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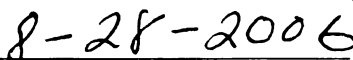
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TRAVEL BEHAVIORS OF U.S. UNIVERSITY STUDENTS:
TRAVEL INVOLVEMENT, PUSH MOTIVATIONS, PULL MOTIVATIONS,
SATISFACTION, AND DESTINATION LOYALTY

By

Kakyom Kim

A DISSERTATION

Submitted to Michigan State University
in partial fulfillment of the requirements
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DOCTOR OF PHILOSOPHY

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2006

ABSTRACT

TRAVEL BEHAVIORS OF U.S. UNIVERSITY STUDENTS: TRAVEL INVOLVEMENT, PUSH MOTIVATIONS, PULL MOTIVATIONS, SATISFACTION, AND DESTINATION LOYALTY

By

Kakyom Kim

This research was primarily designed (1) to identify travel, lodging and meal characteristics of university students (enrolled at Michigan State University), (2) to identify the most important push and pull motivation variables and delineate the underlying push and pull motivational factors of university students, (3) to determine and examine the structural associations among *"travel involvement"*, *"push motivations"*, *"pull motivations"*, *"satisfaction"* with travel experience, and *"destination loyalty"* of those students who took a pleasure trip during the last six months, (4) to verify if the model was statistically acceptable for the university student market, and (5) to determine the associations between the five model constructs and various profile characteristics such as *gender, age, nationality, academic year, marital status, number of children*, and *main source of funding for tuition.*

A total of 411 responses to the Internet-based surveys of students enrolled at Michigan State University provided the data to develop the structural equation model and test seven model related hypotheses. Factor analyses conduced on the 31 push and 25 pull motivations resulted in six push and seven pull motivation factors. The following labels were assigned to the six push factors: *"Getting away"*, *"Adventure and excitement"*, *"Discovery and learning"*, *"Connecting with family and friends"*, *"Engaging nature"*, and *"Rejuvenation"*. The seven pull factors included *"Lodging and*

transportation", *"Convenience and value"*, *"Recreation and entertainment"*, *"Cultural opportunities"*, *"Natural scenery"*, *"Sun and beaches"*, and *"Family friendly"*.

Of a total of seven different model related hypotheses tested, *3 Hypotheses* are accepted because (1) *"travel involvement"* has an extremely strong and positive direct effect on the levels of *"satisfaction"* with travel experience (H3), (2) *"push motivations"* have a strong positive direct effect on *"pull motivations"* (H4), and (3) the level of *"satisfaction"* with travel experience has a very strong and positive direct effect on *"destination loyalty"* (H7). The results of these tests suggest that even though four of the hypotheses are rejected, the model is statistically acceptable for the university travel market. There are also statistically significant associations between the model constructs and various student profile characteristics, including *"age"*, *"nationality"*, *"academic year"*, *"marital status"*, and *"main source of funding for tuition"*.

The results can be used for positioning destinations relative to certain markets framing marketing communications and promotional campaigns. Distributing motivation-specific messages to colleges and universities can be an effective way to encourage students to decide to take vacation trips as well as to promote domestic and international visits. The push and pull factors help identify why and how students decide to take vacation trips and select trip destinations, and provides researchers and practitioners an opportunity for developing tourism products, programs, and services for students. Destination marketers and businesses should continuously concentrate on relationship marketing strategies to retain existing student travelers based on the systematic relationships tested by the model.

DEDICATION

This dissertation is dedicated
to my wife, Sangmin Lee-Kim,
whose sacrifice, support, and encouragement made this work possible,
to my son, Dongin Kim,
to my family
who supported and encouraged me along the way.

ACKNOWLEDGEMENTS

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CHAPTER 1

INTRODUCTION

Travel and Tourism Market

The World Tourism Organization (WTO, 1993) defines tourism as "the activities

of persons traveling to and staying in places outside their usual environment for not more

than one consecutive year for leisure, business and other purposes". The WTO definition

offers a broad range of key attributes on tourism. Numerous marketers and researchers

have emphasized the importance of the travel and tourism market as a major field that

must be studied and developed based on its positive economic, social, cultural,

environmental, and political impacts on locals, cities, and countries (e.g., Briassoulis and

Straaten, 2000; Robinson, 1998). According to Page (2003), consumers' largest spending

is associated with purchasing leisure products and services including trip related products,

resulting primarily from growing levels of disposable income in households.

Understanding the leisure and travel market through empirical research is important to

marketing organizations and agents in an effort to precisely predict individuals' various

leisure behaviors as well as to propose appropriate travel products and services.

In light of the fact that the travel and tourism market is considered one of the

largest industries in the world (Buhalis and Costa, 2006), contributing greatly to the

development of the domestic as well as international economy, consumer behavior

research related to this market is important. Economic growth as a result of domestic and

international travel is evidenced by a Travel Industry Association of America (TIA,

2004) report, which found the number of domestic travelers increased 9.8% from 1,038.7

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million in 1994 to 1,140 million in 2003. Total expenditures of travelers in 2003 were

$554.5 billion: $490 billion for domestic trips and $64.5 billion for international trips.

TIA forecasts that by 2006 the number of domestic travelers will be 1,218.4 million with

a total expenditure of $652.9 billion. In addition, TIA revealed the top domestic

destinations visited by U.S. residents for two major types of trips which are leisure and

business trips (Table 1). The most popular destination selected by residents was

California, followed by Florida, Texas, New York, Pennsylvania, Illinois, Ohio, North

Carolina, Georgia, and Virginia.

Table 1. Top U.S. A. Destinations Visited by Tourists

Destinations	Rank	Spending (in $billions)
California	1	$71.56
Florida	2	$56.27
Texas	3	$34.59
New York	4	$35.43
Pennsylvania	5	$16.42
Illinois	6	$22.97
Ohio	7	--
North Carolina	8	--
Georgia	9	$15.65
Virginia	10	$14.30

Source: Travel Industry Association of America (2004).
--: No data provided.

The World Tourism Organization (WTO, 2003) reports the top international

destinations visited by tourists (Table 2). The most popular destination was France,

followed by Spain, United States, Italy, China, United Kingdom, Austria, Mexico,

Germany, and Canada. There will be more than 1.5 billion international tourists by 2020

(WTO, 2004). According to a study by the Office of Travel and Tourism, over 25 million

U.S. resident travelers visited international destinations, an increase of 5% over 2002.

The study also reported international travelers spent $4,072 per travel party and $2,683

per visitor.

Table 2. Top 10 International Destinations Visited by Tourists

Destinations	Rank	Number of arrivals (In millions)
France	1	75.0
Spain	2	52.5
United States	3	40.4
Italy	4	39.6
China	5	33.0
United Kingdom	6	24.8
Austria	7	19.1
Mexico	8	18.7
Germany	9	18.4
Canada	10	17.5

Source: World Tourism Organization (2003).

These projections suggest a bright future for the travel industry, provided that

marketing organizations and businesses conduct consumer behavior and marketing

research utilizing research results in the design of marketing strategies. As previously

stated, this evidence underlines the importance of expanding knowledge and predicting

consumers' purchase behaviors involving their feelings, thinking, and actions about

products and brands (Peter and Olson, 1999).

Segmentation of the Student Travel Market

Research has shown that segmenting a target market based on consumers' needs and desires is essential to design experiences, facilities, and services, and to develop marketing communication strategies (Ahmed and Chon, 1994; Formica and Uysal, 1998; Sollner and Rese, 2001). A market segment is conceptually defined as a group of persons who have similar needs and wants toward particular stimuli (e.g., product attributes, service, advertising messages, pricing), which implies that marketing strategies should be developed specific to different segments (Sollner and Rese, 2001) and a target market is indispensable for establishing an effective marketing system (McIntosh, Goeldner, and Ritchie, 1995). Formica and Uysal (1998) emphasize that segmentation is important because it helps identify and profile existing customers, and communicate with potential customers. As suggested by Ahmed and Chon (1994), travel marketers need to understand distinctive and unique characteristics of travelers to effectively design and develop travelers' products. For example, it may be especially effective for travel and tourism marketers to customize marketing strategies for the student travel market because university students are likely to have different attitudes or perspectives about travel, different motivations influencing trip decisions, and various satisfaction levels positively influencing destination loyalty.

Enrollment at colleges and universities is at an all time high with the trend expected to continue. The U. S. Census Bureau (2004) estimates that approximately 16 million persons were enrolled in colleges and universities in 2001 and they forecast there will be over 17 million college students by 2012. The growing population of college students will have a positive impact on the college travel market (Mattila,

Apostolopoulos, Sonmez, Yu, and Sasidharan, 2001). The student market is generating a large portion of profits and constitutes a large market segment inside the entire travel system (Bywater, 1993; Richards and Wilson, 2004). The Federation of International Youth Travel Organizations (2003) reports young and youth travelers consist of more than 20% of the total international arrivals as "loyal repeat consumers" and recommends that travel sectors focus on this market by providing specific products and services to meet their individual needs and desires to travel.

To capitalize on this emerging student travel market, it is fundamental to identify and forecast consumers' product choices and behaviors that must be addressed by marketers and researchers (Peter and Olson, 1999). When it comes to travel decisions, product (e.g., destinations) choices involve two sequential steps: first deciding whether to travel and then selecting where to travel (Klenosky, 2002). From this perspective, travel involvement and motivation are important factors in understanding the student's decisions and individual relevance to travel toward specific travel destinations for pleasure or vacation (Josiam, Smeaton, and Clements, 1999). While these two elements, as key factors of traveler's psychological features, should be thoroughly examined to promote tourist visits, there has been relatively little information associated with these and other related variables such as satisfaction with travel experience and intention to revisit either domestic or international travel destinations in the student travel market.

A number of researchers have segmented the college student travel market using various segmentation bases including travel motivations (e.g., Josiam, Smeaton, and Clements, 1999; Kim and Jogaratnam, 2002; Klenosky, 2002; Richard and Wilson, 2004), preferred leisure related activities and various travel patterns including

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transportation, meal, and accommodation selections (Bywater, 1993; Carr, 1999; Carr 2002; Chadee and Cutler, 1996; Field, 1999; Hsu and Sung, 1997; Kim and Jogaratnam, 2003; Michael, Armstrong, and King, 2003; Pizam et al., 2004; Richards and Wilson, 2004; Shoham, Schrage, and Eeden, 2004), satisfaction (e.g., Babin and Kim, 2001), and other behaviors based on demographic characteristics (e.g., Carr, 2001; Mattila, et al., 2001), destination images (e.g., Michael, Armstrong, and King, 2003; Son and Pearce, 2005), and travel planning (e.g., Bai, Hu, Elsworth, and Countryman2004). These researcher all emphasize the importance of the student travel market, and they identified some interesting characteristics of student vacationers both domestically and internationally. Some of the studies attempted to determine what factors were most important in finding travel decisions and destination selections of college student vacationers (Josiam, Smeaton, and Clements, 1999; Kim and Jogaratnam, 2002; Klenosky, 2002; Richards and Wilson, 2004; Son and Pearce, 2005). For instance, Richards and Wilson (2004) employed an email/Internet survey to assess motivations of international student travelers who booked travel products with travel agencies. Findings suggest that there are motivational differences across international destinations, travel-styles (backpackers, travelers, and tourists), and traveler types (i.e., student tourists versus non-student tourists). With respect to travel decisions, Kim and Jogaratnam (2002) extensively identified several motivational factors of domestic and Asian international student travelers in the U.S. and found some significant differences and similarities in the motivational factors between the two groups. In addition, a study by Shoham, Schrage, and Eeden (2004), as an extension of Hsu and Sung's study (1997), analyzed a sample obtained from college students in three different countries and confirmed differences in

various travel patterns and activities among the groups. These studies commonly emphasize the growing number of college/university students enrolled and student travelers, having more time to travel than other segments during spring, summer, and winter breaks, thus making a financially significant contribution to the travel and tourism industry.

Problem Statement

Despite numerous studies of the student travel market, additional research is needed to better understand more specific behaviors of student travelers to better target and service this market. For instance, it would be very useful for travel academicians and practitioners to increase their knowledge about the student traveler's overall beliefs or importance about travel, travel decisions, satisfaction with travel experiences, and their intentions to return/re-visit to previous travel destinations. Furthermore, previous studies examining students' travel behaviors have not investigated relationships among these travel factors. As a result, destination marketers targeting the student market have faced difficulty in developing and designing potential travel products and programs to promote student travel. This current research trend implies a strong need to focus on the cause and effect relationships between various sets of variables (e.g., motivations, perceptions, value creating attributes) rather than just describing student trip patterns or behaviors.

Emphasizing the economic importance of the student travel market, Chadee and Justine (1996) point out travel patterns, behaviors, and motivations of college students are not well recognized for either domestic or international travel. Besides, this travel market has not well been segmented using various travel behaviors (Bywater 1993,

Field, 1999; Shoham, Schrage, and Eeden, 2004). This fact is evidence that tourism researchers have not comprehensively examined effects or relationships of a combination of factors that influence students' travel decisions, measuring their satisfaction with travel experience, and predicting intention to revisit travel destinations. Therefore, additional efforts are needed to identify and test factors affecting students' decisions to travel, their level of satisfaction with travel experience, and intentions to revisit the same destinations (destination loyalty). Prior studies have failed to determine whether travel involvement directly influences push and pull motivations and other factors including travel satisfaction and destination loyalty in the student and/or travel market. Further, efforts to apply the Structural Equation Model (SEM) to ascertain and model factors related to student travel decisions and behaviors have not been attempted.

Research Objectives

This research is designed to achieve the following objectives:

1. To identify various travel, lodging, and meal characteristics of university students for their most recent vacation trips,

2. To identify the most important push and pull motivation variables and the underlying push and pull motivational factors of university student travelers,

3. To determine and examine the structural associations among travel involvement, push motivations, pull motivations, satisfaction with travel experience, and destination loyalty of university student travelers employing the Structural Equation Model,

4. To determine if the model was statistically acceptable in the university student

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market, and

5. To determine associations between the five model constructs and student various profile characteristics.

Research Hypotheses

An empirical study of the structural relationships among the *"travel involvement"*, *"push motivations"*, *"pull motivations"*, *"satisfaction"* with travel experiences, and *"destination loyalty"* constructs will contribute to a deeper and more functional understanding of university student travel behaviors. Figure 1 graphically represents the hypothesized model for the causal relationships among the five latent constructs. The exogenous construct (cause) of the model is *"travel involvement"*, while the endogenous constructs (effect) are *"push motivations"*, *"pull motivations"*, *"satisfaction"* with travel experience, and *"destination loyalty"*.

Based on an extensive literature review of involvement, push motivations, pull motivations, satisfaction, and destination loyalty, the following hypotheses are proposed:

Research Hypothesis 1: Travel involvement of student travelers has a positive direct effect on push motivations.

