UNIVERSITI PUTRA MALAYSIA

ANALYSIS OF SOCIOCULTURAL IDENTITIES, COUNTRY IMAGES AND PSYCHIC DISTANCE IN INTERNATIONAL STUDY DESTINATION CHOICE

EVELYN HENDRIANA

GSM 2019 20

ANALYSIS OF SOCIOCULTURAL IDENTITIES, COUNTRY IMAGES AND PSYCHIC DISTANCE IN INTERNATIONAL STUDY DESTINATION CHOICE

By

EVELYN HENDRIANA

Thesis Submitted to the Putra Business School, in Fulfilment of the Requirements for the Degree of Doctor of Philosophy

August 2019

DEDICATION

This thesis is dedicated to my parents, Mr. Oey Hendra Suryadinata and Mrs. Mussrinah, who give me strength and support in completing this journey.

Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment
of the requirement for the degree of Doctor of Philosophy

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Chair : **Professor Khairil Wahidin Awang, PhD**
Faculty : **Putra Business School**

Intense competition in international higher education industry invokes the need to study on factors leading up to students' choice of study destination. These influencing factors may be different between students who choose studying in traditional and new educational destinations. Since students' decision to study abroad is a complex process, it would be necessary to have comprehensive understanding about this process by looking at the cognitive and psychological factors.

This study aims to explain the phenomenon in international higher education industry through the lens of international marketing by integrating the cognitive, affective, and normative elements of foreign purchasing behavior. The main objective of the study is to examine the influence of sociocultural identities, country images, and psychic distance on students' choice of study destination using destination and institution images as mediating variables. This study also explores the potential moderating role of country images and psychic distance in the relationship between sociocultural identities, destination and institution images. The relationships between variables of interest are explained by social identity theory, attitude theory, and similarity-attraction theory.

This study applied a quantitative research approach to test ten hypotheses. Samples of senior high school students in eight provinces in Indonesia were selected using multistage cluster sampling technique. In total, 888 responses were analyzed using structural equation modeling.

This study found that destination and institution images mediated the relationship between sociocultural identities, country images, psychic distance, and students' intention to study in foreign destination. There was a slight difference on the factors influencing students' intention to study in Australia and Malaysia. Students' intention to study in Australia was influenced by consumer cosmopolitanism, country images, and psychic distance, whereas intention to study in Malaysia was affected by consumer cosmopolitanism and country images. The proposed hypotheses on the moderating role of country images and psychic distance in the relationship between sociocultural identities, destination and institution images were partially supported. The findings suggest that marketers of international education and the government of host country must align their strategy to create a distinct and outstanding cognitive country image, as well as evoke positive emotions toward the host country, to attract Indonesian students.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia
sebagai memenuhi sebahagian keperluan untuk ijazah Doktor Falsafah

ANALISIS IDENTITAS SOSIOBUDAYA, IMEJ NEGARA DAN JARAK PSIKIK DALAM PEMILIHAN DESTINASI PEMBELAJARAN ANTARABANGSA

Oleh

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Persaingan sengit di industri pendidikan tinggi antarabangsa telah membuatkan perlunya mengkaji faktor yang membawa kepada pilihan destinasi pembelajaran bagi para pelajar. Faktor yang berpengaruh ini mungkin berbeza di antara pelajar yang memilih untuk belajar di destinasi pembelajaran tradisional dan destinasi pengajian baharu. Oleh kerana keputusan pelajar untuk belajar di luar negara adalah satu proses yang kompleks, adalah perlu untuk memahami secara menyeluruh tentang proses ini dengan melihat faktor kognitif dan psikologi.

Kajian ini bertujuan untuk menjelaskan fenomena di dalam industri pendidikan tinggi antarabangsa melalui lensa pemasaran antarabangsa dengan mengintegrasikan elemen kognitif, afektif, dan normatif tingkah laku pembelian asing. Objektif utama penyelidikan ini adalah untuk mengkaji pengaruh identiti sosiobudaya, imej negara, dan jarak psikik terhadap pilihan destinasi pengajian pelajar dengan menggunakan imej destinasi dan institusi sebagai pemboleh ubah pengantara. Kajian ini juga mengkaji potensi peranan moderasi imej negara dan jarak psikik dalam hubungan di antara identiti sosiobudaya, destinasi dan imej institusi. Hubungan di antara pembolehubah dijelaskan oleh teori identiti sosial, teori sikap, dan teori daya tarik kesamaan.

Kajian ini menggunakan pendekatan penyelidikan kuantitatif untuk menguji sepuluh hipotesis. Sampel pelajar sekolah menengah di lapan wilayah di Indonesia dipilih menggunakan teknik pensampelan berkelompok berbilang peringkat. Secara keseluruhan, 888 jawapan responden dianalisa menggunakan pemodelan persamaan berstruktur.

Kajian ini mendapati bahawa imej destinasi dan institusi mengantarakan hubungan di antara identiti sosiobudaya, imej negara, jarak psikik, dan niat pelajar untuk belajar di destinasi asing. Terdapat sedikit perbezaan pada faktor yang mempengaruhi niat pelajar untuk belajar di Australia dan Malaysia. Niat pelajar untuk belajar di Australia adalah dipengaruhi oleh kosmopolitanisme pengguna, imej negara, dan jarak psikik, sedangkan niat pelajar untuk belajar di Malaysia dipengaruhi oleh kosmopolitanisme pengguna dan imej negara. Hipotesis yang dicadangkan mengenai peranan moderasi imej negara dan jarak psikik dalam hubungan antara identiti sosiobudaya, imej destinasi dan imej institusi sosial disokong sebahagian sahaja. Penemuan ini menunjukkan bahawa pemasar pendidikan antarabangsa dan kerajaan negara tuan

rumah harus menyelaraskan strategi mereka untuk mewujudkan imej kognitif negara yang berbeza dan cemerlang, serta menimbulkan emosi positif ke arah negara tuan rumah untuk menarik pelajar Indonesia.

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I certify that a Thesis Examination Committee has met on 28 August 2019 to conduct the final examination of Evelyn Hendriana on her thesis entitled "Analysis of Sociocultural Identities, Country Images and Psychic Distance in International Study Destination Choice" in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the Doctor Philosophy.

