

Understanding the influence of perceived service quality and organizational image on international students' satisfaction: A structural equation modelling applied to the Higher Education context

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Resumo:

As restrições financeiras impostas ao ensino superior estão forçando as instituições de ensino superior (IES) a se comprometerem com padrões de qualidade e desenvolverem uma estratégia de orientação para o mercado, para se diferenciarem dos concorrentes, oferecendo serviços de alta qualidade, e levaram as IES a olharem para os estudantes internacionais como fonte de receitas complementar. Na verdade, cada vez mais estudantes procuram uma educação de qualidade no exterior, a fim de desenvolver suas habilidades e capacidades pessoais, e hoje, em muitas universidades em todo o mundo, os estudantes internacionais representam um mercado significativo, com as suas próprias necessidades e expectativas. O principal objetivo deste estudo é analisar a relação entre a qualidade do serviço percebido pelos estudantes internacionais e o seu nível de satisfação, bem como para avaliar o papel da imagem organizacional na relação entre ambas as variáveis, no contexto específico das instituições de ensino superior. Nesse sentido, aplicou-se um modelo de equações estruturais a um conjunto de dados recolhidos aleatoriamente junto de alunos de mobilidade, estudando ou que tenham estudado em universidades portuguesas. Os resultados obtidos mostram que a qualidade do serviço percebida afeta de maneira positiva a satisfação dos estudantes internacionais e a imagem organizacional das universidades, e que a imagem organizacional das universidades afeta de maneira positiva a

satisfação dos estudantes internacionais e tem um papel mediador entre a qualidade percebida e a satisfação dos estudantes.

Palavras-chave: ensino superior; estudantes internacionais; imagem organizacional; qualidade do serviço; satisfação;

Abstract:

Financial constraints imposed on higher education are forcing higher educational institutions (HEI) to commit themselves to quality standards and develop a market orientation strategy to differentiate themselves from competitors by providing high quality services, and have conduced HEI to look at international students as complementary sourcing revenue. Indeed, more and more students are seeking quality education abroad, in order to develop their personal abilities and skills, and today, in many universities all around the world, international students represent a significant market with their own needs and expectations. The main aim of this research is to analyse the relationship between international students' perceived service quality and satisfaction, as well as to evaluate the role of organizational image on the relationship between both constructs, in the specific context of higher education institutions. A structural equation modelling approach is applied to data randomly collected from mobility students that are studying or have studied at Portuguese Universities. The results showed that the perceived service quality provided by the universities has a positive impact on students' satisfaction, also that the perceived service quality provided by the university has a positive impact on the organizational image and that the organizational image has a positive impact on students' satisfaction.

Keywords: higher education, international students, organizational image, satisfaction, service quality

1. Introduction

Now a days, higher educational institutions (HEI) are requiring information about the quality of the services that they provide (academic and administrative), because this information allows them to relocate resources based on the priorities, strengthening the marketing and promotion plans (Cardona & Bravo, 2012).

With the focus on attract students, make them loyal, and serve their needs, HEI are more and more involved in the process of students satisfaction - understand students' expectations and their perceptions of service quality - and for that, they have often to find a way to measure quality of their services, as it is measured in the business sector (Faganel, 2010).

Once that in the business world there are many quality management models, some of them have been adapted to be used at the education sector (Chua, 2004). One example, according to Lazibat, Baković, & Dužević (2014, p.925.) is the SERVQUAL, that “is the instrument most commonly used to analyze service quality from the stakeholders’ perspective”, and it “has its theoretical foundations in the gaps model and defines service quality in terms of the difference between customer expectations and performance perceptions” (Icli & Anil, 2014, p.35).

According to Sarrico and Rosa (2014), to manage the students, and their needs, the HEI has to understand what is the student’s expectations about these HEI. The judgment of the students about the quality of the HEI is, on the mostly cases, a comparison between their own expectations and the service that was provided, and the support of these students is essential and fundamental for the success of the HEI, that is why the HEI needs to continuously pursued the objective to understand and satisfy the student’s needs. “Student satisfaction can be managed by influencing their expectations and/or their perceptions of the services they receive” (Sarrico & Rosa, 2014, p.168).

