. Sociocultural adaptation will have weaker positive relationship with destination-loyalty intention for (H5a) short-term than (H5b) long-term students.
6. Psychological adaptation will have weaker positive relationship with destination-loyalty intention for (H6a) short-term than (H6b) long-term students.

Methods

Data collection methods

This study was reviewed and approved by the Norwegian Social Science Data Services. All registered international students at the University of Bergen were eligible to participate in the study. These students were contacted to participate via an email from the International Students' Office at the University of Bergen through its database. Study data were obtained using a questionnaire administered in English, asking students to provide information on different aspects of their lives, experiences and demographic background.

Sampling details

A total of 378 students (34.87%) accepted the invitation and filled out the questionnaire. Table 1 shows the demographic profile of the respondents separated into long-term ($N=195$) vs. short-term ($N=183$). In this study, short-term students comprise those who came to study for periods of less than 12 months. They were all from Europe (100%). Long-term students (studied at the host destination for 12 months and longer/full degree) came from a number of different countries; the majority (more than 60%) came from Africa and Asia. In terms of gender distribution, and among long-term students, there was an even split between female and male students: 50.3% females vs. 49.7% males. Among short-term students however, there was a higher proportion of females (66.7%) relative to males (33.3%). For all groups, the majority (more than 50%) was between 20 to 30 years old.

Insert Table 1 about here.

Measurement of the variables

All items except for sociocultural adaptation were answered on 5-point scales (1=strongly disagree to 5=strongly agree) and the overall score was calculated by taking the mean score of the items.

Background Information

Background information collected included the duration of the student's studies, gender, age and country of origin.

Destination-loyalty intention

Following Oppermann (2000), three indicators were used to measure tourist destination-loyalty intention as the ultimate dependent construct. Sample of the questions were: "After I have completed my course/study, I will travel to Bergen if my financial position permits it" and "I will recommend Bergen to my friends/relatives as a vacation destination to visit".

Destination Motivation

In this study, destination motivation was measured using the international students push and pull motivation scale by Mazzarol and Soutar (2002). After a pilot test, the relevant items from the instruments (20 items) measuring push (6) and pull motivation (14) were selected. Example of the push motivation factor is "I plan to immigrate in the future". For pull motivation, factor such as "A foreign university degree will open good employment opportunities for me" was included.

Orientation to mainstream culture and heritage culture

Orientation to mainstream and heritage culture was measured with the Vancouver Index of Acculturation (VIA) by Ryder et al. (2000). The VIA consists of two categories: orientation to mainstream culture and orientation to heritage culture. The two categories are measured by 10 items each. Example of item in the scales is: “I often participate in mainstream Norwegian cultural traditions”.

Sociocultural adaptation

This was assessed using 23 of the 40 items proposed by Ward and Kennedy (1999). These 23 items were deemed more relevant for international students. Examples of the items were: “To what extent have you experienced difficulties in the following areas while staying in Norway: (1) Making friends and (2) Using public transport, etc. Average scores of the items were used to measure the overall sociocultural adaptation level. Higher values obtained in the scale indicated greater difficulty in sociocultural adaptation. However, for easier interpretation of the results, we reversed scores on the items so that higher scores indicated better sociocultural adaptation.

Psychological adaptation

Psychological adaptation (life satisfaction) was assessed using the 5 item-scale by Diener, Emmons, Larsen, and Griffin (1985). Sample questions are: “In most ways my life is close to my ideal”; and “The conditions of my life are excellent”.

Results

Prior to conducting hierarchical multiple regressions, the relevant assumptions of this statistical analysis were tested. Firstly, the sample sizes for long-term ($N=195$) and short-term ($N=183$) students were deemed adequate given six independent variables to be included in the

analysis (Tabachnick & Fidell, 2001). The assumption of singularity was also met among the independent variables. An examination of the correlation matrixed (see Table 2) indicated that the variables were not highly correlated. The internal consistencies of the various indices were found to be acceptable, with Cronbach alpha values ranging from 0.60 to 0.91.

Insert Table 2 about here

The assumptions of normality were also all satisfied (Hair, Black, Babin, & Anderson, 2010; Pallant, 2013). Moreover, the Durbin-Watson values showed no autocorrelation in the regression models.

The collinearity statistics (i.e. Tolerance and VIF) were all within accepted limits, indicating that the assumption of no multicollinearity was deemed to have been met (Hair et al., 2010). An examination of the Mahalanobis distance scores identified two outliers in the short-term student group and one outlier in the long-term student group. These outliers were deleted.

A three-stage hierarchical multiple regression was conducted separately for the two groups (short-term and long-term students) with destination-loyalty intention as the dependent variable. The relationship variables were entered in this order as it seemed chronologically plausible based on the literature grounded in Berry's acculturation framework (Berry, 1997).

Insert Table 3 about here

For short-term students, gender and age did not contribute significantly to the regression model, $F(2, 180) = 1.83, p > .001$, these variables accounted for only 2.0% of the variation in destination-loyalty intention. Introducing destination motivation (push and pull) to the regression model explained an additional 3.1% of variation in destination-loyalty intention, and this change in R^2 was significant, $F(4, 178) = 2.37, p < .05$. Finally, adding orientation to

mainstream and orientation to heritage culture, psychological adaptation and sociocultural adaptation in stage three, explained a total of 19.7% of the variation in destination-loyalty intention; this change in R^2 was also significant, $F(8,174) = 7.16, p < .001$.

Just as for short-term students, age and gender did not contribute significantly to the regression model, $F(2,192) = 0.134, p > .001$ for long-term students. The two variables accounted for only 1.0% of the variation in destination-loyalty intention. Introducing destination motivation (push and pull) to the regression model explained an additional 8.5% of the variation in destination-loyalty intention, and this change in R^2 was significant, $F(4, 190) = 4.44, p < .01$. Finally, adding orientation to mainstream and orientation to heritage culture, psychological adaptation and sociocultural adaptation in stage three, explained a total of 16.5% of the variation in destination-loyalty intention; this change in R^2 was also significant, $F(8,186) = 7.78, p < .001$.

To summarize, for short-term students, results showed that hypotheses 2a, 4a and 6a, namely destination motivation (pull) ($b = 0.16, p < .05$), orientation to mainstream culture ($b = 0.43, p < .001$) and psychological adaptation ($b = 0.16, p < .05$), contributed more to the explained variance in destination-loyalty intention than orientation to heritage culture (Hypothesis 3a) ($b = -0.24, p < .01$). For long-term students, results also showed that hypotheses 2b, 4b and 5b, namely destination motivation (pull) ($b = 0.26, p < .001$), orientation to mainstream culture ($b = 0.25, p < .01$), and sociocultural adaptation ($b = 0.22, p < .01$), made a greater contribution to the explained variance than orientation to heritage culture (Hypothesis 5b) ($b = 0.15, p < .05$) in influencing destination-loyalty intention. However, between the two groups, only destination motivation (pull) shows a stronger relationship with destination-loyalty intention for long-term students as compared to short-term students.

Discussion

The overall working hypothesis of this study was that international students can influence friends, family members or other people in their social network to visit the country in which they have studied, and that the findings may have some ramifications for the international student exchange programmes, and also for the tourist industry of the country concerned.

Results suggested that gender and age did not contribute significantly to the regression model, either for short-term or long-term students. The most important predictors of destination-loyalty intention for both short-term and long-term students were destination motivation (pull), orientation to heritage and orientation to mainstream culture. Of the two forms of adaptation, sociocultural adaptation was found to be related to destination-loyalty intention only for long-term students. Psychological adaptation was significant in predicting destination-loyalty intention only among short-term students.

Our findings concerning Hypothesis 1, on whether international students' destination motivation (push) will have weaker relationship with destination-loyalty intention for (H1a) short-term than (H1b) long-term students indicated that destination motivation (push) for both short-term and long-term students was not consistent with the hypothesis. The association between push motivation and destination-loyalty intention is a bit puzzling. The results did not show significant associations between push motivation and destination-loyalty intention. We speculate that perhaps, for international students, destination motivation (push) might offer considerable power in predicting and explaining participation in destination-loyalty intention at the initial stage prior to the actual international education experiences. We believe that in this study, in which the students are already at the destination, other factors

relating to social and academic life may be more important when trying to navigate successfully in the new environment.

Hypothesis 2 on positive association between international students' destination motivation (pull) destination-loyalty intention was supported for both short-term (H2a) and long-term (H2b) students. However, between the two, destination motivation (pull) shows a stronger relationship with destination-loyalty intention for long-term students as compared to short-term students. This support suggestions by Dwyer (2004) on the stronger impact of study abroad on long-term students than their short-term counterparts. This findings is in line with suggestions by Mazzarol and Soutar (2002) that destination motivation (pull) is more important to a destination. This is because; many countries are presently "upgrading" their supply side of international education. The "upgrading" includes host country institutions developing branch campuses in other countries that will gradually reduce the impact of the push factor (Mazzarol & Soutar, 2002). Under these circumstances, we posit that the host countries' ability to continue to remain competitive in attracting foreign student will depend mostly on pull motivation factors. Of these, we found that knowledge and awareness, reputation, social cost issues and social links are likely to be important for international students. This is not surprising but further highlights the need of host country governments and education institutions to invest, ensuring that promotion activities are implemented in a proper way.

Moreover, results from the hierarchical analyses on temporal changes that occur between international students' destination motivations (short-term and long-term) show that in international education, students adopt fairly stable motivations during their international sojourn. The results of this investigation strongly support the effectiveness of destination

motivation (pull) as a variable for predicting and understanding destination-loyalty intention. We believe that, even though motivation can fluctuate (Darby, Longmire-Avital, Chenault, & Haglund, 2013; Kiemer, Gröschner, Pehmer, & Seidel, 2015), international students' destination motivation (pull) experience may offer considerable power with regard to their intentions to recommend the destination to others and to revisit.

A negative relationship was found between short-term international students' orientation to heritage culture (Hypothesis 3a) and destination-loyalty intention. Perhaps this relationship can be explained in the context of international students' unmet expectations. This is in line with Berry (2005), who suggests that individuals who place a value on holding on to their heritage culture tend to turn their back on involvement with other cultural groups while holding on to their heritage culture. We believe this negatively influences destination-loyalty intention. Consequently, Pitts (2009) has proposed that a pre-departure training programme that includes information on how to recognize and manage external expectations is important. We believe that pre-departure training may not only help students develop realistic expectations and goals regarding the overseas sojourn, it may also enhance their chances of "succeeding" and subsequently their destination-loyalty intention.