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I hereby confirm that:

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Declaration by Members of Supervisory Committee

This is to confirm that:
- the research conducted and the writing of this thesis was under our supervision;
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LIST OF ABBREVIATIONS

ACI	:	affective country image
ASEAN	:	Association of Southeast Asian Nations
AVE	:	average variance extracted
BIAS	:	behavior from intergroup affect and stereotype
CB-SEM	:	covariance-based structural equation modeling
CCI	:	cognitive country image
CET	:	consumer ethnocentrism
CFA	:	confirmatory factor analysis
COS	:	consumer cosmopolitanism
DPI	:	destination personality image
EFA	:	exploratory factor analysis
f^2	:	effect size
GDP	:	gross domestic product
GDRP	:	gross domestic regional product
IDR	:	Indonesian Rupiah
IIM	:	institution image
MYR	:	Malaysian Ringgit
NID	:	national identity
PDI	:	psychic distance
PLS-SEM	:	partial least square structural equation modeling
PRC	:	People's Republic of China
Q^2	:	predictive relevance
R^2	:	coefficient of determination
SCM	:	stereotype content model
SEM	:	structural equation modeling
SID	:	student's intention to study in a particular destination
UAE	:	United Arab Emirates
UK	:	United Kingdom
US	:	United States
USD	:	United States Dollar
VIF	:	variance inflation factor

CHAPTER 1

INTRODUCTION

1.1 Introduction

Culture is studied in the field of international marketing as a factor in shaping consumer behavior. Due to globalization, there is a shift in the research focus in this domain from cross-national diversity to global consumer culture, and one of the potential research areas is a multicultural identity of consumers (Arnould & Thompson, 2005; Cleveland & Laroche, 2007; Demangeot, Broderick, & Craig, 2015). It motivates the current study. The details are provided in this first chapter. This chapter consists of the background of the study (Section 1.2), information about the international higher education sector (Section 1.3), problem statement (Section 1.4), research objectives and research questions (Section 1.5), significance of the study (Section 1.6), scope of the study (Section 1.7), terminologies used in the study (Section 1.8), and organization of the thesis (Section 1.9).

1.2 Research Background

Consumer behavior is dynamic as a response to the changes in the external environment. In the past few decades, most consumers in the world have experienced the advantages and disadvantages of an open economy and globalization. The advantages include higher economic growth, economies of scale, greater opportunities for business expansion, and the availability of products from other countries in the market. Nevertheless, open economy and globalization may also lead to unfair competition, wider economic gap between developed and developing countries, changes in local cultural practices, and environmental degradation.

Marketing scholars are interested to investigate consumers' reactions to open economy and globalization. Numerous studies in international marketing are looking at the effect of country-of-origin (e.g., Elliot & Papadopoulos, 2016; Laroche, Josiassen, Lukas, Whitwell, & Assaf, 2013; Papadopoulos, Heslop, & Mourali, 2005; Zeugner-Roth & Žabkar, 2015) and consumer ethnocentrism (e.g., Balabanis & Diamantopoulos, 2004; Guo, Tu, & Cheng, 2018; Han, 2017; Josiassen, Assaf, & Karpen, 2011) on consumers' evaluation and willingness to buy local and foreign products. These studies, however, mainly focus on the influence of cognitive and normative aspects of consumer behavior and overlook the affective component. One of the affective elements influencing consumer behavior is related to individuals' attachment to the cultural group.

Among all factors influencing consumer behavior, culture is believed as the most influential one (Cleveland & Laroche, 2007; Craig & Douglas, 2006). However, research on the effect of culture on consumer behavior is lacking (Liang & He, 2012; Maheswaran & Shavitt, 2000; Wang, Bendle, Mai, & Cotte, 2015). It may be due to the perception that consumer choice is more affected by companies' marketing mix (Cleveland & Laroche, 2007; Westjohn, Singh, & Magnusson, 2012). Earlier studies on culture are limited to cross-cultural variation to understand how cultural differences

produce different behavior toward marketers' offerings and marketing strategies (e.g., Chung, Fam, & Holdsworth, 2009a; Kim, Forsythe, Gu, & Moon, 2002; Liang & He, 2012).

While many consumer studies in cross-cultural marketing focus on cultural differences, some scholars start looking at common consumer groups across nations (e.g., Cleveland, Laroche, & Hallab, 2013; Cleveland, Laroche, & Papadopoulos, 2009a; Cleveland, Laroche, & Takahashi, 2015; Strizhakova & Coulter, 2013; Strizhakova, Coulter, & Price, 2012; Zhang & Khare, 2009). Globalization, information technology advancement, and people mobility across nations make cross-national borders become less apparent. They affect the homogeneity of consumers as the result of acculturation process to global culture (Cleveland & Laroche, 2007; Westjohn et al., 2012).

Primarily used to explain the adaptation strategy of immigrants, acculturation theory is applied to explain how individuals adjust to the globalized world. Acculturation process triggers individuals to acquire, learn, and adopt values, norms, and elements from other cultures that are different from their culture of origin (Cleveland & Laroche, 2007; Demangeot et al., 2015). This process initiates interaction between foreign and local cultures as well as individuals' personal values (Craig & Douglas, 2006; Lee & Morrish, 2012; Yaprak, 2008). It contributes to the changes in individuals' perceptions, attitudes, and behaviors. Adoption of foreign culture affects individuals' self-identification, which in turn influences their purchase behavior to present their self-identity and create meanings to the environment (Arnould & Thompson, 2005; Holt, 2002).

The effect of foreign culture is mostly found on consumer behavior toward products that are less-related to local traditions and have symbolic value (Cleveland et al., 2013, 2015; Cleveland, Papadopoulos, & Laroche, 2011a; Cleveland, Rojas-Méndez, Laroche, & Papadopoulos, 2016; Sobol, Cleveland, & Laroche, 2018). Nevertheless, studies on the effect of foreign culture and globalization on consumer sociocultural identity and purchase behavior are relatively new, limited (Cleveland & Laroche, 2007; Cleveland et al., 2015, 2016; Sobol et al., 2018), unintegrated (Bartsch, Riefler, & Diamantopoulos, 2016), and have not been conducted in service context (Cleveland et al., 2013, 2015, 2016).

Although service is less visible to present one's identity to others, consumer creates symbolic cultural meaning for any objects (Cova, 1997; Rindfleish, 2005), including when buying services (Josiassen & Assaf, 2013). One of the services used to present one's identity is higher education since it enables the individual to acquire or maintain a certain social status in the society (Bourdieu, 1986; Brooks, 2008). This premise is relevant, especially in developing countries where access to higher education is relatively low.