Research Hypothesis 2: Travel involvement of student travelers has a positive direct effect on pull motivations.

Research Hypothesis 3: Travel involvement of student travelers has a positive direct effect on the levels of satisfaction with travel experiences.

Figure 1. Hypothetical Model for the Structural Relationships among Travel Involvement,
Push Motivations, Pull Motivations, Satisfaction, and Destination Loyalty
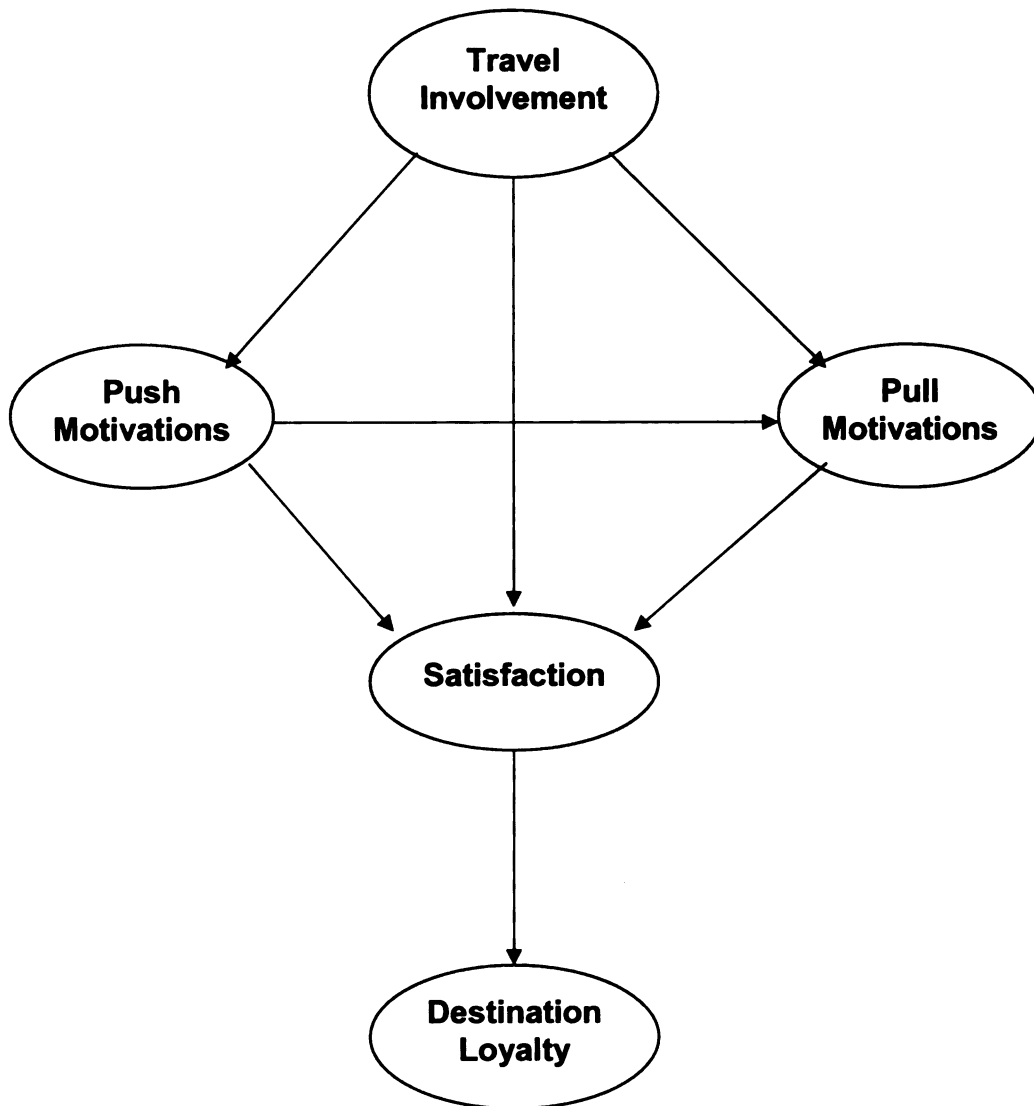
Research Hypothesis 4: Push motivations of student travelers have positive direct effects on pull motivations.

Research Hypothesis 5: Push motivations of student travelers have positive direct effects on the levels of satisfaction with travel experiences.

Research Hypothesis 6: Pull motivations of student travelers have positive direct effects on the levels of satisfaction with travel experiences.

Research Hypothesis 7: Levels of satisfaction with travel experiences have positive direct effects on destination loyalty.

Testing this model will improve understanding of factors that influence student travel decisions as well as behaviors that both measure satisfaction level and predict future intention to return to the same destination as a basis for product development and marketing communications and decisions.

CHAPTER 2

THEORETICAL BACKGROUND

This chapter provides an extensive review of literature related to each latent construct based on previous studies in the marketing and tourism industry. It details a review of (1) consumer and travel involvement, (2) push and pull motivations, (3) consumer and travel satisfaction, (4) consumer and destination loyalty, and (5) the concept of structural equation model along with major studies that researchers have undertaken. This chapter focuses on how each construct is interrelated and relevant to this study and thus suggests the strong need and theoretical importance of the current study.

Consumer and Travel Involvement

Involvement has been recognized as an important concept for marketers and researchers because it helps provide insightful perspective on understanding consumer's purchase behaviors (Arora, 1982; Hwang, Lee, and Chen, 2005; Cai, Feng, and Breiter, 2004; Gursoy and Gavcar, 2003; Josiam, Smeaton, and Clements, 1999; Laurent and Kapferer, 1985; Lehto, O'Leary, and Morrison, 2004; Mittal, 1995; Peter and Olson, 1999; Varki and Wong, 2003). Laurent et al. (1985) described early on that involvement is "a causal or motivation variable with a number of consequences on the consumer's purchase and communication behavior" (p. 42). In the marketing industry, involvement is conceptually defined as "consumers' perceptions of importance or personal relevance for an object, event, or activity" (Peter and Olson, 1999, p. 88); more specifically, product involvement is viewed as "consumers' knowledge about the personal relevance of the

products in their lives" (p. 53). In a similar view, involvement is regarded as "the level of perceived personal importance evoked by a stimulus (or stimuli) within a specific situation" (Hwang, Lee, and Chen, 2005, p. 145). From this perspective, involvement in the tourism industry is described as "the interest or motivational intensity toward a vacation place with behavioral consequences" (Lehto, O'Leary, and Morrison, 2004, p. 805).

Peter and Olson (1999) state that consumers have personal relationships with specific products or brands. Within this context, if consumers consider a purchase object or service to be either relevant or important to their needs and wants, they tend to have a relatively high involvement level. In contrast, if consumers consider a purchase object or service to be either irrelevant or unimportant to their needs and wants, they tend to have a low involvement level. According to Zaichkowsky (1985), the involvement scale is considered unidimensional. However, another study by Zaichkowsky (1987) indicates two different dimensions exist in consumer involvement including "cognitive" and "affective". A number of studies also suggest that the involvement scale be multi-dimensional because consumers have various levels of involvement on products or objects (e.g., Cai, Feng, and Breiter, 2004; Gursoy and Gavcar, 2003; Laurent and Kapferer, 1985; Lehto, O'Leary, and Morrison, 2004). Laurent and Kapferer (1985) explored four dimensions of involvement including "importance of negative consequences", "subjective probability of mispurchase", "pleasure value", and "sign values" which has been known as "consumer involvement profile (CIP)". Lehto, O'Leary, and Morrison (2004) developed four dimensions of involvement including "prior", "risk", "activity", "economic involvements". Their study empirically tested the relationships

among various types of involvement (e.g., *prior, risk, activity, economic*) of the UK tourists visiting the US. and found significant effects of prior experience on *activity* and *economic* involvements. Gursoy and Gavcar (2003) also identified three dimensions of tourist involvement including "pleasure/interest", "risk probability", and "risk importance". These studies are outstanding because they attempted to deeply measure consumer involvements based on various consumer products or traveler perspectives.

Under the assumption that those who have high involvement levels with a product, brand, or service would be more interested in or motivated to find its related information (Varki and Wong, 2003) than those who have not, the current researcher viewed involvement may affect consumers' or travelers' motivation as a previous stage of decisions to travel in the travel industry. In other words, given that a product can be replaced with personal importance or value of a particular type of trip (e.g., pleasure and vacation trips including spring break trip, summer break trip, and winter break trip of university students), the researcher believes travel involvement probably occurs before students are motivated to travel to specific destinations. For example, Josiam et al. (1999) examined the relationship between travel involvement and travel motivations adopting the involvement scaling items proposed by Zaichkowsky (1985). The key finding revealed that high levels of involvement were significantly related to the push (decisions to travel) / pull motivations (choice of destinations). Their study was significant because it attempted to identify travel involvement associated with push/pull motivations of student vacationers for spring breaks. The study, however, did not attempt to determine any structural association between the two sets of variables.

Gursoy and Gavcar (2003) tested extensively whether the consumer involvement profile (CIP) proposed by Laurent and Kapferer (1985) would be applicable in the international travel market by interviewing hotel tourists in Turkey. Results confirmed the existence of three involvement dimensional constructs including "pleasure/interest", "risk probability", and "risk importance" and these constructs directly influenced the "knowledge" construct about destinations. Targeting the women travel market, Zalatan (1998) explored wives' involvement in a decision-making process in taking vacation trips. Analysis suggested that respondents placed high levels of involvement on shopping, selecting restaurants, collecting information, and preparing luggage and concluded socioeconomic and trip characteristics had positive effects on levels of involvement in tourism decision processes.

In a recent study, surveying multi-national park visitors in Taiwan, Hwang, Lee, and Chen (2005) tested if travel involvement determined other related variables including place attachment and perceived interpretation of service quality. The construct of travel involvement consisted of five factors: importance, pleasure, sign, risk probability, and risk consequence about the parks. Findings suggested travel involvement had a positive influence on perceived interpretation service quality, which indicates that visitors who have high involvement are likely to care about the parks as being loyal visitors.

Hwang, Lee, and Chen (2005) note a current research trend in consumer behaviors is investigating causal relationships between involvement and other related variables. The reason being is that relationships can help predict how and why individuals are involved in travel and how travel decisions are made regarding preferred destinations for vacation or pleasure. Further, a study of tourists' involvement assists marketers to

clearly identify their decision-making processes related to vacation trips (Zalatan, 1998). Nevertheless, to date no current studies have empirically tested structural relationships between involvement and other variables in the travel and tourism market, including the university student market. Therefore, examining involvement of travelers should be beneficial to destination marketers and researchers because individuals' various needs, attitude, and lifestyle can be identified and understood (Sung, 2004).

Prior studies by adopting and modifying these involvement scales have investigated the significant associations between involvement and various consumer variables, including satisfaction and service quality (Hwang, Lee, Chen, 2005; Suh, Lee, Park, and Shin, 1997), the level of opinion leadership (Jamrozy, Backman, and Backman, 1996), tourism decision-making (Zalatan, 1998), and tourist motivations (Josiam et al., 1999). However, the various scales have not been much applied and developed by tourism researchers due to difficulty in measuring tourist involvement on pleasure trips.

In the university student market, one study (Josiam et al., 1999) attempted to apply the involvement scale to students taking vacation trips because of its easiness and simplicity to conduct a survey. The current research initially adopted a total of 15 involvement items initially used by Josiam et al. (1999) developing the 20 items explored by Zaichkowsky (1985) who referred to "personal involvement inventory (PII). For face validity, a couple of leisure and tourism professionals (e.g., the committee chairperson) reviewed and modified the items, thus discarding 6 items that were considered semantically duplicated to each other. There are two reasons for adopting and modifying the involvement items suggested by Josiam et al. (1999) and Zaichkowsky (1985). They include that (1) reducing the number of items proposed Zaichkowsky (1985) is

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recommended by a study (Mittal, 1995) because its low content validity, and (2) a study

demonstrates that the involvement scale is unidimensional in the tourism context

(Jamrozy, Backman, and Backman, 1996).

Push Motivations and Pull Motivations

Understanding how travel decisions are made is considered important for travel

businesses to communicate with potential travelers (Beard and Ragheb, 1983; Bieger

and Laesser, 2002; Cha, McCleary, and Uysal, 1995; Crompton, 1979; Mannell and Iso-

Ahola, 1987; Kozak, 2002; Ross and Iso-Ahola, 1991). Within this context, numerous

travel marketers and researchers have sought to understand how and why consumers

make travel decisions about domestic or international travel by focusing on push and

pull motivational factors (Backman et al., 1995; Baloglu and Uysal, 1996; Kim and Lee,

2002; Jang and Cai, 2002; Sirakaya, Uysal, and Yoshioka, 2003). Essentially,

motivations are described as "a state of need, a condition that serves as a driving force

to display different kinds of behavior toward certain types of activities, developing

preferences, arriving at some expected satisfactory outcome" (Backman et al., 1995, p.

17).

Numerous travel and tourism researchers have stressed two main components of

travel motivations that include "push and pull forces". They represent that individuals'

travel decisions are best explained and predicted by the push and pull approach within

this industry. According to Crompton (1979), push motivational force is defined as "the

desire to travel", while pull motivational force is viewed as "the choice of destination".

Within this concept, Klenosky (2002) notes that push factors are associated with

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"whether to go", while pull factors are related to "where to go" which are decided in two separate points in time. It is important to know, however, that the two sets of forces are not independent even if they appear to be conceptually distinguished from each other (Figure 1). It implies that individuals' decisions to travel occur in a two-sequential stage consciously or unconsciously. In other words, individuals are first pushed by internal or intangible needs such as personal escape, psychological or physical health, thrill and adventure, and social interactions (Baloglu and Uysal, 1996). They are then pulled by external or tangible resources such as natural or artificial attractions existing on trip destinations.

As another approach to travel motivation, Iso-Ahola (1982) addressed two sets of motivational forces individuals travel for: "escaping and seeking". The former is regarded as the desire of people to leave their normal surroundings, while the latter is regarded as the needs of people to acquire intrinsic rewards through trip experiences. This approach associated with basic needs of travelers may be viewed as a form of push forces, as noted by Fluker and Turner (2000). Based on this framework, other studies (Fluker and Turner, 2000; Ross and Iso-Ahola, 1991; Sirakaya, Uysal, and Yoshioka, 2003) further investigated segmentation of the leisure and pleasure travel market and confirmed that its approach was helpful for understanding individuals' various travel needs and desires.