With respect to long-term students, a positive relationship was found between students' orientation to heritage culture and destination-loyalty intention (Hypothesis 3b). This was not consistent with hypothesis 3b. However, this findings supports the suggestion by Berry (2005) that most people undergoing acculturation adjust positively. Further, Berry (1997) suggests that orientation to heritage culture is part of the integration acculturation strategy. Several studies have found a positive relationship between integration and adaptation (Hui, Chen, Leung, & Berry, 2015). Evidence suggested that international students are not

substantially demotivated by their orientation to heritage culture. We posit that possibly the nature of their stay (education) influences them. They find opportunities, and manage to navigate in the new society to achieve their goals, sometimes beyond their expectations. The argument and evidence presented here relate primarily to long-term international students. However, they are equally relevant for institutional arrangements, industry players and for individuals in the wider society. Nevertheless, in the absence of conceptual clarity and empirical foundations, further research is essential to clarify these mixed results for both groups of international students.

Hypotheses 4a and 4b supported the notion that orientation to mainstream culture is positively related to destination-loyalty intention. However, between the two groups, we found that short-term students have stronger influence on destination-loyalty intention. This is not in line with suggestions by Dwyer (2004) and hypothesis 4. However, the findings is consistent with past research that show a positive association between orientation to mainstream culture and destination-loyalty intention (Jamaludin et al., 2016a; Zea et al., 1997). These two studies suggest that well-adjusted students in the host communities are more likely to remain and have a sense of positive integration or assimilation, which arguably should strengthen their educational goals, commitment and loyalty. Thus, international students who have a positive experience and strong relationship with the host society are more likely to return to the host destination or recommend it to others. Based on the results, we believe industry players need to accentuate the international students' experiences at a destination. We recommend that the institutions of higher learning to come up with programmes that increase the degree of social participation for international students. Future researchers should continue to conduct systematic investigations of this factor in order to better attract and retain international students. We contend that this work has the potential to

advance the development of culturally informed, empirically supported interventions for international students.

Our results indicated that sociocultural adaptation has a positive influence on destination-loyalty intention only for long-term students, and not short-term students. According to Sam (2015), individuals who perceive themselves to be socially skilled also feel confident in their understanding of the culture of the new society. Berry (2005) found a linear relationship between sociocultural adaptation and time. Thus, our finding with respect to long-term students compared to short-term students seems reasonable.

Language proficiency, communication competence, and effective social interaction are three major keys to sociocultural adaptation (Searle & Ward, 1990; Ward & Rana-Deuba, 1999). Within this context, we believe that enhancing Norwegian language skills will be a major breakthrough. Industry players and educational institutions should come up with programmes that are directly related to increased interaction with host nationals, giving a consequent decrease in sociocultural adjustment problems. It could result in better intercultural understanding and diminished feelings of strangeness and social distance. Furthermore, we believe that intercultural training may be effective in facilitating a student's adjustment in the foreign country.

Finally, the findings for Hypothesis 6 indicate that psychological adaptation was related to destination-loyalty intention only for short-term students. It is possible that short-term students, whose academic degrees are conferred by their home institution, can afford to take life with ease as they collect a few course credits (Sam, Tetteh, & Amponsah, 2015), unlike long-term students taking a full academic degree at a foreign university. Short-term students

are also known to spend a lot of time sightseeing and touring during their overseas sojourn (Sam et al., 2015). It is plausible that their overall satisfaction is related to the joys of touring and sightseeing; thus, this will influence their intention to revisit and recommend the destination.

Further, all of the short-term students in this study originated from Europe, and can travel back to their home countries for a brief period, even for a weekend if they want. This perhaps further influences their psychological adaptation and subsequently their destination-loyalty intention.

Our analyses of how orientation to heritage culture and adaptation affects destination-loyalty intention reveal a generally reliable pattern. Nevertheless, the inconsistent findings with hypotheses require further verification.

Limitations and conclusion

A natural question is whether our findings can be generalized to other international students in other Western countries. We think it is too early to give a clear answer to this question, except to suggest that more studies are needed. We recommend that future studies should use more heterogeneous samples, such as international students from other places. Destination-loyalty intentions in this study were measured during the international students' stay in Norway. We do not know whether these results would be maintained when the students return to their home countries. We believe, research examining destination-loyalty intentions after completion of the students' overseas sojourn will go a long way in providing us with a better understanding of this phenomenon.

We postulate that these findings can be developed further to offer new insights into research on destination-loyalty intention beyond perceiving destination motivation, cultural orientation, and adaptation solely as predictors. Although each of these findings represents an important contribution to the understanding of student loyalty intention, a significant amount of research is still required in order to explicate relational exchanges in this context, given the competitive context in which they are presently immersed.

It can be concluded that for short-term students, destination motivation (pull) together with orientation to mainstream, orientation to heritage and psychological adaptations are the most important variables in influencing international students' decision to revisit and recommend the destination. For long-term students, destination motivation (pull) together with orientation to mainstream, orientation to heritage and sociocultural adaptations are the most important variables in destination-loyalty intention. Despite the exploratory nature of this study, the findings add insights to the psychology of international students and improve knowledge about destination-loyalty intention.

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Tables

Table 1

Demographic Profile of Respondents

		Frequency	Percent
Short-term			
Gender	Female	122	66.7
	Male	61	33.3
	Total	183	100.0
Age	20–30 years old	168	91.8
	31–40 years old	14	7.7
	41–50 years old	1	0.5
	Total	183	100.0
Continent	Europe	183	100.0
	Total	183	100.0
Long-term			
Gender	Female	98	50.3
	Male	97	49.7
	Total	195	100.0
Age	20–30 years old	115	59.0
	31–40 years old	61	31.3
	41–50 years old	18	9.2
	Above 50 years old	1	0.5
	Total	195	100.0
Continents	Africa	61	31.3
	Asia	60	30.8
	Europe	30	15.4
	North America	15	7.7
	Oceania	13	6.7
	South America	16	8.2
	Total	195	100.0

Table 2

Correlation for the Variables

	1	2	3	4	5	6	7	8	9	Mean	SD	Cronbach Alpha
Short-term												
1. Gender	-									1.33	.473	
2. Age	.064	-								1.09	.302	
3. Destination-loyalty intention	-.132	.040	-							4.25	.605	.70
4. Orientation to heritage culture	.024	.007	.037	-						3.75	.439	.72
5. Orientation to mainstream culture	.025	.042	.391**	.505**	-					3.79	.383	.70
6. Psychological adaptation	-.112	.059	.259**	.237**	.326**	-				3.54	.683	.79
7. Sociocultural adaptation	-.008	.033	.053	-.048	.049	-.060	-			3.37	.657	.91
8. Destination motivation (Push)	-.113	.041	.102	.115	.158*	.003	-.086	-		3.36	.786	.60
9. Destination motivation (Pull)	-.057	.093	.186*	.176*	.191**	.022	-.212**	.478**	-	2.99	.551	.75
Long-term												
1. Gender	-									1.50	.501	
2. Age	.214**	-								1.51	.684	
3. Destination-loyalty intention	.032	.026	-							4.06	.757	.62
4. Orientation to heritage culture	.013	-.071	.205**	-						3.92	.433	.73
5. Orientation to mainstream culture	-.072	-.224**	.334**	.117	-					3.54	.462	.74
6. Psychological adaptation	-.174*	-.197**	.176*	.222**	.358**	-				3.52	.698	.76
7. Sociocultural adaptation	-.048	-.094	.212**	-.018	.228**	.226**	-			3.50	.675	.91
8. Destination motivation	.205**	-.014	.179*	.213**	.108	.016	-.155*	-		3.63	.854	.70

Table 3

Summary of Hierarchical Regression Analysis for Variables predicting Destination-Loyalty Intention

	β	Sig.	Tolerance	VIF	R	R Square	ΔR Square	Durbin-Watson
Short-term								
1								
(Constant)		.000			.141 ^a	.020	.020	2.18
Gender	-.14	.069	.996	1.00				
Age	.05	.509	.996	1.00				
2								
(Constant)		.000			.225 ^b	.051	.031	
Gender	-.12	.094	.983	1.02				
Age	.03	.665	.987	1.01				
Destination motivation (Push)	.00	.976	.764	1.31				
Destination motivation (Pull)	.18*	.037	.766	1.31				
3								
(Constant)		.001			.498 ^c	.248	.197	
Gender	-.11	.095	.959	1.04				
Age	.00	.929	.978	1.02				
Destination motivation (Push)	-.02	.752	.757	1.32				
Destination motivation (Pull)	.16*	.041	.713	1.40				
Orientation to heritage culture	-.24**	.002	.729	1.37				
Orientation to mainstream culture	.43***	.000	.670	1.49				
Psychological	.16*	.024	.855	1.17				

adaptation									
Sociocultural adaptation	.06	.375	.931	1.07					
Long-term									
1									
(Constant)		.000			.037 ^a	.001	.001		1.97
Gender	.03	.708	.954	1.05					
Age	.02	.789	.954	1.05					
2									
(Constant)		.000			.292 ^b	.085	.084		
Gender	-.01	.862	.911	1.10					
Age	.02	.806	.948	1.06					
Destination motivation	.09	.242	.828	1.21					
(Push)									
Destination motivation	.25**	.001	.859	1.16					
(Pull)									
3									
(Constant)		.168			.501 ^c	.251	.165		
Gender	.00	.947	.890	1.12					
Age	.11	.121	.895	1.12					
Destination motivation	.06	.415	.784	1.28					
(Push)									
Destination motivation	.26***	.000	.828	1.21					
(Pull)									
Orientation to heritage	.15*	.029	.904	1.11					
culture									
Orientation to	.25**	.001	.801	1.25					
mainstream culture									
Psychological	.02	.768	.787	1.27					
adaptation									
Sociocultural adaptation	.22**	.001	.862	1.16					

Note. * $p < .05$. ** $p < .01$. *** $p < .001$.

RESEARCH

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Personal values, subjective well-being and destination-loyalty intention of international students

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Abstract

What are the factors that predict international students' destination-loyalty intention? This is the main question this paper addresses, using an online survey among 396 (short-term, $N = 182$) and (long-term, $N = 214$) international students at a Norwegian university. Structural equation model-AMOS was conducted to examine relationships among personal values, subjective well-being and destination-loyalty intentions. The results showed that: (1) universalism was positively related to subjective well-being for short-term students; and (2) subjective well-being was positively related to destination-loyalty intention for all groups. We found that relatively stable and happy individuals might be important for ensuring destination-loyalty intentions. Results also indicated that personal values that emphasize justice and equity are also important for short-term international students' well-being.