Kimani, Kagira et al. (2011) cited by Farahmandian, Minavand, & Afshardost (2013) claim that there is not much researches on the perception level of students regarding to service quality. There is some researches done in developing countries (regarding the student’s perception on service quality), but they were focused generally on private HEI, and the other literature available about student’s perception on service quality is focused on developed countries, like UK, USA, Australia and New Zeland (Farahmandian et al., 2013).

Regarding the quantity of research done about perceived service quality on Portuguese’s HEI, it is possible to say that few studies were made on this field (H. Alves, 2010; Helena Alves & Raposo, 2007; Cardoso, Santiago, & Sarrico, 2012; Fernandes, Lopes, & Silva, 2014; Magalhães, Machado, & Sá, 2013; Sarrico & Rosa, 2014; Taylor et al., 2007), and going deeper, about international students’ perceived service quality on Portuguese’s HEI, the number of studies is much lower (Cunha, 2011).

This research will help to fill this gap on the literature, and the main aim of this research is to analyze the relationship between international students’ perceived service quality and satisfaction, as well as to evaluate the role of organizational image on the relationship between both constructs, in the specific context of Higher Education Institutions.

2. Theoretical framework and the research hypotheses

2.1 Perceived service quality in the context of Higher Education

As we are facing a turbulent market conditions nowadays, the HEI are facing rapid changes, and their stakeholders (especially students) are becoming ever more demanding (Lazibat et al., 2014). Each stakeholder that higher education has (e.g., students, government, professional bodies) need to have a different focus, because each one has a particular view of quality dependent on their specific needs (Voss, Gruber, & Szmigin, 2007).

“There is a necessity to link the needs of the customer with service functions in the framework of creating a student-centered educational environment” (Stukalina, 2012, p.85). Quinn, Lemay, Larsen, and Johnson (2009) when examining the literature about quality efforts in HEI discovered that most authors on this field agreed that the major barrier to quality improvement efforts is the difficulty of defining HEI customers.

The service quality in HEI is a role that is receiving a crescent level of attention on the last two decades, and it is important that HEIs ensure that all the services encounters are being manage to enhance customer perceived quality (Brochado, 2009). The quality service in the educational sector especially in the HEI is the fundamental aspect of educational excellence (Malik, Danish, & Usman, 2010).

“A university is one of the best places for higher education where students get lots of opportunities to develop their career skills, personal growth and unlocking of personal potential. Service quality is a critical element of customer perceptions. In the case of educational services, quality will be the dominant element in customers’ evaluations” (Palli & Mamilla, 2012, p.431).

According to Malik et al., (2010, p.5), “the perceived service quality is defined as the quality of a service that a student experience’s after getting exposed of a certain service offered by his HEI”.

To measure the perceived service quality at HEI it is possible to use the SERVQUAL model, adapting it to HEI context. According to Tsinidou, Gerogiannis, and Fitsilis (2010), SERVQUAL defines five dimensions for quality:

(1) Tangibles. The appearance of physical facilities, equipment, support services and service personnel (Tsinidou et al., 2010). At a HEI context: the appearance of the school physical facilities, equipment, personnel, and communication materials (Chua, 2004; Faganel, 2010).

(2) Reliability. The degree to which the knowledge, skills learned and services are offered accurately, dependably and on time without errors (Tsinidou et al., 2010). This refers to the HEI ability to perform the promised service dependably and accurately with trust and confidence (Prasad & Jha, 2013).

(3) Responsiveness. This refers to the willingness to help customers and meet their needs and wants. In difficult situations, it is also the ability to respond effectively (Tsinidou et al., 2010). The demonstration of an eagerness to provide quality service and a commitment to act in the best interest of students (Prasad & Jha, 2013).