While some people in developing countries are struggling to continue their study to tertiary level, many middle- and upper-class families send their children abroad. The decision is driven by the need to obtain foreign academic qualification (Bodycott &

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Lai, 2012; Chavan, Bowden-Everson, Lundmark, & Zwar, 2014; Foster, 2014; Joseph & Joseph, 2000; Mazzarol & Soutar, 2002; Selvarajah, 2006) and to indicate or enhance their social status (Kim, 2011; Nyaupane, Paris, & Teye, 2010; Pimpa, 2003, 2005). Decision to study abroad is also stimulated by the need to obtain international experiences and encounter different cultures (Bamber, 2014; Bodycott, 2009; Foster, 2014; Muthaly, Lobo, & Jen-Yuan, 2013; Vázquez, Mesa, & López, 2014). Therefore, this study uses international higher education as the study context.

Whilst there are a handful research on international students' choice to study in developed countries, there are a limited number of studies looking at students' choice to study in emerging study destination. The factors influencing students' intention to study in developed and developing host countries may vary (Jon, Lee, & Byun, 2014; Ojo, 2015) because of the different characteristics of these respective destinations. Furthermore, earlier studies tend to focus on students' choice of institution with less emphasis on their choice of destination country (e.g., Ahmad & Buchanan, 2017; Singh, Schapper, & Jack, 2014; Wilkins, Balakrishnan, & Huisman, 2012).

This research focuses on the intention of Indonesian students to study in Australia and Malaysia. Indonesia is one of the major source countries for higher education services in Australia and Malaysia (Australia Trade and Investment Commissions, 2019; Yahaya, 2018), but the number of Indonesian students in these host countries is fluctuating (UNESCO Institute for Statistics, 2019). Due to the importance of Indonesian market to Australia's and Malaysia's higher education industry, it is necessary to look at the factors leading to Indonesian students' choice to study in these particular countries. The following sub heading provides more detail explanation of the international higher education sector.

1.3 International Higher Education Sector

One type of tourism is education tourism, in which individuals are traveling and living in places different from their usual environment for the purpose of education, knowledge acquisition, and research. This sector is one of the fastest growing areas in tourism but only gains little attention from tourism professionals and academics (McGladdery & Lubbe, 2017; Ritchie, 2003).

Demand for higher education in developing economies keeps increasing since more people realize the benefits of advanced education qualifications for their future. It is also driven by the country's economic growth and the availability of financial aids (Chen, 2007, 2008; Lee, Yuan, Hwang, & Kim, 2012; McMahon, 1992). Even though local institutions keep on improving education quality, many people in developing countries perceive the quality of foreign institutions is superior to local ones (Schwab & Sala-i-Martin, 2013). Such perception motivates them to study abroad, which in return boosts the market size of international higher education as shown in Figure 1.1.
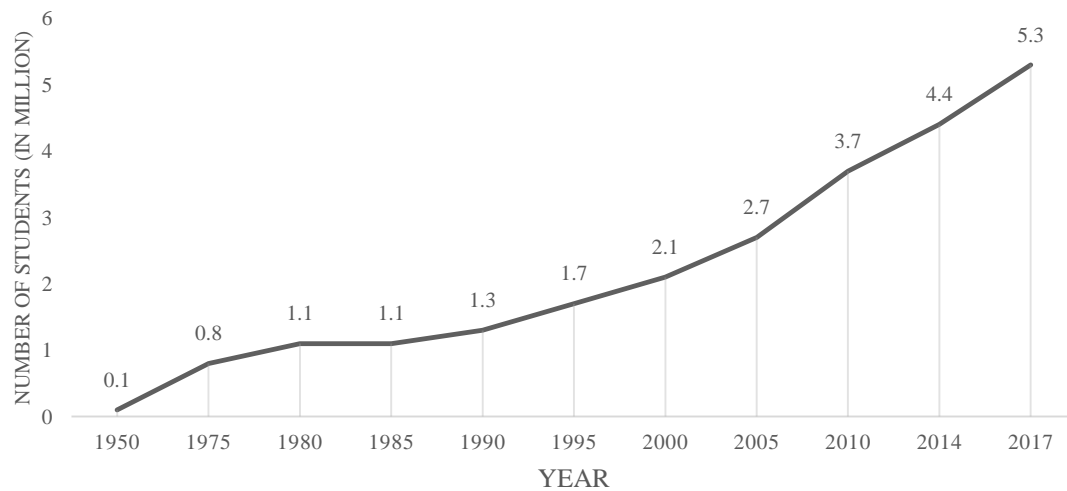
Figure 1.1: International students worldwide between 1950 and 2017
(Sources: Organization for Economic Co-operation and Development [OECD], 2014, 2019)

The upward trend of international student mobility brings positive outcomes to the economy of major study destinations. For some countries such as the United States (US), the United Kingdom (UK), and Australia, higher education becomes one of their main export commodities (Bennel & Pearce, 2003; Hemsley-Brown, 2012; Wilkins & Huisman, 2011). It is because international students do not only pay tuition fees, but they also consume secondary services related to education services and their life in the host countries. Host countries also get the advantage of the availability of skilled migrants since some international students decide to stay and work in these countries after completing the programs (Chen, 2006, 2007; OECD, 2014). Another benefit is the enhancement of sociocultural diversity in the host countries and institutions (Altbach & Knight, 2007; Souto-Otero, Huisman, Beerkens, de Wit, & Vujić, 2013).

These benefits attract other countries to adopt internationalization strategies to market their higher education institutions. They improve education quality, create a more conducive learning environment, and redesign some policies to appeal to international students (Lasanowski, 2009; Mazzarol & Soutar, 2012). Another strategy is by inviting universities from the West to open branch campuses and to cooperate with local institutions through twinning programs and independent courses (Chan, 2012; Mazzarol & Soutar, 2012; Wilkins, Balakrishnan, & Huisman, 2012).

Some practitioners claim new education hubs will not threaten the market share of traditional study destinations as they serve different segments and some portion of the demand is captured by branch campuses (Wilkins et al., 2012). Nevertheless, some traditional study destinations are experiencing a decline in market share (Figure 1.2) and the proportion of international student to total student intakes. For instance, the market share of the UK dropped from 12 percent in 2005 to 10 percent in 2017, Germany's share fell from 10 percent in 2005 to 6 percent in 2017 (OECD 2007, 2019).

