

# Decision Factors for International Exchange Cultural Program (IECP):Case Study of Burapha University International College (BUUIC) Students' Expectation

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## Abstract

This research aimed to analyze and examine the attributes of Burapha University International College (BUUIC) students' expectation in an International Exchange Cultural Program (IECP). There were 400 students by quota sampling from BUUIC students who preferred to participate in the International Exchange Cultural Program (IECP). The instrument was a questionnaire that consists of 2 parts; firstly, students' demographic and secondly, students' expectation. The methodology for data analysis was exploratory factor analysis (EFA) by Principal Component Analysis with Varimax rotation and as well as K-Means Cluster Analysis. The results of the research showed that there were 6 factors of students' expectation, that determine the participation in an International Exchange Cultural Program, which included 1) facility and hospitality affordability, 2) new experience and finance, 3) restaurant and shopping arrangement, 4) information sharing, 5) local guide's performance, and 6) service management. Moreover, the perceived outcome of students from Cluster Analysis showed 2 interesting groups that BUUIC has to concern; 1) service perceived, and 2) products and knowledge perceived.

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## บทคัดย่อ

การวิจัยนี้มีจุดประสงค์เพื่อศึกษาความคาดหวังของนิสิตวิทยาลัยนานาชาติ มหาวิทยาลัยบูรพาโดยการวิเคราะห์และทดสอบปัจจัยของนิสิตที่ต้องการเข้าร่วมโครงการแลกเปลี่ยนวัฒนธรรมนานาชาติ กลุ่มตัวอย่าง คือ นิสิตวิทยาลัยนานาชาติ มหาวิทยาลัยบูรพา จำนวน 400 คน โดยการเลือกตัวอย่างแบบโควต้า เครื่องมือที่ใช้ในการวิจัยคือแบบสอบถาม โดยแบ่งออกเป็น 2 ส่วน ได้แก่ ข้อมูลทางประชากรศาสตร์และความคาดหวังของนิสิต สำหรับการวิเคราะห์ใช้วิธีวิเคราะห์องค์ประกอบและหมุนแกนปัจจัยด้วยวิธี varimax rotation ในส่วนการจัดกลุ่มผู้เข้าร่วมใช้การวิเคราะห์กลุ่มด้วยเทคนิคการวิเคราะห์การจัดกลุ่มแบบ K-Means ผลการวิจัยพบว่า มีปัจจัยความคาดหวังที่ส่งผลต่อการเข้าร่วมโครงการของนิสิต จำนวน 6 ปัจจัย ได้แก่ 1) ปัจจัยด้านสิ่งอำนวยความสะดวกและงานบริการ 2) ปัจจัยด้านการแสวงหาประสบการณ์ใหม่และการเงิน 3) ปัจจัยด้านการจัดการร้านอาหารและการซื้อของ 4) ปัจจัยด้านการให้ข้อมูล 5) ปัจจัยด้านการปฏิบัติตนของมัคคุเทศก์ท้องถิ่น และ 6) ปัจจัยด้านการจัดการทางด้านบริการ นอกจากนี้ การวิเคราะห์การจัดกลุ่มของการรับรู้ของนิสิตในการเข้าร่วมโครงการนี้สามารถจำแนกออกได้เป็น 2 กลุ่ม ได้แก่ 1) กลุ่มที่เน้นการบริการ และ 2) กลุ่มที่เน้นผลิตภัณฑ์และความรู้

**คำหลัก:** ทฤษฎีความคาดหวัง, การท่องเที่ยวเชิงวัฒนธรรม, โปรแกรมการท่องเที่ยวเชิงวัฒนธรรม, โครงการแลกเปลี่ยนวัฒนธรรมนานาชาติ

## Introduction

The tourist ancestors' footsteps, that influenced millions of world's tourist to visit historical centers, temples, and places of unique cultural value, have been followed by many people (Steinecke, 2010; Sigala & Leslie, 2005). For this reason, the travel and tourism industry has been represented as one of the best factors for driving economic and cultural development of the

populations in the global (Gee et al., 1997). Thus, cultural and education were one of the main priorities (Steinecke, 2010) that have been offered by University and other Institutions.