Adopting the push and pull force approach, several researchers have extensively tested various samples employing both qualitative and quantitative methods (Crompton, 1979; Baloglu and Uysal, 1996; Klenosky, 2002; Kim and Lee, 2002; Yuan and McDonald, 1990). The push and pull forces were initially identified by Crompton (1979)

using unstructured in-depth interviews of 39 adult residents. After analyzing the

motivational factors influencing the selection of types of pleasure vacations and

destinations, the study classified a total of nine categories. Those categories were then

broken into two main domains, called "socio-psychological motives (push)" and "cultural

motives (pull)". The former included *escape from a perceived mundane environment,*

exploration and evaluation of self, relaxation, prestige, regression, enhancement of

kinship relationships, and *facilitation of social interaction*, while *novelty* and *education*

were included in the latter. This study is noteworthy because understanding the nine

categories assist travel and tourism researchers conceptually and empirically to assess the

push and pull relationships.

Targeting the international market, Yuan and McDonald (1990) applied the push

and pull approach to assess travel motives of international travelers from four diverse

countries including West Germany, Japan, France, and the United Kingdom. The study

identified that not pull forces, but push forces differed significantly across the countries.

Using a secondary data from Tourism Canada and the US Travel and Tourism, Baloglu

and Uysal (1996) analyzed a total of 1,212 responses to determine the existing

relationship between push and pull factors. The results of canonical analysis showed that

four determined push factors were significantly associated with four determined pull

factors. However, the limitation of this study is that secondary data does not include a full

range of motivational factors and may cause difficulty of identifying any relationship

between push and pull factors. Interestingly, Klenosky (2002) investigated the push and

pull relationships employing the means-end approach that has been used for discovering

consumers' preferences toward specific products they purchase and tracking individual

consequences from the use of the products. Employing a personal interview method of students (N=53), this research demonstrated that push and pull factors were interrelated to each other, although the variables asked included only pull motivation items. This study does not provide good external validity due to the sampling approach used by the researcher.

Kim and Lee (2002) undertook an extensive survey of domestic vacationers (N=2,729) visiting National Parks and confirmed the strong relationship between push and pull motivational forces in the leisure travel market. The study reported that push forces captured *family togetherness and study, natural resources and health, escaping from everyday routine,* and *adventure and building*, while various tourist resources, information and convenient facilities, and easy accessibility to national parks were included in pull forces. A canonical correlation analysis then identified that the associations between two sets of forces existed.

Previous research on travel motivation contends that the push and pull motivation approach greatly helps anticipate why and how individuals travel toward specific destinations. Thus, understanding push and pull motivation is considered critical because it allows travel marketers to identify factors influencing individuals' travel decisions to meet their needs, desires, and consequences. Nevertheless, none of the studies have empirically assessed structural relationships among push motivations, pull motivations, and other factors such as involvement, satisfaction with travel experiences or destination loyalty in the student market. The current research has viewed the push and pull motivation as two separate and distinct constructs, given that people are first pushed by

internal sources and then pulled by external sources at two different points. Within this context, push factors are viewed as *antecedent* to pull factors (Fluker and Turner, 2000).

Consumer and Travel Satisfaction

Marketing literature stresses that understanding consumer satisfaction is an important concept and factor that positively influences building brand loyalty (Bearden and Teel 1983; Haber and Lerner 1998; Kozak and Rimmington 2000; Peter and Olson 1999; Petrick 2004; Tse and Wilton 1988). Consumer satisfaction appears to be affective or emotional dimensions and is different from other variables such as quality, price, and value (Bowen, 2001; Bowen and Clarke, 2002). However, the other variables are considered significantly interrelated with satisfaction (Yuksel and Yuksel, 2002). There is a general agreement that "the expectations and disconfirmation theory" best describe how customer satisfaction and dissatisfaction are determined (e.g., Bearden and Teel 1983; Tse and Wilton, 1988). According to this theory, expectations occur, as a pre-evaluation formation and before consumers experience products or services, while disconfirmation, as a post-evaluation formation, stems from the differences between perceived expectation and actual performance (Peter and Olson, 1999). Therefore, identification of consumers' satisfaction level plays a vital role as an indicator of evaluating a specific product or service that individuals experience (Qu and Ping, 1999).

Previous researchers have determined a positive relationship between satisfaction and destination loyalty. For example, Bearden and Teel (1983) contend that consumer satisfaction is associated with "repeat sales", "positive word-of-mouth", and "brand loyalty". Not surprisingly, satisfied tourists are more likely to revisit the same destination

and provide positive referrals to friends and relatives indicating destination loyalty (Yoon

and Uysal 2005). Hence, measuring factors that influence or are influenced by

satisfaction should be essential because tourist satisfaction is positively associated with

successful businesses and destinations in the travel and service industry (Haber and

Lerner 1998).

Kozak and Rimmington (2000) employed factor and regression procedures to

examine the relationships among satisfaction with a destination, intentions to re-visit, and

word-of-mouth referrals. Their study which collected survey data from British tourists

found relationships between the three constructs and concluded that more satisfied

tourists were more likely to revisit and recommend the destination to others. Petrick

(2004) tested the relationships among satisfaction, perceived value, and quality in order

to predict repurchase intentions of travelers. The analysis implied that quality, not

satisfaction, was the best factor of predicting repurchase intentions. In addition, the

association between culture and satisfaction was investigated by surveying Taiwanese

vacationers visiting Australia (Master and Prideaux, 2000). The study reported culture

was not associated with traveler satisfaction level and concluded service quality was a

key factor to successful travel businesses.

In the travel industry, antecedents of tourist satisfaction have been know as "place

attachment" (Hwang et al., 2005), "culture and perception" (Reisinger and Turner, 1999),

"push/pull motivations" (Yoon and Uysal, 2005), "perceived value" (Gallarza and Saura,

2006), and "quality of the opportunity" (Baker and Crompton, 2000). The authors

extensively investigated these factors influencing tourist satisfaction with travel

experience. Of these empirical researches, a study by Gallarza and Saura (2006) related

to the university market attempted to investigate if perceived value would influence satisfaction of Spanish university students for spring break. The study confirmed the significant effect of perceived value on satisfaction.

Heung and Cheng (2000) also noted that assessing satisfaction levels relevant to tangible or intangible products that consumers experience was critical for travel retailers to effectively target tourists. Using data obtained from interviews of international visitors to Hong Kong, the study identified four shopping attributes including tangible quality, staff service quality, product value, and product reliability to test if they were related to satisfaction levels. Use of the multiple regression procedure indicated that staff service quality was the most important factor in predicting satisfaction levels, followed by product value and product reliability. However, tangible quality was not a good predictor of satisfaction with shopping.

Previous studies have focused on the relationships between satisfaction with travel experience and some related variables, but none in the university market have empirically investigated the relationships between satisfaction and critical variables to predict travel behaviors (e.g., travel involvement, push motivations, and pull motivations) utilizing a Structural Equation Modeling approach. Further, few studies have attempted to determine if involvement, as an antecedent of satisfaction, is associated with satisfaction with travel experience in the university student market.

Consumer and Destination Loyalty

Product or brand loyalty has been recognized as a key concept in the field of relationship marketing and has received great attention from marketers and researchers

because understanding customer (or destination) loyalty can help not only identify consumers' needs and wants (Chen and Gursoy, 2001; Oppermann, 2000), but also predict the future demand and revenues (Datta, 2003; Huddleston, Whipple, and VanAuken, 2004). Importantly, creating and keeping loyalty with consumers is regarded as an ultimate factor for successful management of businesses.

Brand loyalty refers to "an intrinsic commitment to repeatedly purchase a particular brand and it is differentiated from repeat purchase behavior because the later focuses only on the behavioral action without concern for the reasons for the habitual response" (Peter and Olson, 1999, p. 406). From this perspective, a product in the travel industry is regarded as a travel destination that possesses a variety of travel products including natural resources, artificial attractions, or cultures. Viewing destination loyalty as "a repeat behavior" of tourists (e.g., visiting the same destination), Niininen, Szivas, and Riley (2004) surveyed vacationers visiting main holiday destinations in U.K. and revealed that about 60 % of the respondents revisited the same destinations three or more times over a five year period. It is, however, pointed out that only repeat purchase behavior cannot be sufficient for explaining why consumers purchase the same products or services over and over (Huddleston et al., 2004; Oliver, 1999; Peter and Olson, 1999).

In addition, Chen and Gursoy (2001) disagree that repeat behavior (visitation) fully reflects travelers' loyalty that should include recommendation to others. Although it is hard to conceptualize loyalty, it suggests both behavioral and attitudinal approaches should be simultaneously manipulated into tourism (Riley, Niininen, Szivas, and Willis, 2001). For instance, viewing loyalty as the relationship between attitude and repeat patronage behavior, Huddleston et al. (2004) classified four types of loyalty: "no loyalty",

"spurious loyalty", "latent loyalty", and "loyalty" employing focus group interviews in the food industry. Content Analysis found that respondents were close to spurious loyalty which means "high repeat patronage and low relative attitude" towards preferred stores.

Oliver (1999) states that consumers become loyal moving from a cognitive level to an affective level according to four sequential stages: (1) cognitive loyalty, (2) affective loyalty, (3) conative loyalty, and (4) action loyalty. In the first stage, customers believe that "one brand is preferable to its alternatives" in terms of the brand attribute information available. The second stage is that "a liking or attitude toward the brand is developed on the basis of cumulatively satisfying usage occasions". The third stage is related to "the behavioral intention influenced by repeated episodes of positive affect toward the brand". Consumers are then involved in "action control" that means being ready to purchase. Moreover, the author argues that, with respect to the relationship between satisfaction and loyalty, satisfaction is not a reliable predictor of consumer loyalty since dissatisfaction does not affect the loyalty state and loyalty is independent of satisfaction.

In the field of consumer marketing, using in-depth and focus group interviews of 25 and 54 years age groups, Datta (2003) investigated and found the product performance, satisfaction of customers, and levels of involvement were good predictors of brand loyalty. Huddleston et al. (2004) also stated that satisfaction influenced loyalty, which were associated with two indicators: purchase intention and positive word-of-mouth.

Destination loyalty, in the scope of the travel industry, has been also regarded as the final key factor to predict the future demand by being competitive to other similar destinations (Chen and Gursoy, 2001; Oppermann, 2000; Petric and Backman, 2002;

Petrick, Morais, and Norman, 2001; Petrick, Tonner, and Quinn, 2006; Yoon and Uysal, 2005). For example, Chen and Gursoy (2001) examined determinants of destination loyalty analyzing Korean outbound tourists. The analysis using a multiple regression procedure assumed that destination loyalty was positively associated with different culture experiences, safety, and convenient transportation. The study results suggest that destination marketers should understand why tourists are becoming loyal and what factors affect loyalty at destinations. The most comprehensive approach to destination loyalty was shown in a study by Oppermann (2000). To capture deeper meanings of loyalty toward destinations, the researcher utilized "lifelong travel patterns" of residents in New Zealand, which was designed to gather information about the frequency of visit to Australia for 5 year and 10 year intervals. This study is meaningful in that the survey explored the comparisons of "the past visit" verses "actual visit" and "predicted visit" verses "actual visit" each travel interval. However, this study may possess a limit of being based on solely a behavioral viewpoint of loyalty and excluding the perspective of positive word-of-mouth (e.g., recommendation to friends or relatives).

In the cruise market, Petrick, Tonner, and Quinn (2006) explored how moment of truth was related to passengers' repurchase intentions employing critical incident technique (CIT) that is used to comprehend tourists' true stories or episodes about their travel experiences. Based on travel attributes described by cruise respondents, either positive incidents or negative incidents were classified by travel experts. Results indicated that the negative incidents included excursion and ports of call, price and expense, entertainment and activities, children and teen issues, food and beverage, service issues, staff issues, ship facilities, polices and procedures, and miscellaneous,

whereas the positive incidents included service, staff and crew, ship-related amenities, cabin and room, excursion and ports of call, dining and food, entertainment, and miscellaneous. Interestingly, only negative incidents were related to overall satisfaction, perceived value, word of mouth, and repurchase intentions. This study provides very specific and critical factors that the cruise market should focus on and consider in order to encourage repurchase intentions of passengers.

To reflect a full range of destination loyalty, the current study adopts three operational definitions from previous studies including 'likeliness (attitude)', 'revisit (probability)', and 'recommendation (word-of-mouth)' (Huddleston, Whipple, and VanAuken, 2004; Oppermann, 2000; Petrick , Morais, and Norman, 2001).

Concept of Structural Equation Model

The principal purpose of the Structural Equation Model is "to clarify the patterns of a series of inter-related dependence relationships simultaneously between a set of latent constructs, each measured by one or more manifest variables" (Reisinger and Turner, 1999, p. 71). Latent constructs (or theoretical constructs) refer to unobserved variables or factors measured by manifest variables, which are actually observed by researchers. Basically, latent constructs consist of two types of variables: exogenous (independent or cause) and endogenous (dependent or effect) variables. For example, travel involvement (an exogenous construct) might include manifest variables such as "the pleasure trip you took was unimportant or important", "the pleasure trip you took was not beneficial or beneficial", or "the pleasure trip you took was boring or exciting". This construct is not influenced by other variables, but only directly/indirectly influences

other variables such as satisfaction with travel and destination loyalty. Conversely, satisfaction with travel (an endogenous construct) is influenced by other variables (e.g., travel involvement, push motivations, pull motivations, or quality of travel products) and it also directly or indirectly affects other variables (e.g., destination loyalty).

Prior Studies Employing the Structural Equation Model (SEM)

As presented in Table 3, a Structural Equation Modeling Approach has been recognized and employed by a number of travel and tourism researchers as an important technique to assess structural associations between and/or among various travel factors (Gursoy, Jurowski, and Uysal, 2002; Gursoy and Rutherford, 2004; Hwang et al., 2005; Kashyap and Bojanic, 2000; Kim and Littrell, 1999; Lee and Graefe, 2003; Lindberg and Johnson, 1997; Morais, Dorsch, and Backman, 2004; Petrick and Backman, 2002; Petrick, Morais, and Norman, 2001; Reisinger and Turner, 1999; Reisinger and Turner, 2002; Swanson and Horridge, 2004; Yoon, Gursoy, and Chen, 2001; Yoon and Uysal, 2005). Of these studies, one by Reisinger and Turner (1999) is outstanding in terms of introducing various types of structural models and providing the appropriate interpretations of statistical results through the overall procedures of SEM. The study also extensively examines testing possible models related to tourism research.

A review of SEM suggests that four main types of research exist in the travel and tourism market. They include "relationships between tourism impacts and related variables (e.g., resident or host attitude)", "relationships between travel motivations and related variables (e.g., satisfaction with travel and product attributes)", "relationships between travel satisfaction and related variables (e.g., destination loyalty)", and

relationships between travel decision-making process (e.g., theory of planned behavior) and behavioral intention. For example, by targeting the association between resident attitudes and tourism impacts, the structural equation modeling approach was undertaken by Lindberg and Johnson (1997), Gursoy et al. (2002), and Gursoy and Rutherford (2004). The underlying assumption of the studies were that resident or community attitudes were influenced by economic and congestion impacts, tourism development, and determinants of resident's support, which include ecocentric values, utilization of tourism resource base, community concern and attachment, state of the local economy, and economic, social, and cultural benefits.