If this trend continues, some countries in the West may be suffering from the decline in international student intakes. It will affect their achievement in internationalization

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objectives (Ryan, 2011; Wilkins & Huisman, 2011). It gives further pressure to the management of higher education institutions in some countries since the demand from local students also drops and the government cuts the subsidy and research grants (Hemsley-Brown & Oplatka, 2006; Wilkins, Sham, & Huisman, 2013).
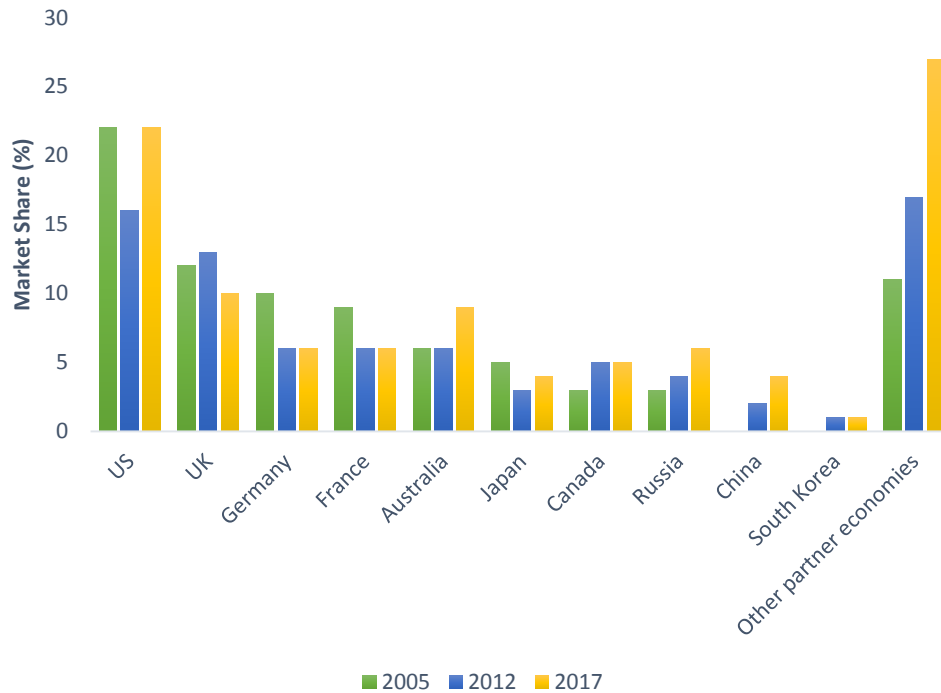
Figure 1.2: Market share of major study destinations
(Adapted from: OECD, 2007, 2014, 2019)

Contrary to the condition faced by traditional study destinations in the West, the number of international students studying in new education hubs, such as the People's Republic of China (PRC), South Korea, Singapore, Malaysia, and the United Arab Emirates (UAE) is increasing. It may be due to the countries' appealing factors and the preference of Asian students to study within their own region rather than more distant places (Chan, 2012). For instance, the growth rate of East Asian students studying within the region increased from 36 percent in 1999 to 42 percent in 2007 (OECD, 2007). The shifting pattern of Asian student mobility is considered as the result of education quality improvement and availability of transnational education in the region (Chan, 2012; Mazzarol & Soutar, 2012). It leads to more intense competition among study destination countries and higher education providers to acquire international students.

From 5.3 million international students worldwide in 2017, 56 percent of them are from Asia (OECD, 2019). The high percentage of Asian students to total international students and high economic growth in this region attract higher education institutions to market their services to Asian students. It also invites scholars, particularly from the West, to do research on Asian students' decision making to provide insights on the needs and characteristics of these consumers.

In the last decade, few studies about Asian students' choice have been done. Since the PRC is one of the main providers of international students, several studies specifically investigate the behavior of Chinese students in selecting foreign institutions (e.g., Bodycott, 2009; Bodycott & Lai, 2012; Cheung, 2013; Lee & Morrish, 2012). Other studies, however, tend to consider Asian students as homogenous group (e.g., Chen, 2006, 2007, 2008; Shanka, Quintal, & Taylor, 2006; Singh et al., 2014). Although Asians share similar cultural values at the supranational level, each country has its own beliefs, values, customs, and way of life that characterize its people as a nation. Thus, studies that regard Asian students as a single group may result in less accurate findings.

Among studies on Asian students' choice of study destination, only a small number of studies include the impact of culture on students' decision (e.g., Bodycott, 2009; Bodycott & Lai, 2012; Chung et al., 2009a; Chung, Holdsworth, Li, & Fam, 2009b; Lee & Morrish, 2012). The concern of these studies is the effect of collectivistic cultural values on students' decision-making. Currently, globalization may influence students' perceptions, attitudes, and decisions due to the interaction among foreign, local, and personal values (Lee & Morrish, 2012; Yaprak, 2008). It calls for research on specific student groups by taking into account their cultural background and the impact of foreign culture on their decision to study abroad.

Despite the fact that Indonesia is the third largest source country for international students in Southeast Asia after Vietnam and Malaysia (International Consultants for Education and Fairs, 2014; United Nations Educational, Scientific, and Cultural Organization [UNESCO], 2015), studies investigating Indonesian students' choice factors are limited. There were 45,206 Indonesians studying abroad in 2018, increased from 35,785 students in 2012 (UNESCO Institute for Statistics, 2016a, 2019).

A research by AFS Intercultural Programs showed that 81 percent of Indonesian youngsters preferred to study overseas after completing senior high school (Dilas, Mackie, Huang, & Trines, 2019). With a constant GDP growth rate of 5 percent per year, the number of Indonesian students studying abroad is expected to reach 60,000 students by 2025 (Banks, Olsen, & Pearce, 2007, cited from Chan, 2012, p.25). It will put Indonesia as the leading student provider in Southeast Asia due to its stable economic growth and the changes in demographic structure (Chan, 2012; Dilas et al., 2019; Hall, 2013).

Data in Table 1.1 give an early indication of the destination popularity among Indonesian students. To date, the majority of Indonesian students still choose traditional destinations such as Australia, the US, Germany, and the UK. However, the number of Indonesian students enrolled at these destinations fluctuates. For example, as the main destination, Australia was able to attract 13,658 Indonesian students in 2002, but the numbers kept decreasing to 9,431 in 2012 before slightly increased to 9,499 in 2014 and 11,040 in 2017. Similarly, Malaysia as the third major destination was experiencing a continuous growth rate on the number of Indonesian students until 2010. However, its popularity lessened with the sharpest decline between 2010 and 2012. These data imply that there is no stable pattern for Indonesian students' preferences for study destinations. This phenomenon requires further examination to

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understand the factors that influence Indonesian students to choose either traditional or new study destinations.