The numbers of university students participating in exchange programs has risen sharply over the last decade (Messer, and Wolter, 2005). This is the new phenomenon of travelling and tourism style that can be studied the behavior, expectation and satisfaction of students. Gee et al (1997) highlights to study the important variables that depends on the educational or training objectives achieved. One of the best ways to fulfill the students' needs is the development of study that shows in an empirical evidence about the educational outcomes of travel which is scattered across many fields of studying (Stone & Petrick, 2013). Moreover, higher education institutions seek to prepare students to be globally and culturally competent citizens. (Rosch, & Haber-Curran, 2013). Thus, education tourism is a new segment of travelling market which Ritchie (2003) divided into two different types; university, college, and school tourism in which tourist experience (Education first) and edu-tourism, defined as a general travel for education (tourism first).

Burapha University, International College was established since 2003. After 4 years of establishment, BUUIC has started its international student exchange program in the early 2008. BUUIC has now grown into an extensive global network consisting of partners by way of exchanging agreements with over 25 Universities and Institutions. This benefits the college since it provides many fields of study for students. Thus, one of the most interesting fields of study is IECP. International College widens students' perspective in a different cultural experience. Travelling and studying overseas challenge the students' perceptions and assumptions and helps the students develop their insight, communication skills, and a depth of understanding in cultures. Moreover, IECP is known as 'exchange' international study program where students study overseas with partner institution for credit towards the course in two

programs; long-term (for a semester) and a short-term (for 7 – 15 days). Both programs, some students can earn the option of possible credit towards their course that depends on the condition of IECP.

According to all of IECP, BUUIC concerns many objectives that can fulfill the students' experience, such as, learning in global cultures and studying the different ways of life. As a result, this paper aims to study BUUIC students' expectations for participating IECP. The results provide the insights to plan and prepare IECP for the highest level of students' satisfaction.

## Literature Review

### Expectancy Theory

Vroom (1964), first described the Expectancy Theory as a theory of rational choice based on the Principle of Expected Value. Wong et al (2013) referred to Heckhausen (1989) that claimed this theory is useful for explaining motivation and psychological needs when pursuance a goal state; furthermore, Wong et al (2013) claimed Lee et al (2011) also illustrated this theory into two major concepts: valence and expectancy. 'Valence must be possible to anticipate the occurrence of the goal state so there must be an expectation', Lee et al said. The previous quotation is similar with Wong et al's as they said that valence is the attractiveness of or anticipated satisfaction with an outcome. As cited by Wong et al, Lawyer (1973) defined expectancy as the likelihood that an action will lead to a certain outcome, goal, or the momentary belief. In the same way, the explanation of Expectancy Theory of Schreyer and Roggenbuck (1978) was claimed by Lee et al (2011) that there should be a possibility of anticipating the occurrence of the goal state so there must be an expectation that a particular action will be followed by a particular outcome. Therefore, the relationship between motivation and expectation will be completed when motivation can be conceptualized as the product of

expectancy and valence. To simplify, valence and expectancy, together, are combined in order to determine the behavior (Andereck, McGehee, Lee, & Clemmons, 2011).

### **Cultural Tourism**

Weaver and Lawton (2010) demonstrated the Grand Tour of the English Aristocracy in the 17th and 18th century as an example of cultural tourism, which they described as a resource with a long tradition for tourists which leads to a vivid present and a promising future. The narrow view of culture has been risen by the contribution of cultural tourism (Sigala & Leslie, 2005) as claimed by Yun et al (2008) that accessible, enjoyable, consumer-friendly activities, e.g. packages offering and special services, should be included in the cultural tourism. In addition, 'built', 'constructed', or 'human-made' sites, which considered as cultural attractions, have the same or greater numbers than natural ones. Weaver & Lawton (2010) acknowledged that pre-historical, historical, contemporary, economic activities, specialized recreational and retail are categories of convenience. Petroman et al (2013) also characterized cultural tourism as a paradox from several points of view - despite the fact that people have travelled for a long time for cultural learning, but this form of tourism was quite late recognized as a tourism product in the eight decade of the 20th century.