In terms of tourism impact, Yoon et al. (2001) also attempted to figure out the structural influences between four dimensions of tourism impacts and total impact and tourism development through a typical mail survey of residents in the Norfolk/Virginia Beach/Newport News area. The results of the analysis employing the LISEL (SEM software) procedure reflected that the total tourism impacts had positive effects on the economic and cultural impacts, but they were negatively associated with environmental impacts.

Yoon and Uysal (2005) investigated the relationship between motivations, satisfaction, and destination loyalty of hotel visitors in Northern Cyprus. The study found tourism destination loyalty was influenced by motivation and satisfaction, additionally confirming significant relationships between, two motivational forces, push and pull factors, and destination loyalty. Consequently, this study is meaningful since the structural relationships between motivations and satisfaction were initially explored and

identified in the tourism industry. However, this study was not associated with travel involvement with the set of latent constructs.

Studies associated with tourism loyalty were undertaken by Petrick et al. (2001), Morais, Dorsch, and Backman, (2004), and Petrick and Backman, (2002). Testing the cause and effect among past behavior, satisfaction, perceived value, and intentions to revisit, Petrick et al. (2001) found intentions of visitors were significantly influenced by three of the constructs, but satisfaction was not predicted by past behavior. However, it was argued that the perceived value was not appropriate in terms of a measurement method for consumer loyalty since there was no significant relationship found between them (Petrick and Backman, 2002). In a different way, Morais et al., (2004) looked at what psychological programs (or factors) determined by consumer loyalty from the view of tourism providers. The significant effects on tourist loyalty included the investment of love, information, and status, suggesting that tourism agents need to develop programs related to invisible products rather than visible products.

Two studies (Reisinger and Turner, 2002; Kim and Littrell, 1999) focus on the angle of retail tourism marketing. Reisinger and Turner (2002) conducted a comparative causal study on Japanese tourists visiting Hawaii and the Gold Coast in order to discover relationships among product purchase, product attributes, and satisfaction with shopping. The analyses using AMOS program (a type of SEM software) showed that product purchase influenced product attributes, which consequently influenced the shopping satisfaction of tourists. Analyzing 277 female tourists visiting Mexico, Kim and Littrell (1999) identified the direct causal relationships between exogenous constructs (hedonic values, interest in other cultures, and open-mind) and endogenous constructs (recreational

Table 3. Types of Latent Constructs Examined by Prior Travel Researchers

Authors	Exogenous constructs	Endogenous constructs
Baker and Crompton (2000)	Quality of the opportunity	Satisfaction and behavioral intentions
Gallarza and Saura (2006)	Perceived value	Satisfaction and loyalty
Gursoy, Jurowski, and Uysal (2002)	Community concern, community attachment, ecocentric attitude, and utilization of tourism resource base by residents	State of the local economy, perceived benefits, perceived costs, and support for tourism
Gursoy and Rutherford (2004)	Community attachment, community concern, ecocentric attitude, and utilization of tourism resource base by residents	State of the local economy, economic benefit, social costs, cultural costs, social benefits, cultural benefits, and support for tourism
Hwang et al. (2005)	Place attachment	Tourist's involvement and interpretation satisfaction
Kashyap and Bojanic (2000)	Perceived price, quality of room, quality of public, and quality of staff services	Overall value, comparative rating, and intention to revisit
Kim and Littrell (1999)	Personal values and attitude toward other cultures	Tourism styles, souvenir attitude, and purchase intentions
Lam and Hsu (2006)	Theory of planned behavior (TPB)	Behavioral intention
Lehto, O'Leary, and Morrison (2004)	Prior involvement	Risk, activity, and economic involvements
Lindberg and Johnson (1997)	Perceived economic and congestion impacts, and perceived crime and aesthetic impacts	Resident attitudes
Morais, Dorsch, and Backman (2004)	Providers' perceived resource investments	Customers' reported resource in vestments, and loyalty
Petrick and Backman (2002)	Acquisition value and transaction value	Perceived value and intentions to repurchase
Petrick, Morais, and Norman (2001)	Past visit to destination and satisfaction	Perceived value and intentions to revisit destinations
Reisinger and Turner (1999)	Culture and perception	Satisfaction and repeat visit
Reisinger and Turner (2002)	Traveling, alcohol/cigarettes, and personal	Design, unique, and display
Swanson and Horridge (2004)	Activities and demographics	Souvenir products, product attributes, and store attributes
Yoon, Gursoy, and Chen (2001)	Economic impact, social impact, cultural impact, and environment impact	Total impact and support tourism
Yoon and Uysal (2005)	Push and pull motivations	Satisfaction and destination loyalty

tourism, ethnic tourism, souvenir attitude on purchase intentions). This study concluded that tourists take a trip to perform their personal desires and manifest their personal values.

Recently, Swanson et al. (2004) employed SEM to explore if there were any causal relationships between travel motivations (travel activities and tourists demographic characteristics) and souvenir consumption of people traveling to four states: Arizona, Colorado, New Mexico, and Utah. Analysis showed that, of two motivation constructs, only travel activities had positive correlations with souvenir consumption. The findings implied that the study provided marketers with a more tangible and concrete path to better target tourists because structural modeling helps clarify which factors would be causes or effects.

Targeting the international market, Lam and Hsu (2006) surveyed of international tourists visiting Hong Kong and tested structural relationships between Theory of Planned Behavior (TPB) including attitude, subjective norm, and perceived behavioral control and behavioral intention of choosing a trip destination. Analysis employing LISREL software (a type of SEM program) suggested direct influences of subjective norm, perceived behavioral control, and past behavior on behavioral intention. On the contrary, the attitude construct had no direct influence on behavioral intention of choosing Hong Kong as their travel destinations.

It is critical for destination marketers to create and maintain brand (or destination) loyalty for constructing more competitive and successful businesses. To do so, further examining the major factors that have direct/indirect impacts on loyalty is essential. Moreover, although it is known that motivations influenced satisfaction and in turn

satisfaction influenced destination loyalty (Yoon and Uysal, 2005), no studies have explored whether there are structural associations between involvement (exogenous variable) and a set of endogenous variables in the travel market. This study, therefore, principally targets the causal relationships among five latent constructs: travel involvement, push motivations, pull motivations, satisfaction, and destination loyalty of university student travelers for pleasure travel. To test the set of constructs, the popular domestic and international travel destinations students traveled to were identified to measure the level of satisfaction with their most recent trips and predict their behavioral intention (destination loyalty).

CHAPTER 3

RESEARCH METHODS

This chapter addresses the overall procedures and how the surveys were conducted. The first section describes the main advantages of using a web-based survey and the second section provides questions used for two web-surveys including the measurement scales for each construct. In the third section, the data collection method is discussed in terms of how respondents were identified and contacted along with the response rate for each of the surveys. The last section details the data preparation and analysis, including the main stages used to describe the characteristics of respondents obtained and to test the hypothesized model.

Advantages of using a Web-based Survey

Web-based surveys of students enrolled at Michigan State University (MSU) in 2004 and 2005 were employed to obtain information to test the hypothesized model. The number of Internet users has increased dramatically in the past decade, thus more researchers are collecting data using web-based or Internet surveys to understand their customers' consumption patterns, behaviors, and psychological consequences (Tierney 2000; Tingling, Parent, and Wade 2003). Evidence of the growing use of the Internet on college campuses is found in a study conducted by Perry, Perry and Hosack-Curlin (1998) where it is was reported that 80% of students enrolled in three regional universities in the southeastern U.S.A. were using the Internet and had their own email

accounts. Especially, the student population is considered one of the most useful Internet-survey markets because students are well known to be web-users (Cole, 2005).

Marketing and tourism researchers have noted four primary advantages associated with the web-based survey compared to conventional survey methods such as personal interviews, mail and telephone surveys, or paper-pencil surveys (McCullough 1998; Oppermann 1995; Sheehan and Hoy 1999; Tingling, Parent, and Wade 2003; Truell, Bartlett, and Alexander 2002; Truell 2003; Weible and Wallace 1998). The first advantage suggested by Weible and Wallace (1998) is associated with "reducing overall research costs", which was confirmed by Tierney (2000). These researchers compared the costs of sending 200 surveys using four different types of survey modes, and reported that the least expensive survey modes were e-mail and web form surveys at a cost of $59, compared with mail or fax surveys which cost substantially more at $371 and $169, respectively. The second advantage is that a web-based survey can obtain "faster responses" from survey respondents (Litvin and Kar 2001; Sheehan and Hoy 1999). In a study by Tse (1998), it was demonstrated that the procedure of data collection was much more time efficient using email surveys with a response time of 23.84 hours, in comparison to 62.70 hours for mail surveys. The third advantage is that web surveys are likely to produce "higher response completeness" than mail surveys (Litvin and Kar 2001; Truell, Bartlett, and Alexander 2002). The fourth advantage of adopting the web-based survey is "the ease of sending follow-ups" (Oppermann 1995). Due to the fact that a web survey is essentially trouble-free to identify non-respondents, researchers are able to send follow-up surveys to non-respondents simply by editing the e-mail list. Consequently, employing the web-based survey approach rather than conventional survey

methods permits a shortened research cycle and the associated costs, providing a more effective sampling operation and thus researchers obtain a relatively large number of responses. Given these considerations, as well as the fact that the study is directed at university students, the overwhelming majority who have access to and are comfortable using Internet resources, the web-based approach was adopted for data gathering in this study.

Web Questionnaires

A pleasure trip was operationally defined as any leisure related trip away from home for various reasons including vacation, recreation, entertainment, and visiting family and friends during spring break, summer break, and winter break. Targeting the university student market, two web-based questionnaires were designed to measure the structural associations among five latent constructs including "involvement", "push motivations", "pull motivations", "satisfaction", and "destination loyalty".

<u>First Web-Questionnaire</u>

The first web-questionnaire was developed to collect information about push and pull motivations of student travelers at *Michigan State University* (MSU) aged 18 years or older. It consisted of six main sections. Sections one and two pertained to the respondents' past trip experiences, including types and purpose, duration, spending, party size, accommodation, transportation, and meal choice. In the third section, student respondents were asked about future intentions to travel during the next six months. Sections four and five collected information about "push (31 items) and pull motivations

(25 items)", where student respondents were asked to specify how important each item was in deciding and planning their next pleasure trips using a five-point Likert-type scale ranging from '1 = Not at all important' to '5 = Highly important'. The final section collected socio-demographic information, identified as gender, age, nationality, academic year in college, marital status, number of children, and main source of funding for tuition.

Second Web-Questionnaire

The second web-questionnaire consisted of four main sections, designed to collect information about involvement, satisfaction, and destination loyalty of student travelers who planned a pleasure trip during the next six months. The first section focused on travel characteristics of the student's most recent trips, including trip type, destination(s), party size, and with whom respondents traveled. The focus of the second section was concerned with 9 pairs of "travel involvement items" modified from a study by Zaichkowsky (1985), where respondents indicated how they felt each item related to them regarding their most recent pleasure trips using a semantic differential scaling method (e.g., "1 = Unimportant to 5 = Important" and '1 = Boring to 5 = Exciting"). In the third section, respondents were asked to obtain an evaluation of their most recent pleasure trips associated with the overall satisfaction items, such as "1 = Much worse to 5 = Much better than I expected in general", "1 = Not worth to 5 = Well worth it in terms of time and effort", "1 = Very dissatisfied to 5 = Very satisfied", and "1 = Much worse to 5 = Much better than I expected compared to other destinations". In the fourth section associated with destination loyalty, respondents were asked: (1) In the next two years, how likely is it that you will take another trip to the same destination where you visited

on the most recent trip? (1 = Not likely at all to 5 = Very likely); (2) In the next two years, how likely is it that you will pay more if you visit the same destination(s) where you visited on the most recent trip? (1 = Not likely at all to 5 = Very likely); (3) Please describe your overall feelings about your most recent trip (1 = The trip was very poor and I will never come again to 5 = The trip was so good and I will come again); (4) Will you suggest the destination(s) you visited to your friends or relatives? (1 = Not likely at all to 5 = Very likely).

The questions associated with 'travel involvement' (e.g., Josiam, Smeaton, and Clements, 1999; Zaichowsky, 1985), 'push motivations' and 'pull motivations' (e.g., Crompton and McKay, 1997; Baloglu and Uysal, 1996), 'satisfaction' (e.g., Petrick 2004; Yoon and Uysal, 2005), and 'destination loyalty' (e.g., Huddleston et al., 2004; Oppermann, 2000; Petrick et al., 2001; Yoon and Uysal, 2005) were generated from an extensive review of previous studies related to the marketing, travel, and tourism industry. For face validity of each of these items, three tourism professionals (directors of leisure and tourism centers at U.S. state universities) were asked to revise the initial questionnaires. Integrating their comments, the researcher then conducted a pre-test on undergraduate and graduate students. The pre-test was performed by testing the entire web-survey process: sending the invitation email letter; receiving responses, to further refine the survey instruments and decrease the measurement error. The two final instruments were then posted on a web site.

Data Collection

To facilitate use of the web survey, three mechanical systems (i.e. Hyper Text Markup Language (HTML), Active Server Pages (ASP), and ACCESS) were adopted to create and post a web page, and receive responses from the participants. HTML is the coded format language used for creating hypertext documents on the World Wide Web and controls how a Web page appears. ACCESS helps survey researchers to create forms and reports. ASP enables HTML pages to be dynamic and interactive.

To obtain information about the five main constructs, two web-based surveys were projected to students enrolled in Michigan State University between 2004 and 2005. The first survey was conducted using during the fall semester 2004 and the second one, as a sequential survey, was undertaken during the spring semester 2005.

Sampling Frame and Procedures

An alphabetically ordered email sampling frame consisting of approximately 35,000 students enrolled at *Michigan State University* in the Fall of 2004 and Spring of 2005 was compiled using the MSU student directory. Every 3rd email address was then randomly selected. The list was then imported by an email program, which assisted in the organization and distribution of a letter of invitation to a specific portion of participants: the email program allowed only one response from each email address. In an effort to encourage participation and increase responses, the invitation letter included that each of five respondents would be randomly selected to receive a voucher for a book. Students receiving the letter were asked if they were likely to participate in the survey, and only those who voluntarily agreed were directly linked to the web pages designed for the five

constructs. Those students who chose not to participate in the web-survey clicked an elimination browser at the bottom of the email invitation and they were automatically eliminated from the list.

Response Rates

In the first web-survey, of a total of 11,600 emailed, 2,482 were returned during the entire survey period resulting in a final response rate of 25%. The email database showed that 60 people declined to take the survey. Only 45 returned responses were excluded due to too many missing values and finally 2,437 were identified as potential respondents who planned their future trips during the next six months. Approximately 57% (1,410) of the total responses collected were received during the first day of the survey, accompanied by a huge drop in responses the next day. After the 1st reminder email was sent, more than 550 (22%) students additionally responded to the web-survey, followed by 322 (21%) responses after the 2nd reminder: three days were allowed between the first contact and each reminder.