Keywords: Destination-loyalty intention, Personal values, Subjective well-being

Background

International education is a rising phenomenon worldwide. The internationalization of higher education is one response to the driving force of globalization (Van der Wende 2007). Despite the fact that international students share a number of characteristics with tourists in that both groups are sojourners, very little research attention has been devoted to the possibility of the tourism industry capitalizing on the rising internationalization of higher education for economic gains. Meanwhile, Jamaludin et al. (2016) have argued that international students' choice of foreign institutions and their loyalty towards these institutions and the host society should be valuable to several stakeholders. Studies have shown that international education generates financial benefits for the host countries (Benos and Zotou 2014; Zhou and Zhang 2014).

Not only do international students serve as ambassadors for their own country during the overseas sojourn,

they may also take on another ambassadorial role upon the completion of their studies and stay. They will encourage (or discourage) people in their social network to visit the country (Jamaludin et al. 2016) depending on their experiences during their sojourn abroad. This latter role is linked to the students' loyalty to the country in which they sojourned, and forms the focus of this study; namely the determinants of international students' loyalty to the destination where they studied.

Specifically, we examine how international students' personal values may affect their subjective well-being at their destination, and how these variables (i.e., personal values and subjective well-being) again impact their destination-loyalty intentions. Destination-loyalty intention refers to an individual's intentions to revisit and recommend the destination to people in their home country (Oppermann 2000; Yoon and Uysal 2005). Moreover, in this study, the interest is on international students' destination loyalty after their overseas sojourn.

International students as sojourners

Sojourners by definition are people who travel internationally to achieve a particular goal or objective with the expectation that they will return to their country of

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origin after the purpose of their travel has been achieved (Safdar and Berno 2016). International students constitute one of the largest and significant sojourner groups (Bochner 2006). As a sojourner group, international students continue to grow in number worldwide, prompting researchers to study their global significance (Safdar and Berno 2016). International students' contributions to global society and economy are presently well documented, but very little is known about their contribution to the tourism sector. Contemporary international education embraces two categories of students: short-term students who tend to stay for a few weeks to a whole year, mainly to obtain some credits that may be transferred to their home university; and long-term students who often stay for periods longer than a year to complete their academic degree at the overseas university. While short-term students' sojourns may be longer than those of an average tourist, the longer stay offers them an opportunity to get to know the society better and to develop stronger loyalty intention than the typical tourist. Long-term students may even have a better opportunity to develop destination-loyalty intentions because their overseas sojourn is so much longer accepting that some aspects of international education may involve tourism, it may be economically prudent to understand international students' destination loyalty and how this may impact global tourism.

International students as sojourners and tourism

Although there may appear to be superficial similarities between tourists and other sojourning groups, tourism's unique characteristics contribute to distinctive intercultural experiences and interactions (Safdar and Berno 2016). While literature suggests that relatively few requirements are placed on tourists to adapt to the local host community (Berno and Ward 2005; Mathieson and Wall 1982; Safdar and Berno 2016), Mathieson and Wall (1982) tourists do need to adjust and many of the responses of tourists are not markedly different from those of other sojourners (Hottola 2004; Pearce et al. 1998). Arguing that international students share a number of characteristics with tourists, Jamaludin et al. (2016) have shown that educational experiences of international students impact their loyalty intention to the destination.

Only few studies have to date examined the presumed links between tourism and subjective well-being (McCabe and Johnson 2013). Research suggests that there are significant relationships among personal values, subjective well-being and behavioural intention [i.e., Sagiv and Schwartz (2000), Hallowell (1996), Fornell et al. (1996), Ryu et al. (2010) and Emmons (1991)]. Although links between values, subjective well-being and

international students are emerging, consensus on how values may influence subjective well-being and how this in turn may affect destination-loyalty intention remains unclear. The paper highlights this gap and focuses on personal values and subjective well-being.

Mapping the differences for international students

To gain a better understanding of personal values, Schwartz (2009) suggested categorizing samples according to cultural similarity and dissimilarity with the host society. According to Schwartz (2009), people from Western Europe who are culturally similar to Norwegians score high on egalitarianism, intellectual autonomy, and harmony, and score low on hierarchy and embeddedness. In contrast, people from countries that are culturally dissimilar to Norway such as societies in Eastern Europe, Asia, Africa and the Middle East have cultures that score especially high in affective autonomy and mastery. Schwartz (2009) also suggested that people in the latter cultures tend to find meaning in life through social relationships and obeying expectations from those in roles of greater status or authority.

We argue that these comparisons (i.e., comparing students from culturally similar and culturally dissimilar countries relative to Norway) will increase our understanding of personal values–subjective well-being–destination-loyalty intention among international students. However, a study making such comparisons will require a larger sample size to better understand the significant different between cultures. As the main area of interest for this study is to understand destination-loyalty intention, the present study opted not to dwell very much on cultural differences, as we do not have good measures of culture. Rather, the present study focused more on the duration of the students' studies (i.e., long-term vs. short term). In a country like Norway, many short-term students come from countries that are culturally similar to Norway, and long-term students tend to originate from culturally dissimilar countries.

Duration of studies

There are several reasons for international students choosing an overseas sojourn, and these differ for students who are on short-term study programmes lasting for a few weeks to one academic year, and long-term students who pursue a full degree lasting 2 years or more. A study by Massey and Burrow (2012) found the desire for a cross-cultural learning environment, followed by distinctive academic opportunity, and a unique social experience to be the main motivation of the incoming exchange students. These findings are consistent with previous research such as from Brewer (1983), Carlson (1990) and Sánchez et al. (2006), which found that cross-cultural

reasons surpass academic and/or social reasons for studying abroad.

It is known that individuals pursuing exchange programmes for a semester or a year are different from those pursuing a degree that stretches over a couple of years. A number of studies focusing on the motives for studying abroad among long-term students have identified the desire for a cross-cultural experience (Brewer 1983; Carlson and Widaman 1988; Sánchez et al. 2006); and academic and/or foreign language development (Caudery et al. 2008) to be among the principal motivating factors for participating in a study-abroad programme. For short-term students, Massey and Burrow (2012) suggested that the main motivation of the incoming exchange students is a new cross-cultural learning environment, followed by a specific academic opportunity, along with a unique social experience. Acknowledging that short-term and long-term students have different motives for their overseas sojourn, we explored how short-term and long-term students' personal values may affect their subjective well-being and destination-loyalty intention.

Reciprocal and causal influences between personal values, subjective well-being and destination-loyalty intention

Personal values and subjective well-being

Studies by Fischer and Boer (2016), Sorthaix and Lönnqvist (2014), Bobowik et al. (2011) and Sagiv and Schwartz (2000) show that the interest in the relationship between personal values and well-being is on the rise. The notion that subjective well-being could and should be used to inform public policy is gaining momentum, and subjective well-being measures have recently been included in government programmes to complement more traditional measures (Diener and Seligman 2004).

Values are motivational goals that influence attitudes, behaviours and evaluations (Fischer and Boer 2016). Schwartz's value theory (Schwartz and Bardi 2001; Schwartz and Bilsky 1990; Schwartz et al. 2001), describes values as desirable, trans-situational goals of varying importance, which serve as guidelines for action. They influence human behaviour, motivation and goals (Ferssizidis et al. 2010; Homer and Kahle 1988). In other words, personal values reflect what is primarily important to a person and consequently form a central part of an individual's identity that guides their action. Moreover, well-being can be defined as an optimal psychological functioning and experience that favours both a positive hedonic state and the development of skills and personal growth (Ryan and Deci 2001).

In this study, we took into account both affective and cognitive components of subjective or hedonic well-being, which we considered relevant in relation

to personal values and destination-loyalty intention. Hedonic well-being refers both to the prevalence of positive emotions over negative ones and to the level of satisfaction with life and its specific domains (Bobowik et al. 2011). It indicates how people feel and think about their lives (Diener and Scollon 2003).

According to Sagiv and Schwartz (2000), Sorthaix and Lönnqvist (2014, 2015), and (Bobowik et al. 2011), a person's subjective well-being may depend on the person's value priorities. Thus, we assumed that values could account for some of the predictive variance associated with the destination intentions of international students. Bobowik et al. (2011) nevertheless point out that values are not uniformly related to well-being, with variations across societies being driven by contextual demands in a functional value-fit pattern emphasizing successful adaptation to social and economic demands (Sorthaix and Lönnqvist 2014, 2015).

As stated by Sagiv and Schwartz (2000), values that represent growth needs (e.g. self-actualization) become more important when a person attains the goals toward which the values are directed. Growth-need values are those that deal with realizing personal potential, self-fulfilment, and peak experiences (Maslow et al. 1970). Sagiv and Schwartz (2000) further suggested that priority given to growth-related values is likely to correlate positively with subjective well-being. In the personal value model, self-direction, universalism, benevolence, achievement, and stimulation are identified as growth needs (Bilsky and Schwartz 1994). McCabe and Johnson (2013) have suggested that growth needs might include high-involvement tourism experiences, or those linked to personal and spiritual development. Sirgy (2009) has also suggested that tourism goals related to growth needs are likely to contribute more to life satisfaction and positive affect (moods). We believe international students' personal values are associated with growth needs, and they have the potential to lead to satisfaction in wider life domains (other than leisure needs).

Following Sorthaix and Lönnqvist (2014) assertion, we assume that for short-term students, the majority of whom come from culturally similar countries, universalism, benevolence and achievement will be positively related to well-being. We also postulated that self-direction and stimulation would be negatively related to well-being. By contrast, for long-term students, the majority of whom come from culturally dissimilar countries, we anticipate that achievement, self-direction and stimulation promote well-being, but that benevolence and universalism are detrimental to well-being. Results of studies between personal values and well-being are nevertheless inconclusive (Bobowik et al. 2011). For this reason, in the present study, both long-term and short-term groups of

students were analysed to further examine whether personal values are associated with subjective well-being in different types of samples of international students.

Based on the empirical evidence and findings, the present study adopts Schwartz's value theory (Schwartz and Bardi 2001; Schwartz and Bilsky 1990; Schwartz et al. 2001) with focus on self-direction, stimulation, benevolence, universalism and achievement. Schwartz (2012) argued that people with a self-direction value orientation have more independent thought, curiosity and self-respect, whereas people with a stimulation-value orientation are more directed towards excitement, novelty, and challenge in life. Schwartz (2012) also suggested that people with achievement value orientation are more inclined to seek personal success through demonstrating competence according to a social standard and social recognition, and that people with a benevolence-value orientation are more protective and try to enhance the welfare of those with whom they are in frequent personal contact. Finally, Schwartz (2012) suggested that people with a universalism-value orientation are more understanding, appreciative, tolerant, and protective of the welfare of all people and of nature. We posit that for international students, these values may be a strong predictor of well-being.