### **Cultural Tour program**

'A quality assured, repeatable offer comprising two or more elements of transport, accommodation, food, destination attraction, other facilities, and related services', is a definition given by Middleton et al (2009), Jahhav & More (2012) said that tour industries provide not only various types of service, but also accommodation services, lodging, transportation booking, food and beverage, and recreational services. Goeldner & Ritchie (2012) also claimed that the attractiveness of a tourist region, work, dress, architecture, handicrafts,

history, languages, religion, education, traditions, art and music, leisure activities, and gastronomy have been influenced by cultural variables, which possibly be referred to the operating sectors of the tourist industry and they represent what people perceive as 'tourism'. For instance, accommodation, tourism services, transportation, entertainment, food service, adventure, and outdoor recreation, attraction, events section, and travel trade are what people perceive as a whole as 'tourism'.

Group package is also another type of cultural tour program which Wang et al (2000) informed that it could be divided into nine sectors: pre-tour briefing, airport/plain, hotel, restaurant, coach, scenic spot, shopping, optional tour, and others. However, factors that affect the decision of buying the tour package are also important. Han et al (2014) explained that the important factors cover transport and ticket cost, physical constraint, tour-time budget, number of attractions, and effective residence time. Lin (2007) demonstrated the variables that are necessary for managing the tour which are firstly, the ability of tour leader to coordinator, a good presentation skill of tour leader, hotel arrangement, and appropriate arrangement in tour options.

'A Conceptual Model Research on Impact of Tourist Perceptions, Destination Image, and Tourist Satisfaction on Destination Loyalty' is a research conducted by Rajesh (2013) and as its title suggests - this research focused on four major constructs: 1) tourist perception (e.g. historical and cultural attractions, destination affordability, travel environment, natural attractions, entertainments, and infrastructure), 2) destination images (e.g. infrastructure and facilities, heritage attractions, natural-made attractions, destination safety and cleanness, friendly-local community and clean atmosphere, rejuvenation, and service price and affordability), 3) tourist satisfaction (e.g. entertainment, destination attractions and atmosphere, accommodation, food, transportation services, and shopping), and 4) destination loyalty (e.g. intention to revisit, word-of-mouth promotion, and recommendation to others).

According to the reviewing of literatures that are beneficial in clarifying the necessary ideas of tour operations as well as group package tour, a researcher could summarize the important variables that are advantage for planning and developing the cultural tour program in order to satisfy the students to their highest level of expectation and those variables will be listed in the questionnaires used to obtain students' expectations.

### **International Exchange Cultural Program (IECP) with Burapha University International College (BUUIC)**

International Exchange Program has been run by many Universities and Institutions around the world. One of them is Swinburne University of Technology (2014), where it runs a semester or a yearlong International Study Program and the students can earn credits throughout the course by studying at a partner University or Institution. This illustrates what it calls a long-term exchange program. On the other hand, short-time study or experience in an International setting with the options of possible credits earning is called short-term exchange program.