In the second web-survey, the potential respondents were asked to participate in the survey using the same approach as the first survey. Of a total of 2,437 potential respondents emailed, 591 responses were collected during the entire survey period resulting in a final response rate of 24%. Approximately 258 responses or 44% of the total collected were received during the first day of the survey, accompanied by a drop in responses the next day. 219 (37%) additional students responded to the web-survey after the 1st reminder email, followed by 114 (19%) responses after the 2nd reminder.

The two data sets were then merged by matching the email addresses of respondents for the Structural Equation Model. This research presents the results pertaining only to the 411 respondents who took the most recent trip to domestic or international destinations during the previous six months and had no missing values on questions associated with the five constructs.

Data Preparation

The researcher regularly monitored the survey pages as well as checked the email account to see whether any potential problems with participating in and submitting the surveys were reported by respondents during the entire survey periods. Respondents who indicated encountering problems with the survey were contacted as soon as possible and the situation was resolved.

The completed surveys were automatically transmitted into a spreadsheet database. The researcher tracked the number of surveys completed and saved data on a daily basis. After two reminder emails, a brief notification about closing the surveys was posted on the main pages of each survey. The data were then imported into the SPSS (14.0) program. Multiple-frequencies on all variables were run to identify outliers, errors, and missing values made by survey respondents. The final data were prepared for testing the hypotheses.

Data Analysis

A descriptive analysis was performed on profile characteristics, various travel characteristics and patterns on students' most recent vacation trips. The test of the

hypotheses required three different analytical procedures (Exhibit 1). First, factor analysis was performed to identify underlying factors of the importance of the push and pull motivation items. Second, Confirmatory Factor Analysis (CFA) was performed to test the measurement model of the five latent constructs and to determine if various indicators were significantly related with the constructs. Third, Structural Equation Model using the Maximum-likelihood estimation procedure linked with AMOS (6.0) software was then employed to assess the causal relationships among involvement, push motivations, pull motivations, satisfaction with travel experience, and destination loyalty of Michigan State University student travelers toward domestic and international destinations. In this procedure, all of the hypothesized associations were simultaneously tested (Kline, 1998).

Lastly, Multivariate Analysis of Variance (MANOVA) was utilized to determine whether statistically significant associations existed between the five model constructs and various student profile characteristics including gender, age, nationality, academic year, marital status, number of children, and main source of funding for tuition.

Exhibit 1. Main Stages of the Analysis

Stage one	Factor Analysis using SPSS (14.0) program
Stage two	Confirmatory Factor Analysis using AMOS (6.0) software
Stage three	Structural Equation Model using AMOS (6.0) software
Stage four	Multivariate Analysis of Variance using SPSS (14.0) program

CHAPTER 4

RESULTS

This chapter provides an overview of respondents and statistical results. The results are presented in five sections. The first section describes various characteristics of respondents' most recent vacation trips including socio-demographics, lodging and meal characteristics, and travel destinations. Section two presents the most important, as well as, least important push and pull motivation variables indicated by respondents and determines significant associations between the importance of the motivations and student trip characteristics. In the third section, the underlying dimensions of the push and pull motivation variables are examined using factor analysis. Section four provides the results of developing the measurement model as well as testing the hypothesized models. In the final section, significant associations between the five model constructs and various profile characteristics are presented.

Profile of the Sample

The sample consisted of MSU undergraduate and graduate students (18 years or older) who took a pleasure trip to either domestic or international destinations during the last six months (November 2004 to April 2005). The majority of respondents were female (75%) and mostly between 18 and 19 years old (39%) or 20 and 29 years old (44%) (Table 4). More graduate students (30%) and seniors (27%) responded to the survey than freshmen (12%), sophomores (16%), and juniors (15%). The largest proportion of respondents were domestic (92%), and single (86%), and almost all of them had no

children (95%). The main source of funding for tuition was parents/family (46%), followed by assistantship/scholarship (26%), loans (17%), self-savings (9%), and other (3%).

Although the proportion of domestic and international students was evenly distributed between survey respondents and the MSU student population, the gender and undergraduate and graduate status of respondents did not represent the MSU student population (Michigan State University, 2006). Female and graduate students were over-represented among respondents. Female students comprised 54% of the students enrolled at MSU (Spring 2006) and three quarters (75%) of the respondents. Graduate students are almost 30% of the respondents and only 18% of the MSU student population. Other demographic variables were not compared due to the non-existence of the MSU data and the use of different categories.

Characteristics of Respondents' Most Recent Trips

Characteristics of respondents' most recent trips taken during the last six months are provided in Table 5. Of the 70% of students who took a pleasure trip during the previous six months (November 2004 to April 2005), approximately 78% of respondents indicated that they took a *domestic* trip, while 22% indicated that they took an *international* trip. With respect to travel party makeup, the majority of them traveled with a *group* (85%) as opposed to *individually* (15%). Their most recent trips were primarily taken in *March 2005* (47%), followed by *December 2004* (16%) and *April 2005* (15%). Respondents mostly traveled with *friends* (45%),

Table 4. Socio-demographic Profiles of Respondents

Characteristics	Frequencies [a]	%
Gender		
Male	97	24.6
Female	298	75.4
Age		
18 to 19	155	39.3
20 to 29	173	43.9
30 to 39	34	8.6
40 +	32	8.1
Nationality		
Domestic	354	92.2
International	30	7.8
Academic year		
Freshmen	48	12.2
Sophomore	64	16.2
Junior	58	14.7
Senior	108	27.3
Graduate	117	29.6
Marital status		
Single	340	86.1
Married	44	11.1
Other	11	2.8
Number of children		
None	372	94.7
One+	21	5.3
Main source of funding for tuition		
Parents/family	183	46.3
Assistantship/scholarship	102	25.8
Self-savings	34	8.6
Loans	66	16.7
Other	10	2.5

[a] May not sum to 411 in all cases for all variables due to missing data for some items.

followed by *family/relatives* (27%), *significant others* (19%), *mixed* friends and

relatives parties (7.7%), and *other* (1.1%). Almost half (48%) of the trips were *one or*

two nights in length and about a third (36%) were *three to six nights*. Trip duration

results are consistent with a report by the Travel Industry of America (2004).

Lodging and Meal Characteristics

In relationship to type of lodging and meal characteristics (Table 6), the majority

(91%) of the respondents used *automobile* as transportation on their trips, followed by

airplane (50%). Interestingly, *Buses* and *Trains* were used a great deal by the student

travelers. Not surprisingly, the two primary types of accommodations selected by

respondents included *friends/relatives' homes* (65%) and *hotel/motels* (59%).

Campground/trailer parks (21%) and *Hostel/condominium* (14%) were used much less

frequently. The respondents' three most popular choices of meals eaten were *family-style*

restaurants (81%), *fast-food restaurants* (75%), and *self-prepared* meals (73%), followed

by *formal restaurants* (60%), *deli/supermarkets* (46%), and *convenience stores* (45%).

With respect to the selections of transportation and accommodations, a report from TIA

(2004) shows similar results. For instance, the two primary modes of transportation for

leisure and business trips included *auto* (73%) and *airplane* (16%). The two major modes

of accommodation were *hotel/motels* (54%) and *private homes* (40%). However, *types of*

meals eaten were not provided in the TIA (2004) report.

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Table 5. Characteristics of Respondents' Most Recent Trips

Characteristics	Frequencies [a]	Percentages
Destination of the most recent trip		
Domestic	321	78.1
International	90	21.9
Month of the most recent trip taken		
November 2004	21	5.1
December 2004	65	15.9
January 2005	35	8.5
February 2005	37	9.0
March 2005	192	46.8
April 2005	60	14.6
Travel party makeup		
Group	349	85.1
Individual	61	14.9
Type of people accompanied		
Friends	158	45.3
Family/relatives	93	26.6
Significant others	67	19.2
Mixed (friends, family/relatives, and significant others)	27	7.7
Other	4	1.1
Duration of the most recent trip		
Day trip	30	8.0
One or two nights	178	47.5
Three to six nights	135	36.0
Seven to fourteen nights	32	8.5
Fifteen nights +	30	8.0

[a] May not sum to 411 in all cases for all variables due to missing data for some items.

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Table 6. Mode of Lodging and Meal Characteristics of their Most Recent Trips

Characteristics	Frequencies [a]	Percentages [b]
Type of transportation		
Automobile	299	91.2
Airplane	136	50.2
Train	38	17.1
Bus	36	16.4
Ship	33	15.3
Van/RV	22	10.2
Type of accommodations		
Friends/relatives' home	184	64.6
Hotel/motel	164	58.6
Campground/trailer parks	48	21.3
Hostel/condominium	31	14.3
Type of meals eaten		
Family-style restaurants	243	81.0
Fast-food restaurants	216	75.0
Self-prepared	209	73.3
Formal restaurants	164	60.1
Deli/supermarkets	117	46.2
Convenience stores	108	45.2

[a] Cases do not sum to 411 because respondents were permitted to check more than one response.
[b] The percentages do not sum to 100% because respondents were permitted to check more than one response.

Domestic and International Trip Destinations

The respondents were asked to specify the domestic or international destinations they visited during the previous six months on pleasure or vacation trips. The most popular domestic destination was Florida (22%), followed by Illinois, Michigan, California, New York, Arizona, Colorado, Georgia, Ohio, Hawaii, Indiana, Missouri, and Massachusetts (Table 7). The top international destination was Mexico (30%), followed by Canada, Bahamas, Puerto Rico, Jamaica, United Kingdom, Australia, England,

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France, and Italy (Table 8). These destinations are also influenced by the time of the year the survey was administered.

Table 7. Destinations of Domestic Trips

Destinations [a]	Rank	Percentages
Florida	1	21.8 (17.0) [b]
Illinois	2	10.6 (8.3)
Michigan	3	9.7 (7.6)
California	4	6.5 (5.1)
New York	5	5.3 (4.1)
Arizona	6	4.7 (3.7)
Colorado	7	3.1 (2.4)
Georgia	8	2.5 (2.0)
Ohio	8	2.5 (2.0)
Hawaii	9	2.2 (1.7)
Indiana	9	2.2 (1.7)
Missouri	9	2.2 (1.7)
Massachusetts	10	1.9 (1.5)

[a] Destinations with less than 1% response were not reported.
[b] 78.1% were domestic trips. So, 17.0% were all trips to Florida.

Table 8. Destinations of International Trips

Destinations [a]	Rank	Percentages
Mexico	1	30.0 (6.6) [b]
Canada	2	27.8 (6.1)
Bahamas	3	4.4 (1.0)
Puerto Rico	4	4.4 (1.0)
Jamaica	5	3.3 (0.7)
United Kingdom	5	3.3 (0.7)
Australia	6	2.2 (0.5)
Austria	6	2.2 (0.5)
England	6	2.2 (0.5)
France	6	2.2 (0.5)
Italy	6	2.2 (0.5)

[a] Destinations with less than 1% response were not reported.
[b] 21.1% were international trips. So, 6.6% were all trips to Mexico.

Importance of Push and Pull Motivation Variables

Respondents indicated the importance of various push motivations in deciding

their pleasure trips and pull motivations in choosing destinations either domestically or

internationally during their vacation. On a five-point scale with 1 being "not at all

important" and 5 being "highly important", respondents rated "having fun or being

entertained" (4.15) to be their most important push motivation for going on trips (Table

9), followed by "to get physically or emotionally refreshed" (4.00), "spending time with

someone special" (3.79), "seeing and experiencing a new destination" (3.74), "to spend

time with friends" (3.71), "get away from school" (3.69), and "visiting friends or

relatives" (3.60). On the other hand, "meeting someone of the opposite sex" (2.04),

"going places my friends have not visited" (2.29), and "indulging in luxury" (2.46) were

relatively less important reasons for trips. These important push variables can help in

understanding why students decide to take pleasure trips and this information can be used by travel businesses and marketers to design potential travel products to promote college/university students' pleasure trips.

Table 10 reports the importance of different pull motivations. *"Good value for the cost"* (3.97), *"clean and comfortable accommodations"* (3.73), *"convenient transportation"* (3.60), *"beautiful scenery and landscapes"* (3.54), *"safety and security"* (3.53), and *"warm and sunny weather"* (3.44) were the most important motivations for selecting a trip destination. Less important pull variables were *"to view sport event"* (1.88), *"to participate in sport events"* (1.90), *"party(ing) reputation"* (2.18), and *"familiarity of a place"* (2.32). It is important to recognize that even though these motivations are less important on average, there are student traveler segments that consider them to be relatively more important. For example, 26.5% of the students consider a destination's *"party(ing) reputation"* as important or highly important when selecting a destination. It is the combination of motivations, not just the importance assigned one motivation, that travel marketers need to understand in order to design holistic targeted marketing mix strategies.

Table 9. Importance of Push Motivation Variables

Importance of push variables [a]	Mean	Not at all important 1	2	3	4	Highly important 5
Be away from demands of home	3.17	5.8%	24.7%	31.3%	22.9%	15.3%
Escaping from ordinary/responsibilities	3.50	3.4%	17.2%	29.1%	26.7%	23.5%
To do nothing	2.68	16.2%	34.2%	24.9%	14.9%	9.8%
Get away from my job	2.86	14.2%	28.2%	28.2%	15.6%	13.7%
Get away from school	3.69	4.5%	12.6%	25.3%	24.2%	33.4%
To reduce stress	4.03	0.5%	7.9%	19.7%	31.3%	40.5%
To be free	3.59	4.8%	14.9%	25.5%	26.6%	28.2%
To get physically or emotionally refreshed	4.00	0.3%	6.1%	24.4%	31.8%	37.4%
Seeing and experiencing a new destination	3.74	5.0%	11.1%	22.0%	28.8%	33.1%
Seeing many attractions	3.09	8.8%	23.9%	31.6%	21.2%	14.6%
Learning something new or increasing knowledge	3.18	7.4%	23.9%	30.0%	21.0%	17.8%
Having fun or being entertained	4.15	0.5%	2.6%	19.0%	36.8%	41.0%
Viewing wildlife	2.71	15.3%	31.2%	29.1%	15.6%	8.7%
Enjoying good weather	3.71	2.9%	11.7%	26.6%	28.7%	30.1%
Observing nature	3.04	8.6%	25.1%	32.9%	20.3%	13.1%
Meeting someone of the opposite sex	2.04	41.2%	29.8%	17.8%	6.4%	4.8%
Spending time with special persons	3.79	5.1%	10.4%	23.1%	23.1%	38.3%
Meeting new friends/local people	2.82	13.6%	27.9%	31.6%	16.5%	10.4%
Experiencing a new culture	3.13	10.6%	20.7%	29.8%	22.6%	16.2%
Experiencing new or different lifestyles	3.03	11.6%	25.4%	26.5%	21.4%	15.1%
Being daring and adventuresome	3.10	10.1%	24.9%	25.9%	23.0%	16.1%
Finding thrills and excitement	3.09	11.7%	21.3%	28.0%	23.7%	15.2%
Rediscovering myself	2.66	15.6%	34.5%	27.3%	13.5%	9.0%
Talking about a trip after returning home	2.62	18.4%	30.2%	28.6%	16.3%	6.4%
Going places my friends have not visited	2.29	29.8%	33.2%	19.8%	12.1%	5.0%
Indulging in luxury	2.46	26.3%	32.2%	19.1%	13.8%	8.5%
Visiting friends or relatives	3.60	7.7%	10.3%	28.6%	21.7%	31.7%
To be together with my family	3.39	10.9%	14.4%	26.1%	21.6%	26.9%
Visiting family origins	2.53	25.0%	29.8%	22.9%	11.7%	10.6%
To visit a place recommended by friends	2.60	16.0%	29.9%	35.3%	15.2%	3.5%
To spend time with friends	3.71	6.3%	7.7%	27.5%	25.1%	33.3%

[a] Importance of each variable was measured using a five-point Likert scale (1 =Not at all important, 5 = Highly important).