Subjective well-being and destination-loyalty intention

Studies indicate that people who are satisfied with life are also more successful and socially active (Diener et al. 2015; Lyubomirsky et al. 2005). According to Graham and Markowitz (2011), life satisfaction influences an individual's intention to stay at a destination. They suggest that the chances of relocating are high when people are dissatisfied with their location. Moreover, a study by Özdemir (2014) found that high levels of positive affectivity constitute a state of high energy, full concentration and pleasurable engagement with the environment. Negative affectivity refers to a general dimension of subjective distress and unpleasurable engagement, and is identified by aversive mood states such as anger, contempt, disgust, fear, and nervousness (Özdemir 2014). Affective experiences influence a consumer's behaviour and perception during consumption interactions (Gountas and Gountas 2007). According to Chi and Yang (2015), if a past event was associated with an unpleasant mood, a similar unpleasant mood in a subsequent time period is likely to activate the recall of relevant information (Bower 1981; Forgas 1995), and potentially elicit a behaviour or intention. Bradburn (1969) has suggested that affectivity influences an individual's outgoing activities. Following the affective response study conducted by Russell et al. (1981) and Pike and Ryan (2004) have suggested that affect usually becomes operational during the evaluative stage of

the destination selection process. It can be argued that present moods can influence individuals' decisions. Thus, affect in the context of tourism appears to be the evaluative element for destination loyalty or at least destination-loyalty intention. Nevertheless, to date, little research has documented the dynamics of subjective well-being (life satisfaction, affectivity)–intention relationship. In the present study both long-term and short-term international students populations are analysed to examine how subjective well-being (life satisfaction and affectivity) are associated with destination-loyalty intention in different types of samples. No hypotheses have been formulated here with respect to these relationships for short versus long-term students because of differences in the underlying motives for their sojourns abroad.

Methods

Sample and procedure

This study was approved by the Norwegian Social Science Data Services (NSD). All registered international students at the University of Bergen were eligible to participate in the study. These students were contacted via email to participate by the International Students' Office in University of Bergen through its database. Data were collected in 2014. A total of 396 students (36.53 %) accepted the invitation and filled out the questionnaire. Table 1 shows the demographic profile of the respondents, which have been separated into long-term ($N = 214$) versus short-term ($N = 182$). In this study, short-term students comprise those who came to study for periods of less than 12 months and were predominantly students from Western Europe (68.7 %), which is culturally similar to Norway. Long-term students who came to study for 12 months and longer comprise students from around the world with a major proportion (more than 35 %) from Africa and the Middle East. In terms of gender: for long-term students, the number of male students (51.9 %) is slightly higher than the number of female students (48.1 %). For all groups, the majority (more than 50 %) were between 20 and 30 years old. Details of the demographic profile of the respondents can be seen in Table 1.

Measurement of the variables

Destination-loyalty intention

Destination-loyalty intention as our dependent variable was assessed using three items by Oppermann (2000), where two items dealt with revisitation and one item focused on recommending the destination to friends and relatives. The items used were: "After I have completed my course/study, I will travel to Bergen if my financial position permits it"; "My overall feeling about Bergen is so good that I will come again after I completed

Table 1 Demographic profile of respondents

	Long-term		Short-term		
	N	%	N	%	
Female	103	48.1	Female	122	67.0
Male	111	51.9	Male	60	33.0
Total	214	100.0	Total	182	100.0
20–30 years	144	67.3	20–30 years	171	94.0
31–40 years	58	27.1	31–40 years	10	5.5
41–50 years	10	4.7	41–50 years	1	0.5
Above 50 years	2	0.9	Above 50 years	0	0.0
Total	214	100.0	Total	182	100.0
West Europe	23	10.7	West Europe	125	68.7
East Europe	18	8.4	East Europe	45	24.7
Latin America	22	10.3	English-speaking	9	4.9
English-speaking	25	11.7	Asia	3	1.6
Asia	38	17.8			
Africa and Middle East	88	41.1			
Total	214	100.0	Total	182	100.0

my course/study”; and “I will recommend Bergen to my friends/relatives as a vacation destination to visit”. Responses were rated on a 5-point scale (1 = strongly disagree to 5 = strongly agree).

Subjective well-being

Subjective well-being was assessed throughout the two group samples using an affect balance measure together with life satisfaction. To measure this, the Satisfaction with Life Scale (SWLS) developed by Diener et al. (1985) and the Positive and Negative Affect Schedule (PANAS) developed by Watson et al. (1988) were used.

The Satisfaction with Life Scale includes five items to be answered on a 5-point scale (1 = strongly disagree to 5 = strongly agree). Examples of the questions are as follows: “In most ways my life is close to my ideal”; and “The conditions of my life are excellent”.

PANAS measures positive (PA) and negative affect (NA). The instrument includes 20 words describing different feelings and emotions. The respondents were asked to indicate to what extent they have felt this way in the last 2 weeks. Examples of feelings are: “distressed”; “scared”; “excited”; and “upset”. For the PANAS scale, we assessed affect balance following suggestions drawn from (Watson et al. 1988) and (Diener 2000).

Personal values

The 40-item PVQ or PVQ-40 was used in the present study. The PVQ-40 comprises 10 subscales that measure the 10 value types. Each PVQ item comprises a two-sentence short verbal portrayal of a person’s goals or aspirations (Schwartz 2005), e.g. “Thinking up new ideas and

being creative is important to him/her”; “He/she likes to do things in his/her own original way”; and “It is important to him/her to be rich.” For each portrait, respondents answered the question “How much like you is this person?” on a 6-point scale (1 = not like me at all to 6 = very much like me).

Results

Table 2 shows the means and standard deviations for all the scales used in the study. All the mean scores for short-term and long-term were above the neutral point of the scale (i.e. above 3), suggesting that respondents were on the positive side of the scale.

Structural equation modelling (SEM) was used to test the questions arising from the theoretical model. The data analysis was carried out in accordance with the two-step methodology—measurement model and structural model test as recommended by (Anderson and Gerbing 1988).

The measurement model test

To refine all measures for the structural model, a measurement model using the maximum likelihood estimation method was applied. The initial items relating to three main variables, i.e. subjective well-being (affect, life satisfaction), personal values (self-direction, benevolence, universalism, stimulation and achievement) and destination-loyalty intentions were subjected to a confirmatory factor analysis (CFA). The CFA results on the remaining items showed a good fit to the data. The details of the results are shown in Table 3. The Chi square was also reported to be significant. However, the hypothesized model could be accepted as providing a good fit even though the Chi square value is statistically significant (Anderson and Gerbing 1988), especially with a large sample (Bagozzi and Yi 1988; Hair et al. 2010).

A reliability test was conducted to assess internal consistency of multiple indicators for each construct. Details of the results are shown in Table 4. Results in Table 4

Table 2 Descriptive statistics for the variables

	Long term		Short term	
	Mean	Std. deviation	Mean	Std. deviation
Destination-loyalty intention	4.08	0.79	4.17	0.70
Values—benevolence	4.85	0.81	4.64	0.61
Values—self-direction	4.99	0.68	4.95	0.65
Values—stimulation	4.44	1.00	4.28	1.01
Values—achievement	4.26	1.11	4.00	1.11
Values—universalism	5.01	0.69	4.84	0.68
Subjective well-being	4.93	1.51	4.87	1.33

Table 3 CFA of measurement model

	Measurement model	Desired model
Long-term		
Chi squared	425.74 ($p < 0.001$) $df = 232$	$p > 0.05$ -
GFI	0.85	≥ 0.90
RMSEA	0.06	≤ 0.07
TLI	0.88	≥ 0.90
CFI	0.90	≥ 0.90
Short-term		
Chi squared	216.07 ($p < 0.001$) $df = 132$	$p > 0.05$ -
GFI	0.89	≥ 0.90
RMSEA	0.06	≤ 0.07
TLI	0.90	≥ 0.90
CFI	0.92	≥ 0.90

indicate that multiple measures in this study are reliable for assessing each construct (Nunnally 1978). However, for the value of average variance extracted (AVE) and composite reliability, which is lower than recommended, the Cronbach Alpha index was evaluated (Baumgartner and Homburg 1996). We noted however that any discussion of interpretation and implication involving the variables with slightly low AVE is provisional and requires replication to further confirm the associations between variables. A construct validity test was conducted using the factor loadings within the constructs, and as shown in Table 4, all standardized factor loadings emerged as fairly high. This showed that the measurement had convergent validity (Anderson and Gerbing 1988).

Finally, results in Table 5 indicate that discriminant validity is well established. Following Hair et al. (2010), no correlation among the latent variables exceeded 0.9, which suggests good discriminant validity. In fact, Table 5 shows that the correlation coefficients among the latent constructs did not exceed 0.9. Therefore, the model is assumed to be free from multicollinearity problems (Fidell and Tabachnick 2006; Hair et al. 2010). From the tests for reliability and validity, strong evidence was found to suggest that the constructs satisfied the requirement for reliability, convergence and discriminant validity.

The structural model test

The hypothesized model was tested for goodness-of-fit using AMOS 9. Results suggest that for long-term respondents, goodness of fit Index (GFI) = 0.91; root mean square error of approximation (RMSEA) = 0.05; Tucker Lewis index (TLI) = 0.95 and comparative fit index (CFI) = 0.96; and for short-term respondents,

goodness of fit Index (GFI) = 0.93; root mean square error of approximation (RMSEA) = 0.04; Tucker Lewis index (TLI) = 0.95 and comparative fit index (CFI) = 0.96; the model was found to achieve adequate fit to the observed data. Thus the proposed structural model satisfies the conditions of unidimensionality.

For short-term students, results indicate that of the five personal values tested, only universalism is significant ($\beta = 0.37, p \text{ value} < 0.05$). The other personal values: benevolence ($\beta = -0.05, p \text{ value} = 0.775$), self-direction ($\beta = 0.16, p \text{ value} = 0.315$), stimulation ($\beta = 0.02, p \text{ value} = 0.904$) and achievement ($\beta = 0.19, p \text{ value} = 0.224$) were all not significant. With respect to long-term students, none of the personal values was found to be significantly related to subjective well-being, i.e., universalism ($\beta = 0.38, p \text{ value} = 0.344$), benevolence ($\beta = -0.07, p \text{ value} = 0.804$), self-direction ($\beta = -0.68, p \text{ value} = 0.385$), stimulation ($\beta = 0.73, p \text{ value} = 0.307$) and achievement ($\beta = 0.06, p \text{ value} = 0.639$). However, the relationship between subjective well-being and destination-loyalty intention was significant for both short-term ($\beta = 0.33, p \text{ value} < 0.05$) and long-term ($\beta = 0.21, p \text{ value} < 0.05$) students. The results are depicted in Fig. 1 (short-term) and Fig. 2 (long-term).