Nowadays, BUUIC has provided the students the opportunity to study in foreign countries as well as supported the students both psychological and financial security. There are 7 IECP in both long-term and short-term as followed;

- 1) Global Business Leadership Camp (GBLC), Chungnum National University, Daejoen, South Korea
- 2) ASEAN Study Tour, Universitas International Batam, Indonesia & Shelton College International, Singapore
- 3) ASEAN Study Tour, Tri Duc High School, Ho Chi Minh City, Vietnam
- 4) ASEAN Tourism and Hospitality Leadership Camp, STP Trisakti, Jakarta, Indonesia
- 5) ASEAN Tourism and Hospitality Leadership Camp, STiPRAM,

Yogyakarta and Bali, Indonesia

6) ASEAN Leadership Camp, STP SAHID Surakarta (SOLO), Indonesia

7) Global Cultural and Communication Leadership Camp (GCCl), Ural Federal University, Ekaterinburg, Russia

Bresler (2011) claimed that the students are encouraged to explore an international experience by taking an exchange programs in any countries that would widen their international perspectives and enhance their international awareness following the IECF itinerary which concerns several conditions and criterion for selecting illegible students. BUUIC mainly considers students' GPA, credits earned, and English communication skills as a standard for choosing the qualified ones to participate an IECF. During the program, students have to join 80% of the enrolled courses both in class and field trip as well as they have to join in all activities, e.g. local language class, local performance class, cooking class, cultural presentation, and so on. Furthermore, students may receive a scholarship; however, scholarship may not cover all the necessary expenses so they may need to support themselves. The benefits of joining IECF are the students not only earn the credits of taking courses, but also gain new experience, learn different cultures, learn foreign language, and so on.

## Research Objectives

The main objectives of this study are as followed:

1. To analyze and to examine the attributes of students who would like to participate in an International Exchange Cultural Program (IECF).
2. To analyze the factors of students' expectation participating in an International Exchange Cultural Program (IECF).
3. To cluster the students' expectation factors to participate in an International Exchange Cultural Program (IECF).



## Research Methodology

The purpose of this study is analyze and examine the attributes of Burapha University International College (BUUIC) students' expectation in an International Exchange Cultural Program (IECP).

### Measurement

A researcher developed a research instrument, which is a questionnaire, by gathering useful data from previous studies as stated and cited in Literature Review. The developed questionnaire was validated by 3 specialists in tourism organization, humanity and social science and psychologist, respectively. About 40 attributes were selected to identify the main expectations of tourists that would encourage the students to participate in an IECP. The expectation items, which were selected, are related to the benefits which were expected from the knowledge and satisfaction from participating an IECP. A questionnaire consists of two parts. In the first part, students were required to brief the demographic characteristics that were age, gender, academic year and major. The second part was for rating 40 attributes of expectation based on students' consideration for joining an IECP. All items were measured by a 5-point Likert Scale ranging from 1 - 5: 5 is 'very high expectation', 4 is 'expectation', 3 is 'neutral', 2 is 'low expectation', and 1 is 'very low expectation'.

### Data collection

The sample were 400 BUUIC students who were randomly selected not depending on either their major or year of study. The data collection was completed in one month (1-30 October 2014). The exploratory factor analysis (EFA) was conducted to identify the factor structure of this measure with an eigenvalue of more than 1. Factor loading of more than or equal to 0.50 was considered. The last methodology for analysis was cluster analysis that identify the students' perceived that grouped from the explorer factor analysis (EFA).

The questionnaire was analyzed by using SPSS program. In the first part, demographic was analyzed by percentage. In the second part, students' expectation was analyzed by Mean and Standard Deviation. The translation of meaning in each attributes was analyzed in accordance with 5 criteria following this score level; 4.51 – 5.00 = veryhigh, 3.51 – 4.50 = high, 2.51 – 3.50 = moderate, 1.51 – 2.50 = low and 1.00 – 1.50 = very low.

## Discussion of Findings

400 copies of questionnaire were completed by BUUIC students who were randomly selected not depending on either their major or year of study. The result of sample's demographic characteristic was analyzed in percentage as shown in table 1.