(4) Assurance. The confidence and trust that the customers hold towards the institute and the feeling of safety in case of danger (Tsinidou et al., 2010). To earn the student's confidence by performing services in a knowledgeable and professional manner (Prasad & Jha, 2013).

(5) Empathy. The attention and care that the institution may offer to customers. This part also refers to convenient operating hours (Tsinidou et al., 2010). The ability to communicate care and understanding through the interpersonal skills of the teaching staff and student-friendly policies and procedures (mainly those affecting the teaching process) (Prasad & Jha, 2013).

Having seen these five dimensions of SURVQUAL on HEI context, and to summarize, Sukwadi, Yang, & Liu, (2011 p.164) claim that:

In summary, in the context of HEI these dimensions include the appearance of the university's physical facilities, equipment, personnel, and communication materials (tangibles), the ability of the university to perform the promised service dependably and accurately (reliability), the willingness of the university to help students and provide prompt service (responsiveness) the knowledge and courtesy of teachers and their ability to convey trust and confidence (assurance) and the caring, individualized attention the university provides its students with (empathy).

To satisfy and motivate the students to complete their studies the HEI should provide an environment which facilitates learning i.e. the institution should contain proper infrastructure for educational utility creating and academic development (Palli & Mamilla, 2012).

Some studies were made to measure the student's satisfaction and the perceived service quality. Malik et al. (2010) found at their study (in higher education institutes of Punjab, Pakistan) that the dimensions of service quality have a significant impact on the students' satisfactory level. Faganel (2010) made a study at the Slovenian business school, and focused on more than one HEI stakeholder (academic staff and students), and the results

showed different understanding of quality between students and faculty. Sarrico & Rosa (2014) used on their study secondary data collected by ANSEES (National Evaluation of Student Satisfaction within Higher Education Institutions) and the study focused on different types of students (HEI and polytechnics, both public and private), and make it clear that institutions satisfy different groups to differing degrees.

The studies cited above were conducted with the focus on national students, but there are some studies that the focus was international students (like is in our research). Rajab, Rahman, Panatik, & Shaari (2012) for example, made their research at “Universiti Teknologi Malaysia – UTM” with the aim of identify the perception of international students towards the quality of teaching and learning and services provided by the support staff in UTM, and the results showed that the student’s perceptions are at a moderate level. Paswan & Ganesh (2009) conducted a research on four major public universities in Texas (USA) to discover about the satisfaction of international students with the service augmenters and loyalty to U.S. universities, and the results indicate that while satisfaction with the augmenters does determine consumer loyalty, the augmenters that enhance the delivery of the core seem to have the strongest impact on consumer loyalty.

2.2 Perceived service quality and customer satisfaction

Kotler and Clarke (1987) cited by Hasan and Ilias (2008, p.165) define satisfaction as a “state felt by a person who has experience performance or an outcome that fulfill his or her expectation”.

“Perceived service quality is the result of the consumer’s comparison of expected service with perceived service” (Parasuraman, Zeithaml, & Berry, 1985, p.47). On the context of HEI, the institutions have to be concerned with “how their students feel about their educational experience” (Munteanu, Ceobanu, Bobalca, & Oana, 2010, p.125).

To establish and sustain satisfying relationship with valued customers, according to Hasan & Ilias (2008) the service quality is commonly noted as a prerequisite. Rajab et al. (2012) claim that some researches shows that exist a positive relationship between customer satisfaction and customer perception (towards service quality).

Delivering service quality is perceived as an important goal for higher education institutions. Not only are international students able to contribute to the international character of institutions but they generate much needed additional revenue. Overseas fee-paying students are a valuable source of income and can often be educated at marginal cost. Student satisfaction influences perceived quality and in turn affects

profitability. For these reasons, higher education institutions should aim for high levels of student satisfaction (Russell, 2006, p. 70).

Using this relationship and importance of the student satisfaction and the perceived quality, it is created the first hypothesis of this study:

H1: The perceived quality has a positive and significant impact at the student's satisfaction.