Discussion

Our point of departure for this study was that subjective well-being and destination-loyalty intentions may have relevance for public policy in international education. This contention however, turned out not to be as straightforward as we assumed. Many of the relations between personal values, subjective well-being and destination-loyalty intentions turned out not to be significant.

One clear finding from the analysis is the role of universalism in subjective well-being among short-term students. This finding is also supported by the notion that social-focused values (benevolence) promote well-being among West Europeans (Sortheix and Lönnqvist 2014). In other words, short-term international students (mostly exchange students) appear to favour conditions that promote selflessness, understanding, appreciation, tolerance and protection for the welfare of all people and for nature in order to feel good about themselves. Stated another way, international students who benefit from their stay in Norway emphasize the clean nature and the welfare society of the country. Highlighting these aspects of Norway may be important when trying to attract students to come to Norway.

Although we did not find a significant relationship between benevolence and subjective well-being, the result is consistent with Sagiv and Schwartz (2000) suggestion that benevolence values may not necessarily be related with well-being. This value emphasizes caring

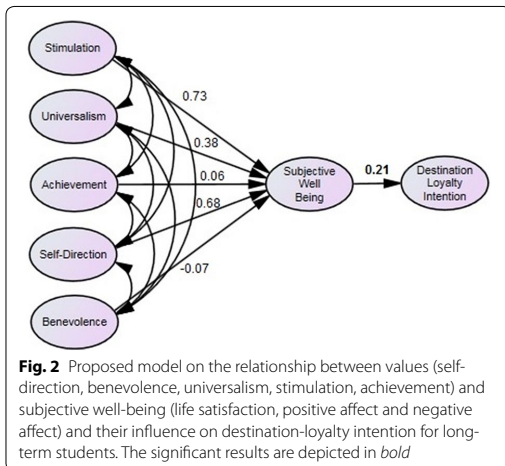
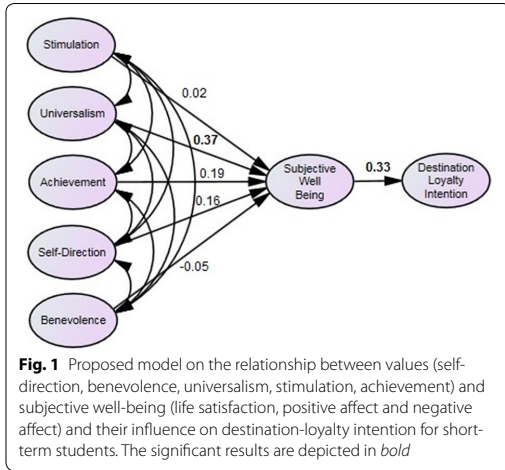
Table 4 Validity and reliability analysis

	Long-term				Short-term			
	Factor loadings	AVE	CR	Cronbach alpha	Factor loadings	AVE	CR	Cronbach alpha
Destination-loyalty intention	0.77 0.93	0.73	0.84	0.75	0.78 0.84	0.66	0.79	0.68
Values—self direction	0.62 0.60 0.55 0.56	0.34	0.67	0.67	0.67 0.77	0.52	0.68	0.63
Values—universalism	0.59 0.58 0.51 0.78 0.75	0.42	0.78	0.77	0.80 0.66 0.53 0.69	0.46	0.77	0.76
Values—stimulation	0.71 0.62 0.62	0.41	0.69	0.68	0.69 0.72 0.78	0.53	0.77	0.77
Values—benevolence	0.80 0.59 0.82 0.52	0.48	0.78	0.74	0.71 0.69	0.49	0.66	0.47
Values—achievement	0.69 0.85 0.73 0.68	0.55	0.83	0.82	0.72 0.83 0.77 0.79	0.61	0.86	0.86
Subjective well-being		0.43	0.59	0.78		0.38	0.55	0.78
Life satisfaction	0.51				0.57			
Affect	0.77				0.66			

Table 5 Discriminant validity test

	DLI	SD	U	S	B	A	SWB
Long-term							
DLI	0.854						
SD	0.048	0.583					
U	0.050	0.714	0.650				
S	0.068	0.886	0.508	0.651			
B	0.048	0.728	0.874	0.586	0.695		
A	0.055	0.518	0.383	0.588	0.428	0.741	
SWB	0.215	0.222	0.231	0.318	0.226	0.255	0.653
Short-term							
DLI	0.811						
SD	0.149	0.722					
U	0.110	0.091	0.677				
S	0.068	0.333	0.257	0.731			
B	0.728	0.205	0.546	0.387	0.700		
A	0.066	0.374	-0.149	0.312	0.069	0.779	
SWB	0.241	0.068	0.331	0.204	0.331	0.198	0.617

DLI destination-loyalty intention, SD value—self-direction, U value—universalism, S value—stimulation, B value—benevolence, A value—achievement, SWB subjective well-being



about the well-being of other people. For exchange students who feel isolated or struggle with their social adaptation, a strong emphasis on social relationships may have negative consequences.

Similarly, our analysis did not show significant relationships between self-direction and subjective well-being. Self-direction refers to an emphasis on independent thoughts and actions (Schwartz 2012). The lack of significant relationship may reflect the fact that autonomy is not an important source of gratification for international students.

The result of stimulation value orientations–subjective well-being also indicates that stimulation is not related

to international students’ subjective well-being. The present finding is not consistent with the other studies, i.e. Ryan et al. (1996) and Sortheix and Lönnqvist (2014). It appears that in international education, and for international students in Norway in particular, the conditions of being adventurous, exciting and independent may not be important predictors of their well-being.

Finally, we did not find any significant relationship between achievement-value orientations and international students’ subjective well-being. The finding suggests that individuals high on achievement-value orientation may be less concerned with loyalty to a destination, and their happiness with respect to a destination may be less relevant for both groups of long-term and short-term students.

While this study found very little support regarding the relationship between personal values and subjective well-being, we think it may be premature to dismiss the potential relationship as non-existent. Further studies on these relationships may be needed before firm conclusions can be drawn. Nevertheless, based on our findings, we recommend that stakeholders in the international education industry focus more on universalism as a personal value that enhances subjective well-being for short-term students, to further enhance destination-loyalty intention when implementing regulations, policy and promoting the destination. It is possible that the specific relationship between universalism and satisfaction is specific to exchange students in Norway. Future research should address the extent to which this association iterates among exchange students in other countries.

The second research objectives examined the relationship between subjective well-being and destination-loyalty intention. Here consistent relationships between subjective well-being and destination-loyalty intention were found for both long-term and short-term students, and these are in line with studies by Dagger and Sweeney (2006), Brown and Mazzarol (2009) and Hon and Brunner (2002). Within the context of international education, feelings such as enthusiasm, being active, being alert, having full concentration and pleasurable engagement with one’s surroundings appear to influence one’s intentions to revisit and to recommend a destination.

This finding may have important implications. The significant relationship between subjective well-being and destination-loyalty intention can be further nurtured by education practitioners through adjusting the introduction programs and providing support throughout the sojourn duration. Considering this along with the results of the present study, it seems that interventions targeted on enhancing well-being may influence international students’ destination-loyalty intention, and this may have economic benefits in the long run. We recommend

that education practitioners/hospitality managers and marketers consider incorporating into their strategy programs elements that drive international students' well-being. They should devise strategies for meaningful interactions that embed international students' in the organization and make them feel like insiders. In particular, education practitioners should make an effort to develop a distinctive service that resonates with their core customers.

Limitations and conclusions

The study acknowledges the limitations of the approach taken here to analyse the total process of destination-loyalty intention. Perhaps this discrepancy between the results is related to international students following different values that are not tested in this study in relation to well-being and destination-loyalty intention. Generally, our results suggest that some of the relations between personal values and well-being are context-dependent, thereby not supporting models in which the links between well-being and values are qualified by the particular environment (Diener et al. 2003; Sagiv and Schwartz 2000). Future research should consider taking into account the psychosocial situation of the student. The contribution of personal values to well-being (positively or negatively) may depend on whether they are compatible with the values emphasized in the particular environment (Sagiv and Schwartz 2000). We believe the role of personal values needs to be further examined in relation to destination-loyalty intention.

Although the findings of this study help to assure extensive evidence on the relationship between universalism value domains and cognitive/affective aspects of subjective well-being, the insignificant relationship between other personal values with subjective well-being in this study has to be taken into consideration. However, according to Bobowik et al. (2011), values deserve special attention and consideration in research into well-being, because personal growth-related values can indeed make us happier. Thus, Bobowik and colleagues have suggested that in order to examine the relationship in more detail, it may be advisable to include measurements of eudemonic well-being. The eudemonic perspective of well-being may be more strongly associated with value domains (Bobowik et al. 2011). Future research should examine this issue in order to shed more light on the relationship between personal value domains and subjective well-being in international education.

Subjective well-being is a construct consisting of several distinct but related components or dimensions. Future research should also consider the inverse relationship between subjective well-being and destination-loyalty intention. For example, although the subjective

well-being to destination-loyalty intention appears to have substantiation in the literature, this relationship is not necessarily straightforward and does not preclude the possibility that there may be a reverse relationship. Broadening this initial line of inquiry in further research on the relationship between subjective well-being and destination-loyalty intention may be translated in the long-term into areas for intervention, allowing efforts to be directed toward creating education destination climates that encourage the development and nurturance of broad expressions of international students' destination-loyalty intention across various contexts.

We also acknowledge that the data collection, which was limited to only international students in one Norwegian university, may suffer from a single-source bias and generalization of our findings to other countries due to their different national cultures. Further study can also include samples such as culturally similar and dissimilar countries, or perhaps specifically focus on less-developed countries that have not recently experienced rapid social changes to ascertain the validity of the current findings.

Besides, the presented study is correlational in nature. As a potential direction for future research, we proposed that longitudinal studies should be done to help provide clearer evidence of causal relations between personal values–subjective well-being–destination-loyalty intentions.

It is also suggested here that further work on the predictors of destination-loyalty intention is necessary. By extending the proposed model to include other constructs in the relationship between subjective well-being and destination-loyalty intention, i.e., predictors such as personality (Van Oudenhoven and Van der Zee 2002) and stress resilience (Grant and Kinman 2012), further examination can be carried out.

We conclude that universalism values–subjective well-being and personal well-being–destination-loyalty intention in the short term might also in the long run prove to be a good strategy. Our study shows that the happiest countries in the world appear to be those in which universalism values are positively related to happiness and subsequently their destination-loyalty intention. Norway is arguably suited to be considered a model of these.