Table 1.1: Number of Indonesian students in ten major study destinations

Host Country	2002	2004	2008	2010	2012	2014	2017
Australia	13,658	10,184	10,242	10,135	9,431	9,499	11,040
US	11,614	8,880	7,700	6,882	6,907	7,530	9,304
Malaysia	4,731	4,564	7,325	8,995	6,222	6,537	5,823
Germany	2,252	2,572	1,603	1,676	m	1,715	m
Japan	1,293	1,474	1,578	1,974	2,213	2,387	2,854
UK	891	1,107	924	1,137	1,442	2,164	3,164
Netherlands	569	369	428	341	910	933	m
Canada	489	657	733	678	591	m	852
New Zealand	368	402	287	320	372	522	705
France	212	223	272	360	552	668	775
Total students in these major destinations	36,077	30,432	31,092	32,498	28,640	31,955	34,517
Total students worldwide	39,640	34,061	35,005	37,175	35,785	39,098	45,206

Note: m = missing data

(Sources: UNESCO Institute for Statistics, 2016b, 2019)

Based on the research background and recent phenomenon in the international higher education industry, the researcher formulates research problems that are answered through this study. The problems are derived from knowledge gaps in consumer research and practical issues in marketing for international higher education. The following section describes the theoretical and practical gaps in this study.

1.4 Problem Statement

Open economy and globalization enable people to obtain foreign products to satisfy their needs. Foreign purchase behavior can be understood by looking at its cognitive, normative, and affective elements. Most studies, however, are focusing either on the cognitive or normative feature of foreign purchase behavior, and neglecting affective and cultural aspects (Cleveland & Laroche, 2007; Cleveland et al., 2016; Conner, Reardon, Miller, Salciuviene, & Auruskeviciene, 2017).

Affective component of foreign purchase behavior is associated with one's identification and emotional attachment to the sociocultural group (Conner et al., 2017; He & Wang, 2015; Visconti et al., 2014). Studies on consumers' dispositions toward foreign country and globalization are problematic due to their conceptualization, operationalization, and incomplete empirical findings of their effect on consumer behavior (Bartsch et al., 2016).

As the result of open economy and globalization, people nowadays may hold multiple identities based on their belonging to the sociocultural group (Cleveland et al., 2011, 2013, 2015; Zeugner-Roth, Žabkar, & Diamantopoulos, 2015). Individual's belonging to the nation gives him/her a sense of national identity, while foreign culture penetration produces another identity called as consumer cosmopolitanism (Demangeot et al., 2015; Visconti et al., 2014; Zeugner-Roth et al., 2015). However, earlier studies tend to neglect national identity and consider it has been reflected

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through consumer ethnocentrism. Although consumer ethnocentrism and national identity are interrelated, they have different emphasis (Conner et al., 2017; He & Wang, 2015; Zeugner-Roth et al., 2015). Thus, studies should consider them as distinct variables influencing foreign purchase behavior.

The existence of multiple sociocultural identities based on an individual's belonging to the home country and the world stimulates the need to examine the role of each identity in purchase behavior. Referring to social identity theory, one's identity directs the individual to adopt the group's beliefs, norms, and values that are reflected through his/her perceptions, attitudes, and behaviors to signify his/her belonging to the group (Tajfel, 1974; Tajfel & Turner, 1979, 1986). Although multiple sociocultural identities may co-exist, there are limited studies incorporating these identities to explain foreign purchase behavior. Bartsch et al. (2016) suggest looking at the joint effect of positive and negative consumers' identities to obtain a comprehensive understanding of foreign purchase behavior. Furthermore, integration of cognitive, affective, and normative components may give a comprehensive understanding of foreign purchase behavior, yet it is still an untapped research topic (Bartsch et al., 2016; Conner et al., 2017; Fischer & Zeugner-Roth, 2016).

The cognitive component in foreign purchase behavior refers to country-of-origin effect. The country-of-origin effect is over-studied, but it has been criticized for more US-centric and is not built on a sound theoretical basis (Lu, Heslop, Thomas, & Kwan, 2016; Magnusson, Westjohn, & Zdravkovic, 2011; Samiee, 2010). Previous studies tend to disregard affective country image (Elliot & Papadopoulos, 2016; Maher & Carter, 2011; Roth & Diamantopoulos, 2009), even though attitude theory claims both cognitive and affective reactions may direct human behavior (Ajzen, 2011; Conner & Abraham, 2001; Conner & Armitage, 1998). Attitude theory emphasizes the tendency of individual to maintain consistency between his/her beliefs, attitudes, and behaviors toward an object (Ajzen, 1987, 2011). Therefore, the examination of both cognitive and affective country images may give better understanding on foreign purchase behavior as the magnitude of each country image on purchase behavior may be different.

Another cognitive aspect of foreign purchase behavior is the distance between the home and foreign countries. This concept has been extensively studied in international business, but gains little attention in international marketing literature. Similarity-attraction theory explains most individuals perceive the greater distance between home and foreign countries leads to higher risks and uncertainty, hence, they tend to have a favorable attitude toward similar others (Byrne & Griffit, 1973; Montoya, Horton, & Kirchner, 2008). There is variability in findings on consumers' tendency to favor products from closely similar countries (e.g., Asseraf & Shoham, 2016; Ma, Wang, & Hao, 2012; Mockaitis, Salciuviene, & Ghauri, 2013; Watson & Wright, 2000), and to visit closely similar country (e.g., Fan, 2016; Kastenholz, 2010; Ng, Lee, & Soutar, 2007). This may be due to measurement problem, in which measuring the distance from individual perspective, known as psychic distance, may be more appropriate than the measurement at country level (Håkanson & Ambos, 2010; Nebus & Chai, 2014). However, it needs further examination to look at the applicability of psychic distance to explain foreign purchase behavior.

Further, studies on the effect of affective and normative aspects that represented by sociocultural identities on foreign purchase behavior reported inconclusive findings (e.g., Jin et al., 2015; Sharma, 2011; Supphelen & Rittenburg, 2001; Verlegh, 2007; Zeugner-Roth et al., 2015). The variability of the relationship between sociocultural identities and foreign purchase behavior may be dependent on country-of-origin. A positive country image may lead an individual to admire the country and use it as a positive reference group (Balabanis & Diamantopoulos, 2004; Maher & Carter, 2011). Whilst there are substantial studies examining the country-of-origin effect on foreign purchase behavior (e.g., Demirbag, Sahadev, & Mellahi, 2010; Elliot & Papadopulos, 2016; Phillips, Asperin, & Wolfe, 2013), its moderating role in the relationship between sociocultural identities and foreign purchase behavior needs to be investigated further.