2.3 Organizational image

Customer satisfaction is also related with the organizational image, indeed, the organizational image is directly related to customer satisfaction. How much more positive is the image of the organization, greater will be the satisfaction and the trust of the customer (Ball, Coelho, & Vilares, 2006).

According to Faria and Mendes (2013) several alternative definitions and terminologies can be found in different published studies, and the origin of organizational image “may be traced in the literature of marketing and public services” (Faria & Mendes, 2013, p.1280).

When we talk about organizational image, we are talking about what people associate with the organization or all the information (perceptions, inferences, and beliefs) about the organization that people hold (Martenson, 2007).

Nguyen and LeBlanc (2001, p.304) claim that “as a rule, people are exposed to realities created by the organization and may consciously or unconsciously select facts which are compatible with their configuration of attitudes and beliefs”. These same authors also affirm that facts that people are exposed to are retained by them and thereafter retrieved from their memory to reconstruct an image every time that the organization is brought to mind.

“Corporate image stems from all of a customer's consumption experiences, and service quality is representative of these consumption experiences” (Lai, Griffin, & Babin, 2009, p.892). These same authors also claim that organizational image has an important effect on customer satisfaction.

These assumptions gives us a basis for the second and third hypothesis:

H2: The perceived quality has a positive and significant impact at the organizational image.

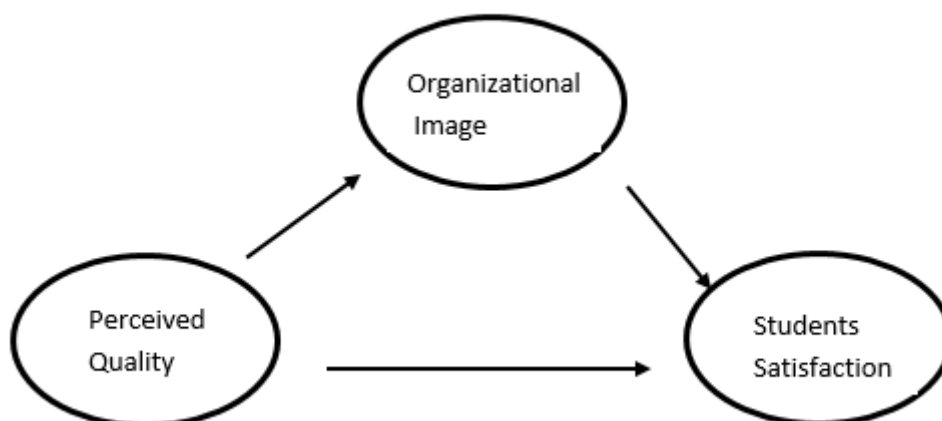
H3: The organizational image has a positive and significant impact at the student's satisfaction.

As it is possible to see on the literature review made on this study, the fields of organizational image, perceived quality and student satisfaction are an important issue for the HEI now a days. Looking to find the relationship between the organizational image, the perceived quality and the student's satisfaction, the fourth and last hypothesis was created:

H4: The organization image has a mediating role on the relationship between the perceived quality and the student's satisfaction.

With the aim to clarify the link between the hypothesis and the variables used at this study, and according the literature review made at this research, we present the analysis model:

Figure 1 – Analysis Model



3. Methodology:

3.1 Sample and data collection

This study has as focus international students that are studying or have studied at Portuguese Universities. To achieve the students, an online questionnaire was made, based on SURVQUAL model, and sent to the students by email and also released at the social networks, as Facebook, to the communities of international students. Also was asked to ESN (Erasmus Student Network) to release the questionnaire to their data base. The data collection was made between March, 23 and April, 08. From a total of 255 answers received, 6 were discarded because they did not fit on the rules of the study

(missing values and outliers), resulting in a final sample of and a total of 249 completed and usable questionnaires that were retained for further analysis.