We argue that the current study provides some insights into the potential for personal values and subjective well-being in influencing destination-loyalty intention in international education experiences. We also believe that our approach could be developed further to offer new insights into research on destination-loyalty intention beyond seeing only personal values (benevolence, self-direction, universalism, stimulation and achievement) and subjective well-being as predictors. Although the relationship between universalism–subjective well-being–destination-loyalty intention represents an

important contribution to the understanding of international student loyalty intention, much more research is needed in order to explain relational exchanges in this context, given the present competitive context in which they are now immersed.

Authors' contributions

NLJ, DLS, GMS, and AAA have (1) made substantial contributions to conception and design, or acquisition of data, or analysis and interpretation of data and (2) been involved in drafting the manuscript or revising it critically for important intellectual content. All authors read and approved the final manuscript.

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Acknowledgements

We would like to extend our thanks to the editors of Springerplus, who helped tremendously in improving the quality of this manuscript. Thanks also to the International Students' Office at the University of Bergen for facilitating the data collection process for this study. We would also like to convey our special thanks to the Ministry of Higher Education of Malaysia and Universiti Teknologi MARA, for their generous sponsorship. Without their financial support, it would not have been possible for us to pursue and complete this project successfully.

Competing interests

The authors declare that they have no competing interests.

Authorship

All authors listed on submitted manuscripts have read and agreed to its content, and meet the authorship requirements as detailed by Springerplus.

Received: 26 October 2015 Accepted: 27 May 2016

Published online: 14 June 2016

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	Høines, Marit Johnsen, Dr. philos.	Fleksible språkrom. Matematikk læring som tekstutvikling.
	Anthun, Roald Andor, Dr. philos.	School psychology service quality. Consumer appraisal, quality dimensions, and collaborative improvement potential
	Pallesen, Ståle, Dr. psychol.	Insomnia in the elderly. Epidemiology, psychological characteristics and treatment.
	Midthassel, Unni Vere, Dr. philos.	Teacher involvement in school development activity. A study of teachers in Norwegian compulsory schools
	Kallestad, Jan Helge, Dr. philos.	Teachers, schools and implementation of the Olweus Bullying Prevention Program.
H	Ofte, Sonja Helgesen, Dr. psychol.	Right-left discrimination in adults and children.
	Netland, Marit, Dr. psychol.	Exposure to political violence. The need to estimate our estimations.
	Diseth, Åge, Dr. psychol.	Approaches to learning: Validity and prediction of academic performance.
	Bjuland, Raymond, Dr. philos.	Problem solving in geometry. Reasoning processes of student teachers working in small groups: A dialogical approach.
2003 V	Arefjord, Kjersti, Dr. psychol.	After the myocardial infarction – the wives' view. Short- and long-term adjustment in wives of myocardial infarction patients.
	Ingjaldsson, Jón Þorvaldur, Dr. psychol.	Unconscious Processes and Vagal Activity in Alcohol Dependency.
	Holden, Børge, Dr. philos.	Følger av atferdsanalytiske forklaringer for atferdsanalysens tilnærming til utforming av behandling.
	Holsen, Ingrid, Dr. philos.	Depressed mood from adolescence to 'emerging adulthood'. Course and longitudinal influences of body image and parent-adolescent relationship.
	Hammar, Åsa Karin, Dr. psychol.	Major depression and cognitive dysfunction- An experimental study of the cognitive effort hypothesis.
	Sprugevica, Ieva, Dr. philos.	The impact of enabling skills on early reading acquisition.
	Gabrielsen, Egil, Dr. philos.	LESE FOR LIVET. Lesekompetansen i den norske voksenbefolkningen sett i lys av visjonen om en enhetsskole.
H	Hansen, Anita Lill, Dr. psychol.	The influence of heart rate variability in the regulation of attentional and memory processes.
	Dyregrov, Kari, Dr. philos.	The loss of child by suicide, SIDS, and accidents: Consequences, needs and provisions of help.
2004 V	Torsheim, Torbjørn, Dr. psychol.	Student role strain and subjective health complaints: Individual, contextual, and longitudinal perspectives.

	Haugland, Bente Storm Mowatt Dr. psychol.	Parental alcohol abuse. Family functioning and child adjustment.
	Milde, Anne Marita, Dr. psychol.	Ulcerative colitis and the role of stress. Animal studies of psychobiological factors in relationship to experimentally induced colitis.
	Stornes, Tor, Dr. philos.	Socio-moral behaviour in sport. An investigation of perceptions of sportspersonship in handball related to important factors of socio-moral influence.
	Mæhle, Magne, Dr. philos.	Re-inventing the child in family therapy: An investigation of the relevance and applicability of theory and research in child development for family therapy involving children.
	Kobbeltvedt, Therese, Dr. psychol.	Risk and feelings: A field approach.
2004	Thomsen, Tormod, Dr. psychol.	Localization of attention in the brain.
H	Løberg, Else-Marie, Dr. psychol.	Functional laterality and attention modulation in schizophrenia: Effects of clinical variables.
	Kyrkjebø, Jane Mikkelsen, Dr. philos.	Learning to improve: Integrating continuous quality improvement learning into nursing education.
	Laumann, Karin, Dr. psychol.	Restorative and stress-reducing effects of natural environments: Experiential, behavioural and cardiovascular indices.
	Holgersen, Helge, PhD	Mellom oss - Essay i relasjonell psykoanalyse.
2005	Hetland, Hilde, Dr. psychol.	Leading to the extraordinary? Antecedents and outcomes of transformational leadership.
V	Iversen, Anette Christine, Dr. philos.	Social differences in health behaviour: the motivational role of perceived control and coping.
2005	Mathisen, Gro Ellen, PhD	Climates for creativity and innovation: Definitions, measurement, predictors and consequences.
H	Sævi, Tone, Dr. philos.	Seeing disability pedagogically – The lived experience of disability in the pedagogical encounter.
	Wiiium, Nora, PhD	Intrapersonal factors, family and school norms: combined and interactive influence on adolescent smoking behaviour.
	Kanagaratnam, Pushpa, PhD	Subjective and objective correlates of Posttraumatic Stress in immigrants/refugees exposed to political violence.
	Larsen, Torill M. B. , PhD	Evaluating principals` and teachers` implementation of Second Step. A case study of four Norwegian primary schools.
	Bancila, Delia, PhD	Psychosocial stress and distress among Romanian adolescents and adults.
2006	Hillestad, Torgeir Martin, Dr. philos.	Normalitet og avvik. Forutsetninger for et objektivt psykopatologisk avviksbegrep. En psykologisk, sosial, erkjennelsesteoretisk og teorihistorisk framstilling.
V		

	Nordanger, Dag Øystein, Dr. psychol.	Psychosocial discourses and responses to political violence in post-war Tigray, Ethiopia.
	Rimol, Lars Morten, PhD	Behavioral and fMRI studies of auditory laterality and speech sound processing.
	Krumsvik, Rune Johan, Dr. philos.	ICT in the school. ICT-initiated school development in lower secondary school.
	Norman, Elisabeth, Dr. psychol.	Gut feelings and unconscious thought: An exploration of fringe consciousness in implicit cognition.
	Israel, K Pravin, Dr. psychol.	Parent involvement in the mental health care of children and adolescents. Empirical studies from clinical care setting.
	Glasø, Lars, PhD	Affects and emotional regulation in leader-subordinate relationships.
	Knutsen, Ketil, Dr. philos.	HISTORIER UNGDOM LEVER – En studie av hvordan ungdommer bruker historie for å gjøre livet meningsfullt.
	Matthiesen, Stig Berge, PhD	Bullying at work. Antecedents and outcomes.
2006	Gramstad, Arne, PhD	Neuropsychological assessment of cognitive and emotional functioning in patients with epilepsy.
H	Bendixen, Mons, PhD	Antisocial behaviour in early adolescence: Methodological and substantive issues.
	Mrumbi, Khalifa Maulid, PhD	Parental illness and loss to HIV/AIDS as experienced by AIDS orphans aged between 12-17 years from Temeke District, Dar es Salaam, Tanzania: A study of the children's psychosocial health and coping responses.
	Hetland, Jørn, Dr. psychol.	The nature of subjective health complaints in adolescence: Dimensionality, stability, and psychosocial predictors
	Kakoko, Deodatus Conatus Vitalis, PhD	Voluntary HIV counselling and testing service uptake among primary school teachers in Mwanza, Tanzania: assessment of socio-demographic, psychosocial and socio-cognitive aspects
	Mykletun, Arnstein, Dr. psychol.	Mortality and work-related disability as long-term consequences of anxiety and depression: Historical cohort designs based on the HUNT-2 study
	Sivertsen, Børge, PhD	Insomnia in older adults. Consequences, assessment and treatment.
2007	Singhammer, John, Dr. philos.	Social conditions from before birth to early adulthood – the influence on health and health behaviour
V	Janvin, Carmen Ani Cristea, PhD	Cognitive impairment in patients with Parkinson's disease: profiles and implications for prognosis
	Braarud, Hanne Cecilie, Dr. psychol.	Infant regulation of distress: A longitudinal study of transactions between mothers and infants
	Tveito, Torill Helene, PhD	Sick Leave and Subjective Health Complaints

	Magnussen, Liv Heide, PhD	Returning disability pensioners with back pain to work
	Thuen, Elin Marie, Dr.philos.	Learning environment, students' coping styles and emotional and behavioural problems. A study of Norwegian secondary school students.
	Solberg, Ole Asbjørn, PhD	Peacekeeping warriors – A longitudinal study of Norwegian peacekeepers in Kosovo
2007	Søreide, Gunn Elisabeth, Dr.philos.	Narrative construction of teacher identity
H	Svensen, Erling, PhD	WORK & HEALTH. Cognitive Activation Theory of Stress applied in an organisational setting.
	Øverland, Simon Nygaard, PhD	Mental health and impairment in disability benefits. Studies applying linkages between health surveys and administrative registries.
	Eichele, Tom, PhD	Electrophysiological and Hemodynamic Correlates of Expectancy in Target Processing
	Børhaug, Kjetil, Dr.philos.	Oppseding til demokrati. Ein studie av politisk oppseding i norsk skule.
	Eikeland, Thorleif, Dr.philos.	Om å vokse opp på barnehjem og på sykehus. En undersøkelse av barnehjemsbarns opplevelser på barnehjem sammenholdt med sanatoriebarns beskrivelse av langvarige sykehusopphold – og et forsøk på forklaring.
	Wadel, Carl Cato, Dr.philos.	Medarbeidersamhandling og medarbeiderledelse i en lagbasert organisasjon
	Vinje, Hege Forbech, PhD	Thriving despite adversity: Job engagement and self-care among community nurses
	Noort, Maurits van den, PhD	Working memory capacity and foreign language acquisition
2008	Breivik, Kyrre, Dr.psychol.	The Adjustment of Children and Adolescents in Different Post-Divorce Family Structures. A Norwegian Study of Risks and Mechanisms.
V	Johnsen, Grethe E., PhD	Memory impairment in patients with posttraumatic stress disorder
	Sætrevik, Bjørn, PhD	Cognitive Control in Auditory Processing
	Carvalho, Susana Fonseca, PhD	Prevention of bullying in schools: an ecological model
2008	Brønnick, Kolbjørn Selvåg	Attentional dysfunction in dementia associated with Parkinson's disease.
H	Posserud, Maj-Britt Rocio	Epidemiology of autism spectrum disorders
	Haug, Ellen	Multilevel correlates of physical activity in the school setting
	Skjerve, Arvid	Assessing mild dementia – a study of brief cognitive tests.