Table 1 - Sample' Demographic Characteristics

Sample's Demographic Characteristic		N = 400	Percentage
Gender	Male	100	25
	Female	300	75
Age	18	76	19
	19	78	19.5
	20	95	23.75
	21	94	23.5
	22	45	11.25
	23	7	1.8
	24	1	0.3
	25	3	0.8
	26	1	0.3

Sample's Demographic Characteristic		N = 400	Percentage
Academic Year	1	100	25
	2	100	25
	3	100	25
	4	100	25
Major	Marketing	25	6.25
	Management	27	6.75
	Logistic Management	91	22.75
	Finance	30	7.5
	International Hotel Management	24	6
	International Tourism Management	22	5.5
	International Business Management	106	26.5
	Business Information System	4	1
	Global Business Communication	23	5.75
	Communication skills for Human Recourse Development	37	9.25
	Communication Arts and Design	11	2.75

1. The students' demographic shows the characteristics of 400 sample as followed: 25 percent were males and 75 percent were females, noted that both genders were 25% divided equally (100 students per year of study) as representatives of each year of study. The average age of the sample was 20 years old, noted that the age of sample ranged from 18 years old to 26 years old. Most sample were in an International Business Management major (26.5 percent).

2. After the researcher summarized the second part of a questionnaire by using exploratory factor analysis (EFA) with varimax rotation. The results was conducted to create correlated variable composites from the original 40 attributes and identify a smaller set of factors, which explained most of the

variances between the 32 attributes. The factor were retained if they had Eigenvalues greater than or equal to 1.0 and attributes were retained only if the factor loading greater than or equal to 0.5. The Eigenvalues suggested that the six-factor solution with 32 attributes explained 57.246% of the overall variance was appropriate and summarized in Table 2, together with Factor Loading, Mean, S.D. and level of students' expectation

**Table 2 - Decision factors for International Exchange Cultural Program: BUUIC students' expectation**

Factors	Factor Loading	Mean	S.D.	Interpretation
<b>Facility and Hospitality affordability (Eigenvalues = 7.776 and Variance = 19.439)</b>				
Clean transportation is provided	0.651	4.1025	0.82383	high
Transportation Safety is reliable	0.663	4.2250	0.79747	high
Hotel accommodations are comfortable	0.718	4.1000	0.81650	high
Hotel facilities are good	0.706	4.1000	0.81650	high
The hotel has a sanitary environment	0.627	4.0550	0.79281	high
The hotel grade arrangement is appropriate	0.595	4.0375	0.75333	high
Free internet access/ Wi-Fi	0.688	4.2350	0.89542	high
Opportunity to taste the local food	0.637	4.0850	0.90821	high
A variety of food and beverages	0.540	4.0775	0.79250	high
<b>New experience and Finance (Eigenvalues = 4.667 and Variance = 11.669)</b>				
I select tours that offer opportunities to try out the cultural activities	0.582	4.0325	0.78930	high
I select tours that the cultural experience will live up to expectations	0.534	3.9525	0.76924	high
I prefer tours with a well-informed tour-guide so as to enhance learning	0.645	4.0525	0.78184	high

Factors	Factor Loading	Mean	S.D.	Interpretation
I prefer to go on tours that it is possible to make new friends	0.636	4.1425	0.82698	high
I prefer to learn the local people's lifestyle	0.633	4.1000	0.78839	high
The price of optional tours is reasonable	0.630	4.0850	0.82126	high
I prefer tours that provide value for money	0.529	4.1600	0.72851	high
I prefer week duration tours	0.497	4.0475	0.79171	high
I prefer tours that are organized by BUUIC's International Tourism Management Department	0.506	4.1225	0.85400	high
<b>Restaurant and Shopping arrangement (Eigenvalues = 3.502 and Variance = 8.756)</b>				
Reputable restaurants	0.525	3.8300	0.76653	high
Reputable local vendors	0.528	3.8225	0.80474	high
Shopping stores fit the needs of group members	0.760	3.9325	0.88312	high
Frequency of shopping is appropriate	0.737	3.9325	0.89719	high
Duration of shopping stores is appropriate	0.669	3.9350	0.85592	high
<b>Information Sharing (Eigenvalues = 2.975 and Variance = 7.438)</b>				
Prefer information on the International Cultural Exchange Program or other advertisements provided on the internet	0.749	4.0050	0.74590	high
Provide detailed descriptions of optional tours	0.747	3.9125	0.77547	high
Prefer attending a meeting for the International Cultural Exchange Program	0.651	3.9400	0.80810	high
<b>Local Guide's Performance (Eigenvalues = 2.011 and Variance = 5.029)</b>				
Local guide has skillful leading groups	0.537	4.0550	0.76710	high
Local guide has professional presentation	0.580	3.9975	0.83320	high
Local guide is responsibility	0.555	4.0925	0.84006	high