3.2 Measurement and scale development

Perceived service quality was assessed through 18 items adapted from the five dimensions of service quality (tangibility, assurance, reliability, responsiveness and empathy) proposed in the SERVQUAL framework (Parasuraman, Zeithaml, & Berry, 1988), as well as from previous studies focussing on the education context (eg. Ibrahim, Wang, & Hassan, 2013; LeBlanc & Nguyen, 1997; Ramseook-Munhurrun, Naidoo, & Nundlall, 2010). Items were measured through a 7-point Likert-type scale ranging from 1 (strongly disagree) to 7 (strongly agree).

Students' satisfaction was assessed with three items measured through a 7-point Likert-type scale ranging from 1 (strongly disagree) to 7 (strongly agree), adapted from Oliver (1980) and Westbrook & Oliver (1981), which capture students' satisfaction level based on experience, their satisfaction level compared to expectations, and their satisfaction level in comparison with an ideal or perfect Higher Education Institution.

Organizational image was assessed through 3 items measured through a 7-point Likert-type scale ranging from 1 (strongly disagree) to 7 (strongly agree), adapted from the European Customer Satisfaction Index (ECSI), as well as from previous studies focussing on Higher Education (e.g. Alves & Raposo, 2010)

To evaluate the reliability of each construct, we calculated the Cronbach's alpha (internal consistency measure) and obtained the matrix of correlations between the various latent variables (Pearson).

The next table (table 1) shows the average standard deviation and Cronbach's alpha:

Table 1 - Mean, standard deviation and Alpha de Cronbach

Variables		Mean	Standard deviation	Alpha Cronbach	
PQ	Tangibility	5,0643	1,26000	0.913	0.974
	Reliability	4,6640	1,44895	0.905	
	Responsiveness	4,5341	1,39983	0.910	
	Assurance	4,8966	1,41336	0.950	
	Empathy	4,4689	1,37785	0.936	
Satisfaction		4,5823	1,39042	0.946	
Organizational Image		5,0629	1,36359	0.926	

According to Hair, Black, Babin and Anderson (2010) the minimum limit for alpha is 0.7. In this study it is noted that alpha is greater than 0.9 in all constructs. It is therefore concluded that all constructs are reliable.

By the indexes correlations between the latent variables, it is noted that all of the R values indicate significant linear association between these constructs, to a level of 1% (table 2). According to Hair et al (2003), when R has values between 0.21 and 0.40 indicates a small linear relationship, but defined between the constructs, as has values between 0.41 and 0.70 indicates a moderate relationship and when it presents values between 0.71 and 0.90 indicates a high relationship.

Table 2 – Correlations between latent variables

	OI	T	RI	Rp	A	E	S
Organizational image (OI)	1						
Tangibility (T)	,693**	1					
Reliability (RI)	,646**	,694**	1				
Responsivness (Rp)	,571**	,676**	,863**	1			
Assurance (A)	,723**	,793**	,840**	,868**	1		
Empathy (E)	,608**	,688**	,764**	,827**	,864**	1	
Satisfaction (S)	,704**	,688**	,761**	,747**	,827**	,789**	1

Note: ** Correlation significant at the 0.01 level (two-tailed)

Was used in this study descriptive statistics (measures of central tendency, measures of dispersion, skewness and kurtosis measures), inferential (correlation and linear regression) analysis and structural equation. The method chosen for this analysis was the (ML - Maximum Likelihood).

Data analysis was performed with SPSS Statistics software (v. 22.0) and IBM SPSS AMOS (v.22.0).

3.3 Assumptions of analysis method

Univariate and multivariate analysis techniques are based on a set of assumptions representing the requirements to the underlying statistical theory (Hair et al, 2010).

To check the normality assumption appealed to the asymmetry measures (Sk) and kurtosis (Ku). The results show that the values of | sK | varied between 0.09 and 0.39 and the values of | Ku | varied between 0.07 and 1.01. According to Hair et al (2010) the absolute

values of sK and Ku should be less than 3 and 10 respectively. Based on the data presented is assumed normality.