	Kjønniksen, Lise	The association between adolescent experiences in physical activity and leisure time physical activity in adulthood: a ten year longitudinal study
	Gundersen, Hilde	The effects of alcohol and expectancy on brain function
	Omvik, Siri	Insomnia – a night and day problem
2009	Molde, Helge	Pathological gambling: prevalence, mechanisms and treatment outcome.
V	Foss, Else	Den omsorgsfulle væremåte. En studie av voksnes væremåte i forhold til barn i barnehagen.
	Westrheim, Kariane	Education in a Political Context: A study of Knowledge Processes and Learning Sites in the PKK.
	Wehling, Eike	Cognitive and olfactory changes in aging
	Wangberg, Silje C.	Internet based interventions to support health behaviours: The role of self-efficacy.
	Nielsen, Morten B.	Methodological issues in research on workplace bullying. Operationalisations, measurements and samples.
	Sandu, Anca Larisa	MRI measures of brain volume and cortical complexity in clinical groups and during development.
	Guribye, Eugene	Refugees and mental health interventions
	Sørensen, Lin	Emotional problems in inattentive children – effects on cognitive control functions.
	Tjomsland, Hege E.	Health promotion with teachers. Evaluation of the Norwegian Network of Health Promoting Schools: Quantitative and qualitative analyses of predisposing, reinforcing and enabling conditions related to teacher participation and program sustainability.
	Helleve, Ingrid	Productive interactions in ICT supported communities of learners
2009	Skorpen, Aina	Dagliglivet i en psykiatrisk institusjon: En analyse av miljøterapeutiske praksiser
H	Øye, Christine	
	Andreassen, Cecilie Schou	WORKAHOLISM – Antecedents and Outcomes
	Stang, Ingun	Being in the same boat: An empowerment intervention in breast cancer self-help groups
	Sequeira, Sarah Dorothee Dos Santos	The effects of background noise on asymmetrical speech perception
	Kleiven, Jo, dr.philos.	The Lillehammer scales: Measuring common motives for vacation and leisure behavior
	Jónsdóttir, Guðrún	Dubito ergo sum? Ni jenter møter naturfaglig kunnskap.
	Hove, Oddbjørn	Mental health disorders in adults with intellectual disabilities - Methods of assessment and prevalence of mental health disorders and problem behaviour
	Wageningen, Heidi Karin van	The role of glutamate on brain function

	Bjørkvik, Jofrid	God nok? Selvaktelse og interpersonlig fungering hos pasienter innen psykisk helsevern: Forholdet til diagnoser, symptomer og behandlingsutbytte
	Andersson, Martin	A study of attention control in children and elderly using a forced-attention dichotic listening paradigm
	Almås, Aslaug Grov	Teachers in the Digital Network Society: Visions and Realities. A study of teachers' experiences with the use of ICT in teaching and learning.
	Ulvik, Marit	Lærerutdanning som dannning? Tre stemmer i diskusjonen
2010	Skår, Randi	Læringsprosesser i sykepleieres profesjonsutøvelse. En studie av sykepleieres læringserfaringer.
V	Roald, Knut	Kvalitetsvurdering som organisasjonslæring mellom skole og skoleeigar
	Lunde, Linn-Heidi	Chronic pain in older adults. Consequences, assessment and treatment.
	Danielsen, Anne Grete	Perceived psychosocial support, students' self-reported academic initiative and perceived life satisfaction
	Hysing, Mari	Mental health in children with chronic illness
	Olsen, Olav Kjelleevold	Are good leaders moral leaders? The relationship between effective military operational leadership and morals
	Riese, Hanne	Friendship and learning. Entrepreneurship education through mini-enterprises.
	Holthe, Asle	Evaluating the implementation of the Norwegian guidelines for healthy school meals: A case study involving three secondary schools
H	Hauge, Lars Johan	Environmental antecedents of workplace bullying: A multi-design approach
	Bjørkelo, Brita	Whistleblowing at work: Antecedents and consequences
	Reme, Silje Endresen	Common Complaints – Common Cure? Psychiatric comorbidity and predictors of treatment outcome in low back pain and irritable bowel syndrome
	Helland, Wenche Andersen	Communication difficulties in children identified with psychiatric problems
	Beneventi, Harald	Neuronal correlates of working memory in dyslexia
	Thygesen, Elin	Subjective health and coping in care-dependent old persons living at home
	Aanes, Mette Marthinussen	Poor social relationships as a threat to belongingness needs. Interpersonal stress and subjective health complaints: Mediating and moderating factors.
	Anker, Morten Gustav	Client directed outcome informed couple therapy

	Bull, Torill	Combining employment and child care: The subjective well-being of single women in Scandinavia and in Southern Europe
	Viig, Nina Grieg	Tilrettelegging for læreres deltakelse i helsefremmende arbeid. En kvalitativ og kvantitativ analyse av sammenhengen mellom organisatoriske forhold og læreres deltakelse i utvikling og implementering av Europeisk Nettverk av Helsefremmende Skoler i Norge
	Wolff, Katharina	To know or not to know? Attitudes towards receiving genetic information among patients and the general public.
	Ogden, Terje, dr.philos.	Familiebasert behandling av alvorlige atferdsproblemer blant barn og ungdom. Evaluering og implementering av evidensbaserte behandlingsprogrammer i Norge.
	Solberg, Mona Elin	Self-reported bullying and victimisation at school: Prevalence, overlap and psychosocial adjustment.
2011	Bye, Hege Høivik	Self-presentation in job interviews. Individual and cultural differences in applicant self-presentation during job interviews and hiring managers' evaluation
V	Notelaers, Guy	Workplace bullying. A risk control perspective.
	Moltu, Christian	Being a therapist in difficult therapeutic impasses. A hermeneutic phenomenological analysis of skilled psychotherapists' experiences, needs, and strategies in difficult therapies ending well.
	Myrseth, Helga	Pathological Gambling - Treatment and Personality Factors
	Schanche, Elisabeth	From self-criticism to self-compassion. An empirical investigation of hypothesized change processes in the Affect Phobia Treatment Model of short-term dynamic psychotherapy for patients with Cluster C personality disorders.
	Våpenstad, Eystein Victor, dr.philos.	Det tempererte nærvær. En teoretisk undersøkelse av psykoteraeutens subjektivitet i psykoanalyse og psykoanalytisk psykoterapi.
	Haukebø, Kristin	Cognitive, behavioral and neural correlates of dental and intra-oral injection phobia. Results from one treatment and one fMRI study of randomized, controlled design.
	Harris, Anette	Adaptation and health in extreme and isolated environments. From 78°N to 75°S.
	Bjørknes, Ragnhild	Parent Management Training-Oregon Model: intervention effects on maternal practice and child behavior in ethnic minority families
	Mamen, Asgeir	Aspects of using physical training in patients with substance dependence and additional mental distress
	Espevik, Roar	Expert teams: Do shared mental models of team members make a difference
	Haara, Frode Olav	Unveiling teachers' reasons for choosing practical activities in mathematics teaching

2011	Hauge, Hans Abraham	How can employee empowerment be made conducive to both employee health and organisation performance? An empirical investigation of a tailor-made approach to organisation learning in a municipal public service organisation.
H	Melkevik, Ole Rogstad	Screen-based sedentary behaviours: pastimes for the poor, inactive and overweight? A cross-national survey of children and adolescents in 39 countries.
	Vøllestad, Jon	Mindfulness-based treatment for anxiety disorders. A quantitative review of the evidence, results from a randomized controlled trial, and a qualitative exploration of patient experiences.
	Tolo, Astrid	Hvordan blir lærerkompetanse konstruert? En kvalitativ studie av PPU-studenters kunnskapsutvikling.
	Saus, Evelyn-Rose	Training effectiveness: Situation awareness training in simulators
	Nordgreen, Tine	Internet-based self-help for social anxiety disorder and panic disorder. Factors associated with effect and use of self-help.
	Munkvold, Linda Helen	Oppositional Defiant Disorder: Informant discrepancies, gender differences, co-occurring mental health problems and neurocognitive function.
	Christiansen, Øivin	Når barn plasseres utenfor hjemmet: beslutninger, forløp og relasjoner. Under barnevernets (ved)tak.
	Brunborg, Geir Scott	Conditionability and Reinforcement Sensitivity in Gambling Behaviour
	Hystad, Sigurd William	Measuring Psychological Resiliency: Validation of an Adapted Norwegian Hardiness Scale
2012	Roness, Dag	Hvorfor bli lærer? Motivasjon for utdanning og utøving.
V	Fjermestad, Krister Westlye	The therapeutic alliance in cognitive behavioural therapy for youth anxiety disorders
	Jenssen, Eirik Sørnes	Tilpasset opplæring i norsk skole: politikeres, skolelederes og læreres handlingsvalg
	Saksvik-Lehouillier, Ingvild	Shift work tolerance and adaptation to shift work among offshore workers and nurses
	Johansen, Venke Frederike	Når det intime blir offentlig. Om kvinners åpenhet om brystkreft og om markedsføring av brystkreftsaken.
	Herheim, Rune	Pupils collaborating in pairs at a computer in mathematics learning: investigating verbal communication patterns and qualities
	Vie, Tina Løkke	Cognitive appraisal, emotions and subjective health complaints among victims of workplace bullying: A stress-theoretical approach
	Jones, Lise Øen	Effects of reading skills, spelling skills and accompanying efficacy beliefs on participation in education. A study in Norwegian prisons.