Factors	Factor Loading	Mean	S.D.	Interpretation
<b>Service Management</b> ( Eigenvalues = 1.966 and Variance = 4.915)				
The tour should be controlled by an instructor	0.770	3.9500	0.86276	high
Airplane's/ coach/ ship seating is pre-arranged	0.659	4.0675	0.78068	high
Custom, Immigration and quarantine procedures are pre-arranged	0.546	3.9900	0.77873	high

**2.1 Factor of facility and hospitality affordability** is the most important for students' expectation with 7.776 of Eigenvalues and Variance at 19.439. The attributes of this factor are 1) clean transportation is provided 2) transportation safety is reliable 3) hotel accommodations are comfortable 4) hotel facilities are good 5) hotel has a sanitary environment 6) the hotel grade arrangement is appropriate 7) free internet access/ Wi-Fi 8) opportunity to taste the local food and 9) a variety of food and beverages that are presented the factor loading in 0.651, 0.663, 0.718, 0.706, 0.627, 0.595, 0.688, 0.637, and 0.540, respectively.

**2.2 Factor of New experience and Finance** has Eigenvalues at 4.667 and at 11.669 of Variance. The attributes in this point are 1) I select tours offering opportunities for cultural activities 2) I select tours where the cultural experience will live up to expectations 3) I prefer tours with a well-informed tour-guide so as to enhance learning 4) I prefer to go on tours where it is possible to make new friends 5) I prefer to learn the local people's lifestyle 6) the price of optional tours is reasonable 7) I prefer tours that provide value for money 8) I prefer week duration tours and 9) I prefer tours that are organized by BUUIC's International Tourism management that show the factor loading in 0.582, 0.534, 0.645, 0.636, 0.633, 0.630, 0.529, 0.497, and 0.506, respectively.

**2.3 Factor of restaurant and shopping arrangement** shows Eigenvalues in 3.502 and 8.756 of variance that combine with 5 attributes;

1) reputable Restaurants 2) reputable Local vendors 3) shopping stores fit the needs of group members 4) frequency of shopping is appropriate and 5) duration of shopping stores is appropriate with factor loading at 0.525, 0.528, 0.760, 0.737, and 0.669, respectively.

**2.4 Factor of Information Sharing** presents the Eigenvalues (2.975 and Variance (7.438) comes with 3 attributes. There are 1) prefer information on the International Cultural Exchange Program or other advertisements provided on the internet (factor loading = 0.749) 2) provide detailed descriptions of optional tours (factor loading = 0.747) and 3) prefer attending a meeting for the International Cultural Exchange Program (factor loading = 0.651).

**2.5 Factor of Local Guide's Performance** is another factor that students concern. The Eigenvalues of this factor are (2.011) and Variance (5.029). There are 3 dimensions of Local guide in this factors; skillful leading groups, professional presentation and a sense of responsibility with 0.537, 0.580, and 0.555 of loading factor.