The relationship may also be contingent on the distance between the home country and the foreign country. There are several studies looking at the moderating effect of cultural distance on consumer ethnocentrism on foreign purchase behavior (Balabanis & Diamantopoulos, 2004; Ma et al., 2012). These studies, however, failed to prove the moderating role of cultural distance, which may be due to the measurement problem. The application of psychic distance may overcome the limitations of cultural distance measurement at country level (Håkanson & Ambos, 2010; Nebus & Chai, 2014). Nevertheless, further examination is needed to investigate its moderating role in the relationship between sociocultural identities and foreign purchase behavior.

There are not many studies on consumers' sociocultural identities in service context (Cleveland et al., 2013, 2015), including in tourism field (Fan, 2016; Kock, Josiassen, Assaf, Karpen, & Farrelly, 2018). Moreover, research in tourism often fails to distinguish between country image and destination image (Martinez & Alvarez, 2010; Mossberg & Kleppe, 2005). While there are a handful of research of product-country image in international marketing and destination image in tourism marketing, they run in parallel without considering their interrelationship (Elliot & Papadopoulos, 2016; Elliot, Papadopoulos, & Kim, 2011; Zhang, Wu, Morrison, Tseng, & Chen, 2018). Therefore, this research chooses international higher education as the study context.

Even though prospective students make their decision of study destination based on their evaluation on the host country and institution, earlier research tends to overemphasize students' choice of institution and neglects the importance of destination image (Cubillo, Sánchez, & Cerviño, 2006; Hemsley-Brown & Oplatka, 2015). In addition, comparative studies on international study destination are limited (Hemsley-Brown & Oplatka, 2015), particularly those contrasting traditional and new destinations. Due to intense competition among host countries, it is important to understand whether traditional and new destinations have similar student characteristics and are evaluated based on similar attributes.

Of all international student population, more than half are from Asia (OECD, 2018), and Indonesia is predicted to be the major provider of international students in Southeast Asia (Chan, 2012; Dilas et al., 2019; Hall, 2013). However, not much is known about Indonesian students' choice since most studies considering Asian

students as a homogeneous group. Due to the intangibility of international education services, most students depend on their perception toward the host country and institution. Some of them probably use country image as a halo to predict the education quality in the host country that explains why the majority of Indonesian students currently still choose Western countries as their preferred study destination. However, some developing countries are experiencing exponential economic growth in the last few years, which may change students' perceptions over these countries. In addition to country's cognitive image, students' emotions may also play role in the decision-making. Therefore, the fluctuation in the number of Indonesian students studying in each study destination (see Table 1.1) may be the output of students' cognitions and feelings toward the destinations.

Whilst open economy and globalization may lead to consumer homogenization, there is a tendency of rising nationalism and populism in the last few years (Economist, 2016, 2017; Park, 2018; United Nations, 2018). This tendency may trigger the implementation of unilateralism and rejection to foreign trade (United Nations, 2018). A survey by an Indonesian newspaper showed that 98 percent Indonesians felt national identity was important, followed by religious identity (91.2 percent), ethnic identity (72 percent), and identity as world citizen (65.7 percent) (Kompas, 2016). These multiple sociocultural identities may affect their evaluation on foreign countries and foreign products, including study destinations.

In the context of international education, prospective students may choose a destination that matches with their identity. When leaving their home country for studying, students need to adjust to the new environment and learning system at the host country and host institution. If they find difficulties to adjust in the host country, they may not enjoy their life experience at the host country and affect their academic performance (Abel, 2008; Hayani, 2004; Mustaffa & Ilias, 2013). Due to this concern, some parents prefer to send their children to study at the foreign destination that shares similarities to the home country (Bhati, Lee, & Kairon, 2014; Bodycott, 2009; Bodycott & Lai, 2012). Similar to other international students, some Indonesian students are experiencing adjustment problems when studying abroad (Mukminin, 2012; Mukminin, Yanto, & Hadiyanto, 2013; Mustaffa & Ilias, 2013; Novera, 2004), which may be related to their cultural identity centrality and flexibility. As such, cultural orientation may influence students' choice of study destination. Despite this fact, many international higher education providers do not realize the importance of students' cultural orientation when promoting their services.

Furthermore, many studies on international students' choice selected current students as their samples (e.g., Abubakar, Shanka, & Muuka, 2010; Foster, 2014; Kim, 2011; Maringe & Carter, 2007; Singh et al., 2014). The perceptions toward the destination and institution of current students may be biased because they are already living and studying in the host country. A better understanding of international students' choice can be obtained if the analysis is done from the perspective of prospective students as suggested by Maringe and Carter (2007), Muthaly et al. (2013), and Ojo (2015).

1.5 Research Objectives and Research Questions

Based on the research problems, this section depicts the purposes of this study that are translated into research questions as presented in Table 1.2. This study attempts to obtain comprehensive understanding on foreign purchase behavior by looking at the relationships between sociocultural identities, country images, and psychic distance, with international higher education as the study context. It also tries to test the mediating role of the product image and the moderating effect of country images and psychic distance. The specific objectives are:

1. To examine the interrelationship between sociocultural identities, namely national identity, consumer cosmopolitanism, and consumer ethnocentrism.
2. To examine the influence of consumer sociocultural identities (national identity, consumer ethnocentrism, and consumer cosmopolitanism) on international students' choice of study destination mediated by product image (destination and institution images).
3. To test the influence of country images on international students' choice of study destination mediated by product image (destination and institution images).
4. To examine the influence of psychic distance on international students' choice of study destination mediated by product image (destination and institution images).
5. To investigate the moderating role of country image and psychic distance in the relationship between sociocultural identities and product image (destination and institution images).

Based on these objectives, the general research question of this study is: to what extent is the influence of sociocultural identities, country images, and psychic distance on foreign purchase behavior in the context of international higher education? This general question is detailed into the following research questions:

1. What are the relationships between national identity, consumer cosmopolitan and consumer ethnocentrism?
2. How do national identity, consumer ethnocentrism, and consumer cosmopolitanism affect study destination choice when product image (destination and institution images) mediate such a relationship?
3. How do country images influence study destination choice when product image (destination and institution images) mediate such a relationship?
4. How does psychic distance influence study destination choice when product image (destination and institution images) mediate such a relationship?
5. When do country images and psychic distance moderate the relationship between sociocultural identities and product image (destination and institution images)?