As regards the linearity assumption, according to Hair et al (2010) to take this assumption is expected to be significant correlations between the variables. In this study, the assumption was analyzed using the Pearson correlations and verified the existence of significant linear relationship (to a level of 1%) of all variables.

The assumption of absence of collinearity was verified by the value of T (tolerance) and its inverse VIF (Variance Inflation Factor). According to Hair et al (2010), if $T \geq 0.1$ and ≤ 10 VIF there is no multicollinearity. In this study, all calculated indicators indicate absence of multicollinearity with $Ts \geq 0.11$ and $VIFs \leq 9.7$, meaning that the explanatory variables are linearly independent.

3.4 Validation of measurement and structural models

To validate the measurement model proceeded to the Confirmatory Factor Analysis (CFA) using up to that end, the maximum likelihood method. The CFA allows us to test how the measure variables represent the constructs (Hair et al, 2010).

After validating the measurement model, we proceeded to the validation of the structural model in order to study the pertinence of assumptions:

H1: The perceived quality has a positive and significant impact at the student's satisfaction.

H2: The perceived quality has a positive and significant impact at the organizational image.

H3: The organizational image has a positive and significant impact at the student's satisfaction.

The method applied for the validation of the structural model was also the maximum likelihood, like used in the validation of the measurement model.

To verify the convergent validity, we used the assessment of the factor loadings of each item in relation to construct and determining the AVE (Average Variance Extracted) of each construct. In this study the lowest value of factor loadings was 0.758 and the lowest AVE observed was 0.7, associated with dimension 'tangibility'.

As reference values to take the convergent validity, it is estimated that the standardized factorial weights are ≥ 0.5 and $AVE \geq 0.5$ (Hair et al, 2010). Based on these data is assumed convergent validity.

The results obtained in respect of model fit quality indexes are summarized in the Table 3.

Table 3 – Models' Fit Indices

FIT MEASURES	CFA MODEL	STRUCTURAL	ACCEPTANCE LEVEL (see Hair et al.,
Absolute Measures			
CMIN/DF	2.493 (*)	2.905 (*)	<2 (good) 5 (acceptable)
GFI (<i>Goodness of Fit Index</i>)	0.893	0.889	>0.9 (good) 0.95 (very good)
RMSEA	0.078	0.079	<0.05 (very good) 0.08 (good) 0.1
Relative Measures			
CFI (<i>Comparative fit index</i>)	0.954	0.940	>0.9 (good) 0.95 (very good)
Parsimony Measures			
PCFI (<i>Parsimony Comparative</i>)	0.775	0.790	>0.6 (reasonable) 0.8 (good)
PGFI (<i>Parsimony Goodness of</i>)	0.635	0.638	>0.6 (reasonable) 0.8 (good)

(*) (p=0,000)

Adjustment indexes show that the models have a reasonable adjustment to the variance covariance structure of the 24 items analyzed. Aside from GFI, all indexes present values according to those reported by Hair et al (2010). However, the values of GFI, of both models were considered acceptable because they are very close to the reference values. Through the results analysis, it is confirmed that the factor 'Perceived quality' shows a statistically significant direct effect ($\beta = 0.669$; $p < 0.05$) on the 'Satisfaction' factor, providing support to the hypothesis *H1: The perceived quality has a positive and significant impact at the student's satisfaction.*

It noted also that the factor 'perceived quality' also has a significant direct effect ($\beta = .738$, $p < 0.05$) on the factor 'Organizational image', thereby providing support to the hypothesis *H2: The perceived quality has a positive and significant impact at the organizational image.*

Finally, also the path between the factor 'organizational image' and 'Satisfaction' proved to be significant ($\beta = 0.37$; $p < 0.05$), supporting the hypothesis *H3: The organizational image has a positive and significant impact at the student's satisfaction.*

In order to verify that the 'organizational image' mediated the relationship between the 'perceived quality' and the 'student's satisfaction,' we used the bootstrap resampling method to test the hypothesis H4 mediation.