**2.6 The factor of Service Management** shows Eigenvalues at 1.966 and Variance at 4.915. 3 attributions is informed by 1) the tour should be controlled by an instructor 2) airplane's/ coach/ ship seating pre-arranged and 3) custom, Immigration and quarantine procedures pre-arranged (factor loading at 0.770, 0.659 and 0.546 respectively)

3. The summaries of the 6 factor score by K-Means, Clustering of International Exchange Cultural Program: BUUIC students' expectation is demonstrated with 2 groups of final cluster centers. As a result, a two-cluster solution appeared to provide the most distinctive and to be the optimal solution. The first and the second cluster accounted for 36% and 64% of the respondents, respectively. (Table 3)

**3.1 Group of products and knowledge perceived** (n=144) is presented by 36 percentage of respondents. There are 3 factors in this group; 1) facility

and hospitality affordability (0.203), 2) new experience and finance (0.478) and 3) Local Guide's Performance (0.184).

3.2 Group of service perceived (n=256) is 64 percentage of respondents. There are 3 factors in this group; 1) Restaurant and Shopping arrangement (0.192), 2) Information Sharing (0.203) and 3) Service Management (0.418).

Table 3 -Clustering of International Exchange Cultural Program: BUUIC students' expectation

Factors	Group	
	Products and Knowledge Perceived (n=144)	Service Perceived (n=256)
Facility and Hospitality affordability	0.203	-0.114
New experience and Finance	0.478	-0.269
Local Guide's Performance	0.184	-0.103
Restaurant and Shopping arrangement	-0.341	0.193
Information Sharing	-0.361	0.203
Service Management	-0.743	0.418

## Discussion and Conclusion

This study explored how BUUIC Students expected to participate in IECF. This research provided some interesting and revealing insights into understanding the expectation of BUUIC students for developing IECF of BUUIC.

This study was conducted at BUUIC, Thailand. The current study shows the data on the general important factors of IECF and it could explain students' interest for participating in IECF. There are six factors that BUUIC should consider to plan the next IECF based on the BUUIC students' expectation.



All of six factors, as shown in table 2, include 1) facilities and hospitality affordability, 2) new experience and finance, 3) restaurant and shopping arrangement, 4) information sharing, 5) local guide's performance and 6) service management. Understanding students' expectation will certainly help in designing the IECP itinerary to serve the best IECP for the participated students. This also agrees with the research results of Rajesh (2013) that the impact of tourist perceptions, destination Image, and tourist satisfaction on destination Loyalty' focused on four major constructs: 1) tourist perception (equal with new experience and finance), 2) destination images (equal with facilities and hospitality affordability), 3) tourist satisfaction (equal with restaurant and shopping arrangement), and 4) destination loyalty (equal with information sharing). Moreover, local guide's performance and service management are two special factors from BUUIC students' expectation that Lin (2007) demonstrated for managing the tour which are the ability of tour leader to coordinator, a good presentation skill of a tour leader, hotel arrangement, and appropriate arrangement in tour options.

Moreover, the research also presents two of perceived groups that motivate students to participate in IECP; service perceived, and products and knowledge perceived. However, students are still interested in taking the service perceived (n=256) more than products and knowledge perceived (n=144). This results is consistent with Jahhav and More (2012) who mention that the tour industries provide not only various types of service, but also accommodation services, lodging, transportation booking, food and beverage, and recreational services.

The results of this studying also provides a necessary information for understanding BUUIC students' expectation in participation IECP in order to plan IECP and fulfill BUUIC students' expectation. Second, the results of this study will be helpful for Colleges and Universities in Thailand to offer the essential elements for better understanding Students' expectation in the future.

## Recommendation

The currently research was conducted within BUUIC, Thailand and investigated only Thai students' expectation. Therefore, the results cannot be generalized due to such limitations. However, this study contributed to the theoretical of expectation theory in cultural tour program that can apply within others kind of tourism program such as Community based tourism (CBT), Sport tourism, Argo tourism, Marine tourism and so on. Moreover, a future research needs to identify the perception of IECP. A comparison of University partner is quite interesting to support the expectation of foreign students when all of them participate in program in Thailand. Lastly, the comparison of students' expectation should be made between BUUIC partners in each countries.

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