Table 10. Importance of Pull Motivation Variables

Importance of push variables [a]	Mean	Not at all important 1	2	3	4	Highly important 5
Warm and sunny weather	3.44	8.0%	16.8%	26.6%	20.2%	28.5%
Sea and beaches	3.21	14.1%	18.1%	25.3%	17.6%	24.8%
Snow/ mountains	2.43	29.8%	26.6%	23.7%	11.2%	8.8%
River/lake/streams	2.66	16.0%	31.4%	31.4%	13.6%	7.7%
Beautiful scenery and landscapes	3.54	6.4%	10.1%	29.8%	30.9%	22.9%
Clean and comfortable accommodations	3.73	4.5%	7.4%	28.2%	29.8%	30.1%
Convenient transportation	3.60	3.2%	9.0%	34.3%	31.6%	21.8%
Good value for the price	3.97	2.4%	5.1%	22.4%	33.6%	36.5%
Restaurants	3.23	6.1%	20.5%	34.3%	22.3%	16.8%
Nightlife and entertainment	3.23	9.9%	21.1%	26.1%	21.6%	21.3%
Local people	2.79	11.4%	29.5%	36.7%	13.6%	8.8%
Cultural and historic attractions	2.91	11.7%	22.9%	38.1%	17.1%	10.1%
Availability of information about a destination	2.94	11.8%	24.3%	32.1%	21.7%	10.2%
Good accessibility	3.04	10.4%	20.0%	37.1%	20.3%	12.3%
Travel time	3.03	9.3%	19.7%	40.3%	20.3%	10.4%
Recreational and sport facilities	2.63	17.6%	34.6%	24.5%	14.6%	8.8%
Shopping opportunities	2.86	15.7%	25.8%	27.9%	17.6%	13.0%
Quiet rest areas	2.49	16.3%	36.8%	33.9%	7.7%	5.3%
Educational opportunities	2.44	19.7%	37.8%	26.6%	10.4%	5.6%
Family oriented	2.46	23.5%	32.3%	25.9%	12.0%	6.4%
Safety and security	3.53	6.9%	10.7%	28.8%	29.6%	24.0%
Familiarity of a place	2.32	23.2%	38.9%	25.3%	7.7%	4.8%
Party(ing) reputation	2.18	36.9%	30.2%	17.1%	9.4%	6.4%
To participate in sport events	1.90	43.7%	34.0%	14.5%	4.6%	3.2%
To view sport events	1.88	44.1%	32.9%	16.3%	4.0%	2.7%

[a] Importance of each variable was measured using a five-point Likert scale (1 =Not at all important, 5 = Highly important).

Results of Independent Samples *t*-tests

Independent samples *t*-tests were performed to identify if there were any statistically significant (mean) differences in the importance assigned push and pull motivations as well as in the level of travel involvement (1) by students who traveled to domestic and international destinations, (2) between domestic students and international

students, (3) by students who traveled to Florida and other states, and (4) by students who traveled to Mexico and other countries.

Differences in Push and Pull Motivations by Students Who Traveled to Domestic and International Destinations

Independent samples t-tests were performed to identify if there were any statistically significant (mean) differences in the importance assigned push and pull motivations by students who traveled to domestic and international destinations (Tables 11 and 12). There were significant differences in the following push motivation variables (Table 11): *"seeing and experiencing a new destination"* ($p = 0.005$), *"meeting someone of the opposite sex"* ($p = 0.014$), *"meeting new friends/local people"* ($p = 0.006$), *"experiencing a new culture"* ($p = 0.017$), *"experiencing new or different life-styles"* ($p = 0.021$), *"being daring and adventuresome"* ($p = 0.016$), *"finding thrills and excitement"* ($p = 0.024$), and *"visiting friends or relatives"* ($p = 0.005$). Interestingly, students traveling to domestic destinations placed more importance on all these motivations (except for *"visiting friends or relatives"*) than international destinations.

As Table 12 shows, there were some significant differences in the importance domestic and international destination student travelers assigned these pull motivations, including *"nightlife and entertainment"* ($p = 0.000$), *"local people"* ($p = 0.000$), *"cultural and historic attractions"* ($p = 0.000$), *"availability of information about a destination"* ($p = 0.005$), and *"party(ing) reputation"* ($p = 0.010$). Students who traveled to international destinations assigned statistically more importance on average to these motivations.

Table 11. Differences in the Importance Assigned Push Motivations by Students Traveling to Domestic and International Destinations

Importance of push variables [a]	Domestic Destination Travelers Mean	International Destination Travelers Mean	p-value
Be away from demands of home	2.97	3.23	0.053
Escaping from ordinary/responsibilities	3.33	3.55	0.112
To do nothing	2.75	2.66	0.546
Get away from my job	2.76	2.90	0.362
Get away from school	3.49	3.76	0.063
To reduce stress	4.01	4.04	0.804
To be free	3.59	3.58	0.958
To get physically or emotionally refreshed	4.03	3.99	0.699
Seeing and experiencing a new destination	4.01	3.66	0.005**
Seeing many attractions	3.29	3.03	0.074
Learning something new or increasing knowledge	3.30	3.14	0.292
Having fun or being entertained	4.23	4.13	0.339
Viewing wildlife	2.56	2.76	0.154
Enjoying good weather	3.76	3.70	0.681
Observing nature	2.92	3.08	0.254
Meeting someone of the opposite sex	2.30	1.96	0.014*
Spending time with special persons	3.59	3.85	0.080
Meeting new friends/local people	3.13	2.73	0.006**
Experiencing a new culture	3.41	3.05	0.017*
Experiencing new or different lifestyles	3.30	2.95	0.021*
Being daring and adventuresome	3.36	3.02	0.016*
Finding thrills and excitement	3.35	3.02	0.024*
Rediscovering myself	2.78	2.62	0.245
Talking about a trip after returning home	2.75	2.58	0.226
Going places my friends have not visited	2.34	2.28	0.659
Indulging in luxury	2.70	2.39	0.036
Visiting friends or relatives	3.26	3.69	0.005**
To be together with my family	3.22	3.45	0.151
Visiting family origins	2.56	2.52	0.834
To visit a place recommended by friends	2.73	2.56	0.183
To spend time with friends	3.67	3.73	0.693

[a] Importance of each variable was measured using a five-point Likert scale (1 = Not at all important, 5 = Highly important).

* $p < 0.05$; ** $p < 0.01$.

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Table 12. Differences in the Importance Assigned Pull Motivations by Students Traveling to Domestic and International Destinations

Importance of pull variables [a]	Domestic Destination Travelers Mean	International Destination Travelers Mean	p-value
Warm and sunny weather	3.42	3.54	0.425
Sea and beaches	3.18	3.29	0.524
Snow/ mountains	2.46	2.32	0.383
River/lake/streams	2.68	2.57	0.441
Beautiful scenery and landscapes	3.51	3.64	0.320
Clean and comfortable accommodations	3.70	3.84	0.312
Convenient transportation	3.60	3.61	0.911
Good value for the price	3.92	4.14	0.055
Restaurants	3.18	3.39	0.136
Nightlife and entertainment	3.11	3.64	**0.000***
Local people	2.66	3.20	**0.000***
Cultural and historic attractions	2.80	3.28	**0.000***
Availability of information about a destination	2.85	3.24	**0.005**
Good accessibility	2.99	3.20	0.149
Travel time	3.03	3.00	0.797
Recreational and sport facilities	2.62	2.66	0.787
Shopping opportunities	2.88	2.83	0.755
Quiet rest areas	2.51	2.44	0.577
Educational opportunities	2.41	2.56	0.245
Family oriented	2.51	2.29	0.122
Safety and security	3.50	3.63	0.379
Familiarity of a place	2.35	2.21	0.257
Party(ing) reputation	2.09	2.48	**0.010***
To participate in sport events	1.89	1.93	0.720
To view sport events	1.87	1.92	0.701

[a] Importance of each variable was measured using a five-point Likert scale (1 = Not at all important, 5 = Highly important).
* $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$.

Differences in Push and Pull Motivations between Domestic Student Travelers and
International Student Travelers

Independent samples t-tests were performed to identify if there were any
statistically significant (mean) differences in the importance assigned push and pull
motivations between domestic students and international students (Tables 13 and 14).
There were significant differences in the following push motivation variables (Table 13):
"seeing many attractions" (p = 0.002), *"learning something new or increasing
knowledge"* (p = 0.032), *"meeting someone of the opposite sex"* (p = 0.012), and *"going
places my friends have not visited"* (p = 0.008). Interestingly, international students
traveling to domestic and international destinations placed more importance on all these
motivations than domestic students.

Unlike the results of push motivations, about half of the pull motivations
indicated significant mean differences between domestic and international student
travelers (Table 14). They included *"convenient transportation"* (p = 0.002), *"good
value for the cost"* (p = 0.022), *"cultural and historic attractions"* (p = 0.011),
"availability of information about a destination" (p = 0.001), *"easy accessibility"* (p =
0.000), *"travel time"* (p = 0.000), *"recreational and sport facilities"* (p = 0.026), *"quiet
rest areas"* (p = 0.003), *"safety and security"* (p = 0.001), and *"familiarity of a place"* (p
= 0.032). International students traveling to domestic and international destinations
assigned statistically more importance on average to these motivations than domestic
students.

Table 13. Differences in the Importance Assigned Push Motivations between Domestic Student Travelers and International Student Travelers

Importance of push variables [a]	Domestic Student Travelers Mean	International Student Travelers Mean	p-value
Be away from demands of home	3.20	3.10	0.662
Escaping from ordinary/responsibilities	3.52	3.38	0.524
To do nothing	2.67	2.72	0.814
Get away from my job	2.84	3.11	0.286
Get away from school	3.68	3.86	0.432
To reduce stress	4.01	4.31	0.109
To be free	3.54	3.97	0.063
To get physically or emotionally refreshed	3.99	4.14	0.425
Seeing and experiencing a new destination	3.72	3.79	0.754
Seeing many attractions	3.02	3.72	**0.002****
Learning something new or increasing knowledge	3.13	3.62	**0.032***
Having fun or being entertained	4.15	4.14	0.958
Viewing wildlife	2.69	2.90	0.355
Enjoying good weather	3.70	3.74	0.856
Observing nature	3.03	3.28	0.271
Meeting someone of the opposite sex	2.00	2.55	**0.012***
Spending time with special persons	3.77	3.90	0.586
Meeting new friends/local people	2.80	3.07	0.228
Experiencing a new culture	3.09	3.48	0.098
Experiencing new or different lifestyles	3.00	3.34	0.149
Being daring and adventuresome	3.08	3.34	0.262
Finding thrills and excitement	3.08	3.17	0.703
Rediscovering myself	2.62	2.93	0.156
Talking about a trip after returning home	2.60	2.86	0.232
Going places my friends have not visited	2.24	2.83	**0.008****
Indulging in luxury	2.45	2.79	0.165
Visiting friends or relatives	3.61	3.48	0.606
To be together with my family	3.40	3.45	0.855
Visiting family origins	2.52	2.41	0.661
To visit a place recommended by friends	2.60	2.66	0.775
To spend time with friends	3.74	3.62	0.614

[a] Importance of each variable was measured using a five-point Likert scale (1 = Not at all important, 5 = Highly important).
* $p < 0.05$; ** $p < 0.01$.

Table 14. Differences in the Importance Assigned Pull Motivations between Domestic
Student Travelers and International Student Travelers

Importance of pull variables [a]	Domestic Student Travelers Mean	International Student Travelers Mean	p-value
Warm and sunny weather	3.39	3.83	0.079
Sea and beaches	3.15	3.66	0.057
Snow/ mountains	2.41	2.72	0.202
River/lake/streams	2.64	3.03	0.067
Beautiful scenery and landscapes	3.53	3.66	0.564
Clean and comfortable accommodations	3.73	3.97	0.277
Convenient transportation	3.56	4.17	**0.002**
Good value for the cost	3.94	4.38	**0.022***
Restaurants	3.23	3.38	0.504
Nightlife and entertainment	3.21	3.41	0.421
Local people	2.75	3.10	0.092
Cultural and historic attractions	2.86	3.41	**0.011***
Availability of information about a destination	2.88	3.62	**0.001**
Easy accessibility	2.96	4.00	**0.000***
Travel time	2.96	3.90	**0.000***
Recreational and sport facilities	2.59	3.10	**0.026***
Shopping opportunities	2.84	3.31	0.052
Quiet rest areas	2.45	3.03	**0.003**
Educational opportunities	2.42	2.76	0.109
Family oriented	2.43	2.86	0.052
Safety and security	3.47	4.24	**0.001**
Familiarity of a place	2.29	2.72	**0.032***
Party(ing) reputation	2.15	2.52	0.115
To participate in sport events	1.88	2.21	0.101
To view sport events	1.87	2.14	0.172

[a] Importance of each variable was measured using a five-point Likert scale (1 = Not at all important,
5 = Highly important).
* $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$.

Differences in Push and Pull Motivations by Students Traveling to Florida and Other States

Independent samples *t*-tests were performed to identify if there were any statistically significant (mean) differences in the importance assigned push and pull motivations by students who traveled to Florida and other states (Tables 15 and 16). The significant differences were shown in the following push motivation variables (Table 15): *"to do nothing"* ($p = 0.004$), *"get away from school"* ($p = 0.038$), *"enjoying good weather"* ($p = 0.000$), and *"indulging in luxury"* ($p = 0.014$). Interestingly, students traveling to Florida placed more importance on all these motivations than those traveling to other states.