2012 H	Danielsen, Yngvild Sørrebø	Childhood obesity – characteristics and treatment. Psychological perspectives.
	Horverak, Jøri Gytre	Sense or sensibility in hiring processes. Interviewee and interviewer characteristics as antecedents of immigrant applicants' employment probabilities. An experimental approach.
	Jøsendal, Ola	Development and evaluation of BE smokeFREE, a school-based smoking prevention program
	Osnes, Berge	Temporal and Posterior Frontal Involvement in Auditory Speech Perception
	Drageset, Sigrunn	Psychological distress, coping and social support in the diagnostic and preoperative phase of breast cancer
	Aasland, Merethe Schanke	Destructive leadership: Conceptualization, measurement, prevalence and outcomes
	Bakibinga, Pauline	The experience of job engagement and self-care among Ugandan nurses and midwives
	Skogen, Jens Christoffer	Foetal and early origins of old age health. Linkage between birth records and the old age cohort of the Hordaland Health Study (HUSK)
	Leveresen, Ingrid	Adolescents' leisure activity participation and their life satisfaction: The role of demographic characteristics and psychological processes
	Hanss, Daniel	Explaining sustainable consumption: Findings from cross-sectional and intervention approaches
Rød, Per Arne	Barn i klem mellom foreldrekonflikter og samfunnsmessig beskyttelse	
2013 V	Mentzoni, Rune Aune	Structural Characteristics in Gambling
	Knudsen, Ann Kristin	Long-term sickness absence and disability pension award as consequences of common mental disorders. Epidemiological studies using a population-based health survey and official ill health benefit registries.
	Strand, Mari	Emotional information processing in recurrent MDD
	Veseth, Marius	Recovery in bipolar disorder. A reflexive-collaborative exploration of the lived experiences of healing and growth when battling a severe mental illness
	Mæland, Silje	Sick leave for patients with severe subjective health complaints. Challenges in general practice.
	Mjaaland, Thera	At the frontiers of change? Women and girls' pursuit of education in north-western Tigray, Ethiopia
	Odéen, Magnus	Coping at work. The role of knowledge and coping expectancies in health and sick leave.
	Hynninen, Kia Minna Johanna	Anxiety, depression and sleep disturbance in chronic obstructive pulmonary disease (COPD). Associations, prevalence and effect of psychological treatment.

	Flo, Elisabeth	Sleep and health in shift working nurses
	Aasen, Elin Margrethe	From paternalism to patient participation? The older patients undergoing hemodialysis, their next of kin and the nurses: a discursive perspective on perception of patient participation in dialysis units
	Ekornås, Belinda	Emotional and Behavioural Problems in Children: Self-perception, peer relationships, and motor abilities
	Corbin, J. Hope	North-South Partnerships for Health: Key Factors for Partnership Success from the Perspective of the KIWAKKUKI
	Birkeland, Marianne Skogbrott	Development of global self-esteem: The transition from adolescence to adulthood
2013	Gianella-Malca, Camila	Challenges in Implementing the Colombian Constitutional Court's Health-Care System Ruling of 2008
H	Hovland, Anders	Panic disorder – Treatment outcomes and psychophysiological concomitants
	Mortensen, Øystein	The transition to parenthood – Couple relationships put to the test
	Årdal, Guro	Major Depressive Disorder – a Ten Year Follow-up Study. Inhibition, Information Processing and Health Related Quality of Life
	Johansen, Rino Bandlitz	The impact of military identity on performance in the Norwegian armed forces
	Bøe, Tormod	Socioeconomic Status and Mental Health in Children and Adolescents
2014	Nordmo, Ivar	Gjennom nåløyet – studenters læringserfaringer i psykologutdanningen
V	Dovran, Anders	Childhood Trauma and Mental Health Problems in Adult Life
	Hegelstad, Wenche ten Velden	Early Detection and Intervention in Psychosis: A Long-Term Perspective
	Urheim, Ragnar	Forståelse av pasientaggresjon og forklaringer på nedgang i voldsrater ved Regional sikkerhetsavdeling, Sandviken sykehus
	Kinn, Liv Grethe	Round-Trips to Work. Qualitative studies of how persons with severe mental illness experience work integration.
	Rød, Anne Marie Kinn	Consequences of social defeat stress for behaviour and sleep. Short-term and long-term assessments in rats.
	Nygård, Merethe	Schizophrenia – Cognitive Function, Brain Abnormalities, and Cannabis Use
	Tjora, Tore	Smoking from adolescence through adulthood: the role of family, friends, depression and socioeconomic status. Predictors of smoking from age 13 to 30 in the "The Norwegian Longitudinal Health Behaviour Study" (NLHB)
	Vangsnes, Vigdis	The Dramaturgy and Didactics of Computer Gaming. A Study of a Medium in the Educational Context of Kindergartens.

	Nordahl, Kristin Berg	Early Father-Child Interaction in a Father-Friendly Context: Gender Differences, Child Outcomes, and Protective Factors related to Fathers' Parenting Behaviors with One-year-olds
2014	Sandvik, Asle Makoto	Psychopathy – the heterogeneity of the construct
H	Skotheim, Siv	Maternal emotional distress and early mother-infant interaction: Psychological, social and nutritional contributions
	Halleland, Helene Barone	Executive Functioning in adult Attention Deficit Hyperactivity Disorder (ADHD). From basic mechanisms to functional outcome.
	Halvorsen, Kirsti Vindal	Partnerskap i lærerutdanning, sett fra et økologisk perspektiv
	Solbue, Vibeke	Dialogen som visker ut kategorier. En studie av hvilke erfaringer innvandererungdommer og norskfødte med innvanderforeldre har med videregående skole. Hva forteller ungdommenes erfaringer om videregående skoles håndtering av etniske ulikheter?
	Kvalevaag, Anne Lise	Fathers' mental health and child development. The predictive value of fathers' psychological distress during pregnancy for the social, emotional and behavioural development of their children
	Sandal, Ann Karin	Ungdom og utdanningsval. Om elevar sine opplevingar av val og overgangsprossessar.
	Haug, Thomas	Predictors and moderators of treatment outcome from high- and low-intensity cognitive behavioral therapy for anxiety disorders. Association between patient and process factors, and the outcome from guided self-help, stepped care, and face-to-face cognitive behavioral therapy.
	Sjølie, Hege	Experiences of Members of a Crisis Resolution Home Treatment Team. Personal history, professional role and emotional support in a CRHT team.
	Falkenberg, Liv Eggset	Neuronal underpinnings of healthy and dysfunctional cognitive control
	Mrdalj, Jelena	The early life condition. Importance for sleep, circadian rhythmicity, behaviour and response to later life challenges
	Hesjedal, Elisabeth	Tverrprofesjonelt samarbeid mellom skule og barnevern: Kva kan støtte utsette barn og unge?
2015	Hauken, May Aasebø	« <i>The cancer treatment was only half the work!</i> » A Mixed-Method Study of Rehabilitation among Young Adult Cancer Survivors
V	Ryland, Hilde Katrin	Social functioning and mental health in children: the influence of chronic illness and intellectual function
	Rønsen, Anne Kristin	Vurdering som profesjonskompetanse. Refleksjonsbasert utvikling av læreres kompetanse i formativ vurdering

	Hoff, Helge Andreas	Thinking about Symptoms of Psychopathy in Norway: Content Validation of the Comprehensive Assessment of Psychopathic Personality (CAPP) Model in a Norwegian Setting
	Schmid, Marit Therese	Executive Functioning in recurrent- and first episode Major Depressive Disorder. Longitudinal studies
	Sand, Liv	Body Image Distortion and Eating Disturbances in Children and Adolescents
	Matanda, Dennis Juma	Child physical growth and care practices in Kenya: Evidence from Demographic and Health Surveys
	Amugsi, Dickson Abanimi	Child care practices, resources for care, and nutritional outcomes in Ghana: Findings from Demographic and Health Surveys
	Jakobsen, Hilde	The good beating: Social norms supporting men's partner violence in Tanzania
	Sagoe, Dominic	Nonmedical anabolic-androgenic steroid use: Prevalence, attitudes, and social perception
	Eide, Helene Marie Kjærgård	Narrating the relationship between leadership and learning outcomes. A study of public narratives in the Norwegian educational sector.
2015	Wubs, Annegreet Gera	Intimate partner violence among adolescents in South Africa and Tanzania
H	Hjelmervik, Helene Susanne	Sex and sex-hormonal effects on brain organization of fronto-parietal networks
	Dahl, Berit Misund	The meaning of professional identity in public health nursing
	Røykenes, Kari	Testangst hos sykepleierstudenter: «Alternativ behandling»
	Bless, Josef Johann	The smartphone as a research tool in psychology. Assessment of language lateralization and training of auditory attention.
	Løvvik, Camilla Margrethe Sigvaldsen	Common mental disorders and work participation – the role of return-to-work expectations
	Lehmann, Stine	Mental Disorders in Foster Children: A Study of Prevalence, Comorbidity, and Risk Factors
	Knapstad, Marit	Psychological factors in long-term sickness absence: the role of shame and social support. Epidemiological studies based on the Health Assets Project.
2016	Kvestad, Ingrid	Biological risks and neurodevelopment in young North Indian children
V	Sælør, Knut Tore	Hinderløyper, halmstrå og hengende snører. En kvalitativ studie av håp innenfor psykisk helse- og rusfeltet.
	Mellingen, Sonja	Alkoholbruk, partilfredshet og samlivsstatus. Før, inn i, og etter svangerskapet – korrelerer eller konsekvenser?
	Thun, Eirunn	Shift work: negative consequences and protective factors

	Hilt, Line Torbjørnsen	The borderlands of educational inclusion. Analyses of inclusion and exclusion processes for minority language students
	Havnen, Audun	Treatment of obsessive-compulsive disorder and the importance of assessing clinical effectiveness
	Slåtten, Hilde	Gay-related name-calling among young adolescents. Exploring the importance of the context.
	Ree, Eline	Staying at work. The role of expectancies and beliefs in health and workplace interventions.
	Morken, Frøydis	Reading and writing processing in dyslexia
2016	Løvoll, Helga Synnevåg	Inside the outdoor experience. On the distinction between pleasant and interesting feelings and their implication in the motivational process.
H	Hjeltnes, Aslak	Facing social fears: An investigation of mindfulness-based stress reduction for young adults with social anxiety disorder
	Øyeflaten, Irene Larsen	Long-term sick leave and work rehabilitation. Prognostic factors for return to work.
	Henriksen, Roger Ekeberg	Social relationships, stress and infection risk in mother and child
	Johnsen, Iren	«Only a friend» - The bereavement process of young adults who have lost a friend to a traumatic death. A mixed methods study.
	Helle, Siri	Cannabis use in non-affective psychoses: Relationship to age at onset, cognitive functioning and social cognition
	Glabek, Mats	Workplace bullying and expulsion in working life. A representative study addressing prospective associations and explanatory conditions.
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