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Table 1.2: Research matrix

Research problem	Research objectives	Research questions	Hypotheses	Method for data analysis
As people nowadays may hold multiple sociocultural identities, it is necessary to look at the interrelationship between these multiple identities.	1. To examine the interrelationship between sociocultural identities namely national identity, consumer cosmopolitanism, and consumer ethnocentrism.	1. What are the relationship between national identity, consumer cosmopolitanism, and consumer ethnocentrism?	H1: National identity has positive influence on consumer ethnocentrism H2: Consumer cosmopolitanism has negative influence on consumer ethnocentrism	Structural equation modeling
There is a need to integrate cognitive, affective, and normative components in explaining foreign purchase behavior.	2. To examine the influence of consumer sociocultural identities on international students' choice of study destination mediated by product image (destination image and institution image).	2. How do national identity, consumer ethnocentrism and consumer cosmopolitanism affect study destination choice when product image (destination and institution images) mediate such relationship?	H3: National identity has negative influence on perceived image toward (a) foreign destination and (b) foreign institutions H4: Consumer ethnocentrism has negative influence on perceived image of (a) foreign destination and (b) foreign institution H5: Consumer cosmopolitanism has positive influence on perceived image of (a) foreign destination and (b) foreign institution H9: Perceived destination image has positive influence on student's intention to choose study destination H10: Perceived institution image has positive influence on student's intention to choose study destination	Structural equation modeling
	3. To test the influence of country images on international students' choice of study destination mediated by product image (destination image and institution image).	3. How do country images influence study destination choice when product image (destination and institution images) mediate such relationship?	H6: Cognitive country image has positive effect on perceived image of (a) foreign destination and (b) foreign institutions H7: Affective country image has positive effect on perceived image of (a) foreign destination and (b) foreign institutions H9: Perceived destination image has positive influence on student's intention to choose study destination H10: Perceived institution image has positive influence on student's intention to choose study destination	Structural equation modeling

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(continued)

Research problem	Research objectives	Research questions	Hypotheses	Method for data analysis
The role of psychic distance as predictor of foreign purchase behavior has not gained much attention.	4. To examine the influence of psychic distance on international students' choice of study destination mediated by product image.	4. How does psychic distance influence study destination choice when product image (destination and institution images) mediate such relationship?	H8: Psychic distance has negative effect on perceived image of (a) foreign destination and (b)foreign institution H9: Perceived destination image has positive influence on student's intention to choose study destination H10: Perceived institution image has positive influence on student's intention to choose study destination	Structural equation modeling
Inconsistent findings on the influence of affective and normative beliefs in foreign purchase behavior. They indicate the relationship may be contingent to other factors such as country images and the distance between home and host country.	5. To investigate the moderating role of country images and psychic distance in the relationship between sociocultural identities and product image (destination and institution images).	5. When do country images and psychic distance moderate the relationship between sociocultural identities and product image (destination and institution images)?	H6c,d,e,f,g,h: Cognitive country image moderates the relationship between sociocultural identities, destination and institution images H7c,d,e,f,g,h: Affective country image moderates the relationship between sociocultural identities, destination and institution images H8c,d,e,f,g,h: Psychic distance moderates the relationship between sociocultural identities, destination and institution images	Structural equation modeling

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1.6 Significance of the Study

This study contributes to the body of knowledge in international marketing and tourism. It also provides some insights to the practitioners of international higher education and the government of the host country. The contributions are discussed in the following sections.

1.6.1 Theoretical Contributions

This research contribute to the knowledge of international marketing by integrating cognitive (country-of-origin and psychic distance), affective (national identity and consumer cosmopolitanism), and normative (consumer ethnocentrism) components to explain foreign purchase behavior, particularly in the education tourism context. In contrast to the study on cognitive and normative elements, there are only a few studies looking at affective component, specifically related to one's self-identification to the sociocultural group. Since consumers nowadays hold multiple sociocultural identities due to their exposure to foreign cultures and globalization (Cleveland & Laroche, 2007; Cleveland et al. 2011a; Westjohn et al., 2012), the inclusion of positive and negative dispositions toward foreign country may provide an integrative understanding on foreign purchase behavior.

This study borrows a concept in international business literature namely psychic distance. The application of psychic distance will give a better measurement of the distance between home and the foreign country to explain foreign purchase behavior. Psychic distance has a different perspective than the common measurement of cultural distance. This measure looks at the differences between two countries from various aspects, not only culture, from individuals' perspective.

This study advances existing research by Zeugner-Roth et al. (2015) that investigates the joint effect of national identity, consumer ethnocentrism, and consumer cosmopolitanism in purchase behavior. Similar to other studies in sociocultural identities (e.g., Guo, 2013; He & Wang, 2015; Jin et al., 2015; Verlegh, 2007), their study found inconsistent relationships between three sociocultural identities and purchase behavior toward local and foreign products, which indicates the relationship may be contingent to other factors. Therefore, this study examines the potential moderating role of country images and psychic distance in the relationship between sociocultural identities and foreign purchase behavior.

1.6.2 Practical Contributions

This study has several implications to practitioners in the higher education industry and the government. The understanding of Indonesian students' choice will enable marketers of higher education institutions to focus on specific important factors contributing to students' preference for study destination. There is a tendency for individuals to choose a destination that shares similar characteristics to themselves (Beerli, Meneses, & Gil, 2007; Sirgy & Su, 2000). Hence, the information of sociocultural identities and destination personality will be useful for designing appropriate marketing strategies. Marketers may align the distinctiveness of the host country with the students' sociocultural profile. The findings also present students' expectations of the institution. Thus, the management may develop the right strategies

to satisfy students' needs and improve their learning and life experience during their study period.

The findings of this study provide information about the competitive advantage and position of the host country and institutions in Indonesian market. Data related to country images and psychic distance inform the government about the knowledge of Indonesian prospective students toward host countries. It also alerts the government of host country on the influence of international relationships and geopolitical awareness on Indonesian students' choice of study destination. This information may facilitate the government of the host country in formulating a national marketing plan to increase Indonesian students' awareness of its country and institutions. This study also assists the Indonesian government in mapping the sociocultural identities of Indonesian youngsters. By having a better understanding of the characteristics of its people, the government may determine the right strategies for Indonesian youngsters.

1.7 Scope of the Study

From various internal and external factors influencing students' choice of study destination, this study limits its focus on culture and country-of-origin. The social identity of individuals in certain cultural groups may be based on ethnicity, religion, and citizenship. This study deals with sociocultural identity at national context since it focuses on individuals' self-identification as member of the home country and the world community. This study looks at national identity and consumer cosmopolitanism because they do not have any particular valence toward the home country or foreign country (Bartsch et al., 2016; Zeugner-Roth et al., 2015). It also examines the normative component of foreign purchase behavior that is represented by consumer ethnocentrism.