As shown in Table 16, there were also significant differences in the importance of pull motivations. These motivation variables were *"warm and sunny weather"* ($p = 0.000$), *"sea and beaches"* ($p = 0.000$), *"clean and comfortable accommodations"* ($p = 0.002$), *"convenient transportation"* ($p = 0.004$), *"restaurants"* ($p = 0.025$), *"nightlife and entertainment"* ($p = 0.009$), *"shopping opportunities"* ($p = 0.000$), and *"safety and security"* ($p = 0.048$). Similarly, students who traveled to Florida assigned statistically more importance on average to these motivations than those traveling to other states. Specifically, the biggest mean differences between the two groups were shown in *"warm and sunny weather"*, *"sea and beaches"*, and *"shopping opportunities"*.

Table 15. Differences in the Importance Assigned Push Motivations by Students Traveling to Florida and Other States

Importance of push variables [a]	Florida Mean	Other states Mean	p-value
Be away from demands of home	3.21	3.16	0.747
Escaping from ordinary/responsibilities	3.68	3.46	0.144
To do nothing	3.06	2.60	**0.004****
Get away from my job	3.08	2.82	0.126
Get away from school	3.97	3.64	**0.038***
To reduce stress	4.24	3.99	0.058
To be free	3.76	3.55	0.192
To get physically or emotionally refreshed	4.12	3.97	0.251
Seeing and experiencing a new destination	3.62	3.76	0.375
Seeing many attractions	3.14	3.08	0.726
Learning something new or increasing knowledge	3.09	3.20	0.517
Having fun or being entertained	4.27	4.13	0.203
Viewing wildlife	2.64	2.73	0.563
Enjoying good weather	4.17	3.62	**0.000*****
Observing nature	3.03	3.05	0.923
Meeting someone of the opposite sex	2.22	2.00	0.163
Spending time with special persons	3.79	3.79	0.972
Meeting new friends/local people	2.88	2.81	0.677
Experiencing a new culture	2.97	3.16	0.240
Experiencing new or different lifestyles	2.88	3.06	0.279
Being daring and adventuresome	3.12	3.10	0.896
Finding thrills and excitement	3.23	3.06	0.332
Rediscovering myself	2.67	2.66	0.946
Talking about a trip after returning home	2.71	2.60	0.475
Going places my friends have not visited	2.32	2.29	0.846
Indulging in luxury	2.80	2.39	**0.014***
Visiting friends or relatives	3.56	3.60	0.804
To be together with my family	3.42	3.39	0.875
Visiting family origins	2.42	2.55	0.451
To visit a place recommended by friends	2.61	2.60	0.969
To spend time with friends	3.71	3.71	0.987

[a] Importance of each variable was measured using a five-point Likert scale (1 = Not at all important,
5 = Highly important).
* $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$.

Table 16. Differences in the Importance Assigned Pull Motivations by Students
Traveling to Florida and Other States

Importance of pull variables [a]	Florida Mean	Other states Mean	p-value
Warm and sunny weather	4.08	3.31	**0.000***
Sea and beaches	3.94	3.05	**0.000***
Snow/ mountains	2.17	2.48	0.067
River/lake/streams	2.56	2.68	0.447
Beautiful scenery and landscapes	3.70	3.50	0.210
Clean and comfortable accommodations	4.12	3.65	**0.002****
Convenient transportation	3.92	3.53	**0.004****
Good value for the cost	4.15	3.93	0.102
Restaurants	3.52	3.17	**0.025***
Nightlife and entertainment	3.61	3.16	**0.009****
Local people	2.59	2.83	0.109
Cultural and historic attractions	2.68	2.96	0.071
Availability of information about a destination	3.03	2.92	0.491
Easy accessibility	3.14	3.02	0.452
Travel time	3.20	2.99	0.163
Recreational and sport facilities	2.85	2.58	0.092
Shopping opportunities	3.41	2.75	**0.000***
Quiet rest areas	2.62	2.46	0.282
Educational opportunities	2.27	2.48	0.159
Family oriented	2.48	2.45	0.873
Safety and security	3.79	3.48	**0.048***
Familiarity of a place	2.53	2.28	0.076
Party(ing) reputation	2.39	2.14	0.117
To participate in sport events	1.83	1.91	0.575
To view sport events	1.88	1.88	0.975

[a] Importance of each variable was measured using a five-point Likert scale (1 = Not at all important,
5 = Highly important).
* $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$.

<u>Differences in Push and Pull Motivations by Students Traveling to Mexico and Other</u>

<u>Countries</u>

Independent samples *t*-tests were performed to identify if there were any statistically significant (mean) differences in the importance assigned push and pull motivations by students who traveled to Mexico and other countries (Tables 17 and 18). The significant differences were shown in the following push motivation variables (Table 17): *"escaping from ordinary/responsibilities"* (p = 0.007), *"viewing wildlife"* (p = 0.044), *", "indulging in luxury"* (p = 0.009), and *"visiting friends or relatives"* (p = 0.011). Students traveling to Mexico placed more importance on *"escaping from ordinary/responsibilities"* and *"indulging in luxury"*, while those traveling to other countries placed more importance on *"viewing wildlife"* and *"visiting friends or relatives"*.

Table 18 shows that there were also significant differences in the importance of pull motivations, including *"warm and sunny weather"* (p = 0.021), *"sea and beaches"* (p = 0.006), *"clean and comfortable accommodations"* (p = 0.003), *"convenient transportation"* (p = 0.038), *"good value for the cost"* (p = 0.043), *"nightlife and entertainment"* (p = 0.002), *"availability of information about a destination"* (p = 0.042), and *"party(ing) reputation "* (p = 0.033). Students who traveled to Mexico assigned statistically more importance on average to these motivations than those traveling to other countries. The biggest mean differences between the two groups were shown in *"nightlife and entertainment"*, and *"clean and comfortable accommodations"*.

Table 17. Differences in the Importance Assigned Push Motivations by Students
Traveling to Mexico and Other Countries

Importance of push variables [a]	Mexico Mean	Other countries Mean	p-value
Be away from demands of home	3.38	3.16	0.322
Escaping from ordinary/responsibilities	4.08	3.45	**0.007****
To do nothing	3.08	2.65	0.079
Get away from my job	3.15	2.84	0.216
Get away from school	3.81	3.69	0.615
To reduce stress	4.31	4.01	0.142
To be free	3.27	3.61	0.158
To get physically or emotionally refreshed	3.77	4.02	0.196
Seeing and experiencing a new destination	3.77	3.74	0.889
Seeing many attractions	2.92	3.10	0.453
Learning something new or increasing knowledge	2.81	3.21	0.102
Having fun or being entertained	4.04	4.16	0.489
Viewing wildlife	2.27	2.74	**0.044***
Enjoying good weather	3.88	3.70	0.411
Observing nature	2.77	3.06	0.209
Meeting someone of the opposite sex	2.15	2.03	0.586
Spending time with special persons	3.50	3.81	0.199
Meeting new friends/local people	2.81	2.82	0.949
Experiencing a new culture	3.23	3.12	0.665
Experiencing new or different lifestyles	3.08	3.03	0.839
Being daring and adventuresome	3.08	3.11	0.911
Finding thrills and excitement	3.08	3.09	0.944
Rediscovering myself	2.35	2.68	0.157
Talking about a trip after returning home	2.72	2.61	0.654
Going places my friends have not visited	2.54	2.27	0.265
Indulging in luxury	3.08	2.41	**0.009****
Visiting friends or relatives	3.00	3.64	**0.011***
To be together with my family	3.38	3.39	0.976
Visiting family origins	2.27	2.55	0.277
To visit a place recommended by friends	2.58	2.60	0.929
To spend time with friends	3.62	3.72	0.660

[a] Importance of each variable was measured using a five-point Likert scale (1 = Not at all important,
5 = Highly important).
* $p < 0.05$; ** $p < 0.01$.

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Table 18. Differences in the Importance Assigned Pull Motivations by Students
         Traveling to Mexico and Other Countries

Importance of pull variables [a]	Mexico Mean	Other countries Mean	p-value
Warm and sunny weather	4.00	3.40	**0.021***
Sea and beaches	3.92	3.15	**0.006****
Snow/ mountains	2.27	2.44	0.514
River/lake/streams	2.50	2.67	0.465
Beautiful scenery and landscapes	3.92	3.51	0.073
Clean and comfortable accommodations	4.35	3.69	**0.003****
Convenient transportation	4.00	3.57	**0.038***
Good value for the cost	4.36	3.94	**0.043***
Restaurants	3.58	3.21	0.108
Nightlife and entertainment	3.96	3.18	**0.002****
Local people	3.00	2.77	0.305
Cultural and historic attractions	3.00	2.90	0.671
Availability of information about a destination	3.38	2.91	**0.042***
Easy accessibility	3.42	3.01	0.077
Travel time	2.92	3.03	0.617
Recreational and sport facilities	2.69	2.62	0.765
Shopping opportunities	3.12	2.85	0.290
Quiet rest areas	2.50	2.49	0.962
Educational opportunities	2.35	2.45	0.635
Family oriented	2.12	2.48	0.121
Safety and security	3.88	3.50	0.109
Familiarity of a place	2.23	2.33	0.657
Party(ing) reputation	2.68	2.15	**0.033***
To participate in sport events	2.08	1.88	0.351
To view sport events	2.08	1.87	0.306

[a] Importance of each variable was measured using a five-point Likert scale (1 = Not at all important,
5 = Highly important).
*$p < 0.05$; **$p < 0.01$.

Investigating the importance that student travelers assign to various push and pull

motivations is important to understanding their decisions to travel and where they travel.

This insight can be used to develop travel opportunities and destinations more effectively

relative to various student traveler market segments. Destination marketing organizations

can utilize this information to develop marketing communications strategies to position

their destinations relative to the competition. Basically, identifying the importance of push and pull motivation variables in deciding to take pleasure trips as well as selecting domestic and international destinations is considered indispensable to segment this and other travel markets. That is, in order to understand and effectively target this market, destination marketers should be aware of these important push and pull motivation variables associated with travel decisions and destination choices as being discriminators between domestic and international destinations.

Differences in Travel Involvement by Nationality, Type of Trip, Domestic Destinations, and International Destinations.

Table 19 indicates that there is a significant difference in the level of travel involvement ($p = 0.010$) by students traveling to Mexico and other countries. Students who traveled to Mexico (4.61) were statistically more highly *travel- involved* than those traveling to other countries (4.27).

Table 19. Differences in the Level of Travel Involvement by Nationality, Type of Trip, Domestic Destinations, and International Destinations.

Construct	Domestic Destination Travelers Mean	International Destination Travelers Mean	p-value
Travel involvement [a]	4.30	4.37	0.319
	Domestic Student Travelers Mean	International Student Travelers Mean	
Travel involvement	4.32	4.24	0.505
	Florida Mean	Other states Mean	
Travel involvement	4.26	4.30	0.567
	Mexico Mean	Other countries Mean	
Travel involvement	4.61	4.27	**0.010***

[a] Level of travel involvement was measured using a five-point semantic differential scale (e.g., 1 = Unimportant, 5 = Important).
* $p < 0.05$.

Results of Factor Analyses Performed on Push and Pull Motivation Variables

Objectives of Factor Analysis

Factor analysis has two primary objectives: (1) to "identify the structure of relationships among variables by examining the correlations between the variables, and (2) "to identify representative variables from a much larger set of variables for use in subsequent multivariate analyses" (Hair et al., pp. 95). That is, factor analysis helps define the underlying structures of variables by reducing data into a small set of factors.

Testing Adequacy of Factor Analysis

First, it was necessary to determine whether it was appropriate to conduct a factor analysis on the push (31 items) and pull motivations (25 items). The decision was made by examining the Kaiser-Meyer-Olkin measure of sampling adequacy and the Bartlett's test of sphericity (Gursoy and Gavcar, 2003). The Kaiser-Meyer-Olkin measure of sampling adequacy tests if the partial correlations among variables are small, while the Bartlett's test of sphericity tests if the correlation matrix is an identify matrix, which indicates it is inappropriate for factor analysis. Values equal to or greater than 0.60 from the Kaiser-Meyer-Olkin measure of sampling adequacy indicate the appropriateness of using factor analysis. A significant result from the Bartlett's test of sphericity is also required to test the appropriateness of factor analysis. Table 20 shows that the values from the Kaiser-Meyer-Olkin measure of sampling adequacy test on the push and pull motivation items were greater than 0.80, indicating the data was adequate for factor analysis. The results from the Bartlett's test of sphericity on the push and pull motivation items were considered significant ($p = 0.000$), indicating the data were also acceptable for factor analysis.

Table 20. Results of Testing for Adequacy of Factor Analysis

Test	Push motivations	Pull motivations
Kaiser-Meyer-Olkin measure of sampling adequacy	0.832	0.814
Bartlett's test of sphericity	$\chi^2 (465) = 4950.7$, $p = 0.000$	$\chi^2 (300) = 4259.8$, $p = 0.000$

Identification of Push Motivation Factors

A factor analysis using the varimax rotation method was first performed on the 31 push motivation items. Table 21 shows the eight push motivational factors with eigenvalues equal to or greater than 1.0 that were extracted. These eight push factors accounted for 65.10% of the total variance. Based on the eigenvalue criterion above, the scree test plot also suggested and supported the existence of eight reliable factors among all the possible factors (Figure 2).

All of the factor loadings of each variable were acceptable, ranging from 0.38 to 0.85 (the minimum level of practical significance is greater than 0.30). Internal consistency between items representing each factor was estimated using Cronbach's alpha coefficient. Since its reliability values were less than 0.60, Factor 6 was removed, as suggested by Hair et al. (1998). The reliability values for the other six factors were considered statistically acceptable, ranging from 0.69 to 0.87. In addition, Factor 8 was discarded before labeling because only one variable was loaded on the factor (Hair et al., 1998).