Through the Table 4 it is possible to verify that the organizational image partially mediates the relationship between the factors 'perceived quality' and 'satisfaction'. By applying the bootstrap resampling method, the results highlight a significant indirect effect of 'perceived quality' on the 'student's satisfaction' ($\beta = 0.195$, $p < 0.05$), confirming the mediation role played by the factor 'organizational image'. Thus it appears that the

full effect of the predictor variable on the dependent variable ($\beta = 0.864$; $p = 0.05$) is much higher than the direct effect evidenced in the structural model with standardized coefficient ($\beta = 0.669$; $p < 0.05$). About 26.5% of the total effect of 'perceived quality' in 'student's satisfaction' is mediated through the 'organizational image' factor. The results thus support the hypothesis H4: The organization image has a mediating role on the relationship between the perceived quality and the student's satisfaction.

Table 4 - Testing Mediation based on AMOS Bootstrapping output

	PERCEIVED SERVICE QUALITY			IMAGE
	Direct	Indirect	Total	
IMAGE	0.738*	-	0.738*	-
SATISFACTION	0.669*	0,195 *	0.864*	0.265*

Note: Method used for bootstrap confidence intervals: Bias-corrected percentile

* Significance level of 5%

4. Discussion of the results

According to Russell (2006, p.70), "delivering service quality is perceived as an important goal for higher education institutions. Not only are international students able to contribute to the international character of institutions but they generate much needed additional revenue". And the same author also argue that "student satisfaction influences perceived quality" (Russell, 2006, p.70). The validation of the H1 goes in according to the statements cited above, clarifying the importance and the relationship between the perceived service quality and the student's satisfaction.

Comparing the validation of the H2 and H3 with the literature reviewed on this study, we can say that the literature agrees with this validation. According to Ball, Coelho, & Vilares (2006) how much more positive is the image of the organization, greater will be the satisfaction and the trust of the customer. Organizational image has an important effect on customer satisfaction (Lai, Griffin, & Babin, 2009).

As the fields of organizational image, perceived quality and student satisfaction are an important issue for the HEI now a days. It is important that we had our H4 validated: H4: Perceived service quality is a determinant for customer satisfaction, and the organization image also have an important role on this field.

5. Conclusions

This study started with the aim of analyze the relationship between international students' perceived service quality and satisfaction, as well as to evaluate the role of organizational image on the relationship between both constructs, in the specific context of Higher Education Institutions. Data were collected and analyzed, and the hypothesis were tested. All the hypothesis suggested on this study were validated and this result was compared with the literature, making easy to see that the validation of the hypothesis are in agreement with the literature. With the validation of the hypothesis, it is possible to say that the perceived quality has a positive impact on students' satisfaction and on organizational image. Also the organizational image has a positive impact on students' satisfaction and has a mediate role between students' satisfaction and perceived quality. It is important to highlight the role of the perceived service quality on the student's satisfaction, because as we said on the beginning of this study, the HEIs are facing a competitive market and strategies to attract more students and keep the old ones are on the top of the list at HEI ideas. So the HEI need to give attention to the services provided to the students and also attention to their organizational image.

The idea of this study was to fill the gap found on the literature (the study of perceived service quality and international students' satisfaction), making this study with international students, and now the results can help to understand the impact of the services offered by the Portuguese universities on the international students' satisfaction.

6. Limitations and suggestions for future research

This study has a small sample when we check the entire community of international students that are studying or have studied in Portugal, what makes difficult to have a strong result on it. Another limitation that can be find on this study is that was not made a difference on the questionnaire between actual and former students. But these limitations can be an impulse to future research, focusing in get more respondents, making the differentiation on actual and former students and also making a comparison between the results gotten from former and actual students.

Other suggestion is that a future study can be made with a focus on the students, comparing the answers between the different countries that they are from, and also a study using the demographic variables to make a comparison between the results.

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