Related to country-of-origin, this study focuses on country images and product images. This research includes both cognitive and affective country images to obtain deeper understanding on the magnitude of each country image in influencing students' choice of study destination. Meanwhile, product images that are relevant to the study context are destination and institution images. This study examines destination personality as reflection of destination image to distinguish it from general country image. Furthermore, destination or country personality is relatively stable across product categories (d'Astous & Boujbel, 2007) and related to individuals' self-identities.

The distance between two countries can be determined using objective and subjective measures. While most studies use objective measure by seeing the cultural distance between two countries based on Hofstede's cultural dimensions, language difference, or differences in other cultural components (e.g., Kastenholz, 2010; Ng et al., 2007), this study measures the distance between home and foreign countries using psychic distance. Figure 1.3 shows the relationships between variables in this study, in which the detail explanations are provided in Chapter 3.

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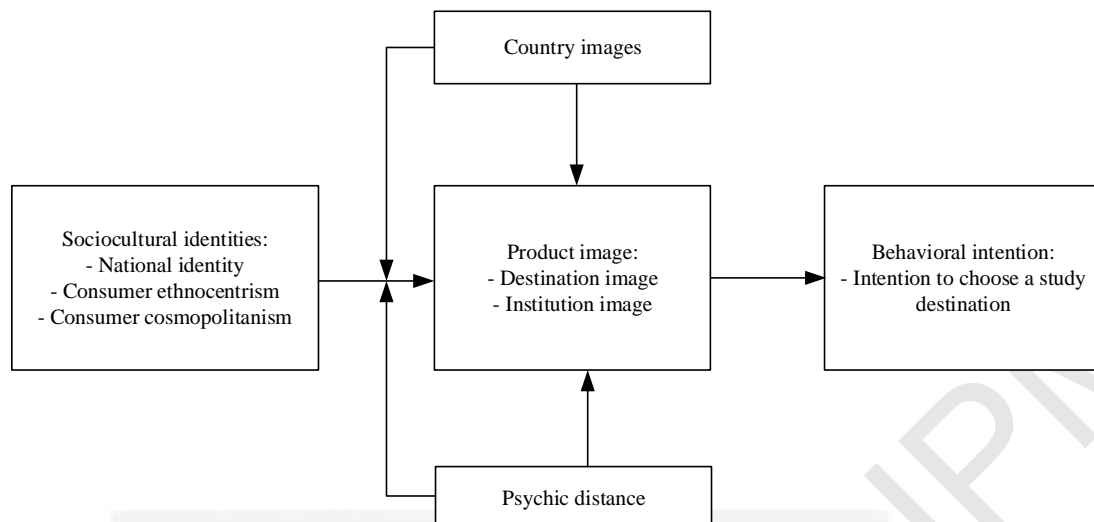
Figure 1.3: Relationships between variables in the study

While most studies considering Asian students as homogeneous group, this study focuses on Indonesian senior high school students. The selection of this market is driven by limited number of studies focusing on Indonesian students despite its potential value in international higher education market (Chan, 2012; Dilas et al., 2019; Hall, 2013). Samples of this study are senior high school students in Jakarta, Banten, West Java, Central Java, Yogyakarta, East Java, North Sumatra, and South Sumatra. The selection of these provinces is based on the province's gross domestic regional product (GDRP), number of senior high school students, human development index, and accessibility. By choosing a particular group of students, the results may provide detail information of the factors influencing students' choice of study destination.

1.8 Terminologies Used in this Study

There are some terminologies frequently used in this thesis. The brief descriptions of the variables in this study are as follows.

1. National identity is one's self-identification based on his/her belonging and emotional attachment to the nation as a unique entity (Blank & Schmidt, 2003; Clark, 1990; Keillor & Hult, 1999).
2. Consumer ethnocentrism refers to individual's beliefs on the appropriateness of purchasing foreign products as the result of domestic country bias (Durvasula, Andrews, & Netemeyer, 1997; Shimp & Sharma, 1987).
3. Consumer cosmopolitanism is one's self-identification as world citizen that is characterized by his/her open-mindedness to other cultures, appreciation to cultural diversity, and positive stances toward foreign products (Cannon & Yaprak, 2002; Cleveland & Laroche, 2007; Riefler & Diamantopoulos, 2009).
4. Country image is the sum of individual's knowledge and impressions toward the country that include one's evaluation toward the country's competence, its people, and overall feelings to the country (Kotler & Gertner, 2002; Martin & Eroglu, 1993; Wang, Li, Barnes, & Ahn, 2012).
5. Destination image is an individual's beliefs and impressions of a particular place (Baloglu & McCleary, 1999; Echtner & Ritchie, 1993; Zeugner-Roth & Žabkar, 2015).

6. Institution image refers to an individual's beliefs and feelings toward the institution (Duarte, Alves, & Raposo, 2010; Kennedy, 1977; Li, Liu, & Rojas-Méndez, 2013).
7. Psychic distance reflects one's perceptions on the differences between his/her home country and the other nation (Håkanson & Ambos, 2010; Nebus & Chai, 2014; Sousa & Bradley, 2005, 2006).

1.9 Organization of the Thesis

This thesis consists of six chapters with the following brief description.

Chapter 1: Introduction

This chapter describes the underlying motivation of the study, research problems, research objectives, and contributions to the academics and practitioners in the international higher education industry.

Chapter 2: Literature Review

This chapter starts with the explanation of consumer behavior as the basis for discussing the variables of interest such as consumer choice, sociocultural identities, country images, psychic distance, and product image.

Chapter 3: Theoretical Perspectives and Hypotheses Development

This chapter presents the underpinning theories and the hypotheses tested in the study, which is portrayed in the conceptual framework at the end of this chapter.

Chapter 4: Research Methodology

This chapter provides the components of the research methodology to test the hypotheses that consists of the research design, population and sample of the study, method for data collection, and method for data analysis.

Chapter 5: Results and Findings

This chapter presents the results of preliminary and pilot tests before performing the main survey. The main part of this chapter is the findings of hypothesis testing, in which the results for Australia and Malaysia are presented in separate sections.

Chapter 6: Discussion, Implications, and Conclusion

This chapter discusses the statistical findings by linking the results with theories and previous studies. It also presents contributions of the study and suggestions for future research.

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LIST OF PUBLICATIONS

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