The six factors that were accepted were labeled on the variables with the highest loadings: *"Getting away"* (Factor 1), *"Adventure and excitement"* (Factor 2), *"Discovery and learning"* (Factor 3), *"Connecting with family and friends"* (Factor 4), *"Engaging nature"* (Factor 5), and *"Rejuvenation"* (Factor 7). Seven push motivations loaded on the *"Getting away factor"* (Factor 1) included *escaping from ordinary/responsibilities, be away from demands of home, get away from school, to reduce stress, get away from my job, to do nothing,* and *indulging in luxury.* Factor 2 was named the *"Adventure and excitement factor"* because these motivations had the highest loadings: *being daring*

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Table 21. Results of Factor Analysis Performed on Push Motivation Variables

Push factors/variables	Factor loadings	Eigen-values	Explained variance	Reliability
Factor 1: Getting away		7.07	22.81	0.82
Escaping from ordinary/responsibilities	0.79			
Be away from demands of home	0.71			
Get away from school	0.71			
To reduce stress	0.69			
Get away from my job	0.68			
To do nothing	0.60			
Indulging in luxury	0.38			
Factor 2: Adventure and excitement		3.80	12.25	0.83
Being daring and adventuresome	0.78			
Finding thrills and excitement	0.76			
Rediscovering myself	0.63			
Talking about a trip after returning home	0.62			
Going places my friends have not visited	0.62			
Meeting new friends/local people	0.55			
Meeting someone of the opposite sex	0.48			
Factor 3: Discovery and learning		2.36	7.60	0.87
Experiencing a new culture	0.79			
Learning something new or increasing knowledge	0.76			
Seeing and experiencing a new destination	0.74			
Experiencing new or different lifestyles	0.72			
Seeing many attractions	0.69			
Factor 4: Connecting with family and friends		2.02	6.52	0.68
To be together with my family	0.79			
Visiting family origins	0.75			
Visiting friends or relatives	0.68			
To visit a place recommended by friends	0.44			
Factor 5: Engaging nature		1.39	4.47	0.87
Observing nature	0.85			
Viewing wildlife	0.84			
Factor 6 [a]: --		1.33	4.29	0.48
Having fun or being entertained	0.73			
Enjoying good weather	0.63			
Spending time with friends	0.46			
Factor 7: Rejuvenation		1.20	3.86	0.69
To get physically or emotionally refreshed	0.69			
To be free	0.53			
Factor 8 [b]: --		1.02	3.30	--
Spending time with special persons	0.76			
Total variances explained			65.10	

Scale: 1 =Not at all important, 5 = Highly important. Varimax rotation with Kaiser normalization
[a] Factor 6 has no label because its reliability values were not acceptable (< 0.60).
[b] Factor 8 has no label and reliability values due to only one variable loaded.

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Figure 2. Results of Scree Test Plot for the Importance of Push Motivation Variables
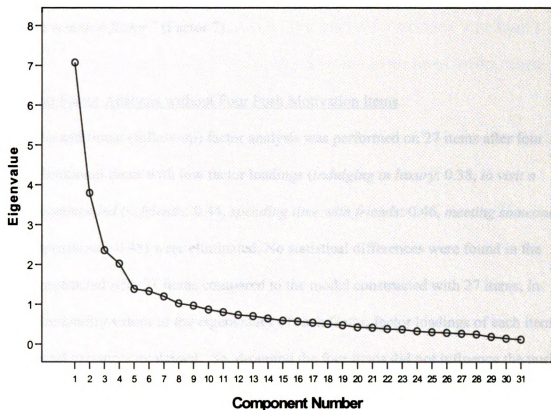
and adventuresome, *finding thrills and excitement*, *rediscovering myself*, *talking about a
trip after returning home*, *going places my friends have not visited*, *meeting new
friends/local people*, and *meeting someone of the opposite sex*. Five motivations

including *experiencing a new culture*, *learning something new or increasing knowledge*,

seeing and experiencing a new destination, *experiencing new or different lifestyles*, and

seeing many attractions were loaded on Factor 3 so it was labeled as the *"Discovery and*

learning factor". Four motivations helped name the "*Connecting with family and friends*

factor" (Factor 4) including *to be together with my family*, *visiting family origins*, *visiting*

friends or relatives, and *to visit a place recommended by friends*. The two motivations

that defined the *"Engaging nature factor"* (Factor 5) were *observing nature* and *viewing wildlife. To get physically or emotionally refreshed* and *to be free* contributed to naming the *"Rejuvenation factor"* (Factor 7).

Follow-up Factor Analysis without Four Push Motivation Items

An additional (follow-up) factor analysis was performed on 27 items after four push motivational items with low factor loadings (*indulging in luxury*: 0.38, *to visit a place recommended by friends*: 0.44, *spending time with friends*: 0.46, *meeting someone of the opposite sex*: 0.48) were eliminated. No statistical differences were found in the model constructed with 31 items compared to the model constructed with 27 items, in terms of reliability values or the eigenvalues of each factor, factor loadings of each item, and the total variances explained. So, dropping the four items did not influence the push motivation construct. As suggested by Hair et al. (1998), any item with factor loadings less than 0.50 did not significantly contribute to the quality of the model. So, those items were eliminated from testing the hypothesized model after factor analysis.

Identification of Pull Motivation Factors

A factor analysis using the varimax rotation method was also performed on the 25 pull motivation items. Table 22 shows the seven pull motivational factors with eigenvalues equal to or greater than 1.0 that were extracted. These seven pull factors accounted for 69.83% of the total variance. Based on the eigenvalue criterion above, the scree test plot also suggested and supported the existence of the seven reliable factors among all the possible factors (Figure 3).

The factor loadings for each pull motivation item met the minimum requirement (0.30), ranging from 0.40 to 0.87. For internal consistency between items representing each factor, Cronbach's alpha coefficient was also estimated if its values were equal to or greater than 0.60 (Hair et al., 1998). The reliability values for the seven factors ranged from 0.58 to 0.91, indicating acceptable internal consistency.

Based on higher factor loadings and the uniqueness of each item, the seven pull factors were accepted and labeled as *"Lodging and transportation"* (Factor 1), *"Convenience and value"* (Factor 2), *"Recreation and entertainment"* (Factor 3), *"Cultural opportunities"* (Factor 4), *"Natural scenery"* (Factor 5), *"Sun and beaches"* (Factor 6), and *"Family friendly"* (Factor 7). Four pull motivations were loaded on the *"Lodging and transportation factor"* (Factor 1) including *clean and comfortable accommodation, restaurants, convenient transportation,* and *shopping opportunities.* Five pull motivations including *good accessibility, travel time, good value for the price, availability of information about a destination,* and *quiet rest areas* were loaded on the *"Convenience and value factor"* (Factor 2). Five motivations helped name the *"Recreation and entertainment factor"* (Factor 3) including *recreation and sport facilities, to participate in sport events, to view sport events, party(ing) reputation,* and *nightlife and entertainment.* Three motivations that defined the *"Cultural opportunities factor"* (Factor 4) were *cultural and historic attractions, local people,* and *educational opportunities.* Three motivations were loaded on the *"Natural scenery factor"* (Factor 5) including *rivers/lake/streams, snow/mountains,* and *beautiful scenery and landscapes.*

Table 22. Results of Factor Analysis Performed on Pull Motivation Variables

Pull factors/variables	Factor loadings	Eigen-values	Explained variance	Reliability
Factor 1: Lodging and transportation		6.97	27.87	0.83
Clean and comfortable accommodations	0.82			
Restaurants	0.77			
Convenient transportation	0.75			
Shopping opportunities	0.70			
Factor 2: Convenience and value		2.51	10.03	0.79
Good accessibility	0.79			
Travel time	0.76			
Good value for the price	0.60			
Availability of information about a destination	0.56			
Quiet rest areas	0.40			
Factor 3: Recreation and entertainment		2.18	8.71	0.77
Recreational and sport facilities	0.85			
To participate in sport events	0.75			
To view sport events	0.73			
Party(ing) reputation	0.73			
Nightlife and entertainment	0.52			
Factor 4: Cultural opportunities		1.95	7.81	0.73
Cultural and historic attractions	0.85			
Local people	0.74			
Educational opportunities	0.60			
Factor 5: Natural scenery		1.62	6.47	0.79
River/lake/streams	0.85			
Snow/ mountains	0.83			
Beautiful scenery and landscapes	0.60			
Factor 6: Sun and beaches		1.16	4.66	0.91
Warm and sunny weather	0.87			
Sea and beaches	0.87			
Factor 7: Family friendly		1.07	4.28	0.58
Family oriented	0.77			
Familiarity of a place	0.65			
Safety and security	0.42			
Total variance explained			69.83	

Scale: 1 =Not at all important, 5 = Highly important. Varimax rotation with Kaiser normalization

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Figure 3. Results of Scree Test Plot for the Importance of Pull Motivation Variables
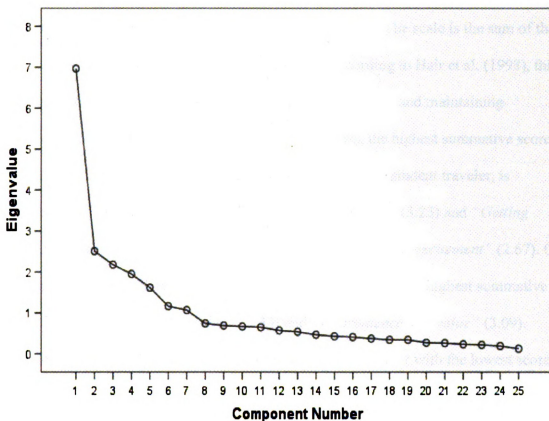
Two motivations that defined the *"Sun and beaches factor"* (Factor 6) were *warm and sunny weather* and *sea and beaches*. Three motivations including *family oriented, familiarity of a place,* and *safety and security* were loaded on the *"Family friendly factor"* (Factor 7).

Summative Scales of the Importance of Push and Pull Factors

A summative scale was then calculated for both the push and the pull motivations loaded on each of the six push factors and seven pull factors. The scale is the sum of the mean average importance scores of the motivations. According to Hair et al. (1998), this scale has the combined benefits of reducing measurement error and maintaining parsimony in the number of variables. As Table 23 shows, the highest summative score of the six push factors, meaning it is the most important to the student traveler, is *"Rejuvenation"* (3.79), followed by *"Discovery and learning"* (3.23) and *"Getting away"* (3.21). The factor with the lowest score is *"Adventure and excitement"* (2.67). Of the seven pull factors, *"Lodging and transportation"* (3.36) has the highest summative score, followed by *"Sun and beaches"* (3.33) and *"Convenience and value"* (3.09). Interestingly, *"Recreation and entertainment"* (2.37) is the factor with the lowest score and importance to respondents, indicating that recreational and sport facilities, participating in or viewing sport events, a destination reputation for partying, and nightlife and entertainment are relatively less important motivations for selecting a destination for student trips. However, it must be recognized that sunny weather and beaches, both of which are obviously recreation related, are high in importance when selecting student travel destinations.

Table 23. Summative Mean Scores of the Importance of the Push and Pull Factors

Push factors	Mean	Median [a]
Getting away	3.20	3.20
Adventure and excitement	2.67	2.67
Discovery and learning	3.23	3.23
Connecting with family and friends	3.03	3.00
Engaging nature	2.88	3.00
Rejuvenation	3.79	4.00
Pull factors		
Lodging and transportation	3.35	3.36
Convenience and value	3.09	3.09
Recreation and entertainment	2.37	2.37
Cultural opportunities	2.71	2.67
Natural scenery	2.79	2.80
Sun and beaches	3.32	3.33
Family friendly	2.76	2.67

[a] : the mid-way point.

Testing the Hypothesized Model

As described in the three previous Chapters, the hypothesized model employing the structural equation model was tested to determine the relationships among *"travel involvement"*, *"push motivations"*, *"pull motivations"*, *"satisfaction"* with travel experience, and *"destination loyalty"*. Testing the model involved two main steps: (1) developing the measurement model and (2) validating the structural model. For the next two steps, the AMOS (6.0) software was used.

<u>Evaluation Procedures of the Measurement Model</u>

A confirmatory factor analysis using the Maximum-likelihood (ML) estimation procedure was performed on the measurement model specifying the relationships between the observed data and the five constructs including *"travel involvement"*, *"push motivations"*, *"pull motivations"*, *"satisfaction" with travel experience*, and *"destination loyalty"*. Validity and reliability of the measurement model were assessed by determining whether the indicator loadings were statistically significant. The construct reliability values of the five latent constructs were tested to determine if they exceeded the desired values of 0.60 (Swanson and Horridge 2004; Hair et al., 1998). The values greater than 0.60 underline the high levels of positive relationships within each construct. To evaluate whether the indicators on each latent construct were statistically valid, the indicator loadings were reviewed to determine if they were all significant ($p < 0.001$) at a 0.01 significance level and if all t-values exceeded 2.58.

Three different types of measures were then reviewed to assess the degree to which the measurement model fit the observed data (Hair et al., 1998; Kline, 1998) including: (1) absolute fit measures (e.g., χ^2 statistic, GFI, and RMSEA), (2) incremental fit measures (e.g., CFI), and (3) parsimonious fit measures (e.g., χ^2/df and AGFI). Six goodness-of-fit indices (Jöreskog and Sörbom 1996; Kline, 1998) were assessed: (1) χ^2 statistic: non-significant p-values are desirable, (2) χ^2/df (normed χ^2): values less than 3 are favorable, (3) GFI (goodness-of-fit index): values should be greater than 0.90, (4) CFI (comparative fit index): values greater than 0.90 are acceptable fit, and (5) RMSEA (root mean square error of approximation): values less than 0.10 are favorable.

<u>Evaluation of the Measurement Model</u>

The results of the tests of fit for the 1st measurement model are supported in Table 24. The first Confirmatory Factor Analysis indicates that all of the indicator loadings are significant ($p < 0.001$) at a 0.01 significance level and all t-values exceeded 2.58. The reliability values of the constructs also exceeded the desired values (0.60): *"travel involvement"* = 0.87, *"push motivations"* = 0.65, *"pull motivations"* = 0.73, *"satisfaction"* = 0.84, and *"destination loyalty"* = 0.74. In terms of the overall model fit, the measurement model is acceptable based on the RMSEA index (0.09), but is not acceptable on the other four indices: χ^2 (395) = 1850.2, p = 0.000, χ^2/df = 4.68, GFI = 0.75, and CFI = 0.74. So, the model is rejected based on the overall fit and needed to be enhanced.

Table 24. Results of the Assessment of Fit of the 1st Measurement Model

Model	χ^2 (df) [a]	χ^2/df [b]	GFI [c]	CFI [d]	RMSEA [e]
1st Measurement model	1850.2 (395) p = 0.000	4.68	0.76	0.74	0.09

[a] χ^2 statistic: to be acceptable non-significant p-values are desirable;
[b] χ^2/df (normed χ^2): to be acceptable values less than 3 are favorable;
[c] GFI (goodness-of-fit index): to be acceptable values should be greater than 0.90;
[d] CFI (comparative fit index): to be acceptable values greater than 0.90 are acceptable fit;
[e] RMSEA (root mean square error of approximation): to be acceptable values less than 0.10 are favorable.

Since the 1st measurement model is rejected, the model fit needs to be enhanced. As suggested by the results of the modification indices in the AMOS software, three involvement indicators (*"no important effect versus an important effect"; "not*

meaningful versus meaningful"; "not fascinating versus fascinating"), one push factor

(*"Engaging nature"*), and three pull factors (*"Cultural opportunities", "Natural*

scenery", and *"Family friendly"*) were recommended to be eliminated because their path

coefficients are less than 0.50 and therefore not practically significant to the fit of the

model (Hair et al., 1998). In addition, three push factors (*"Getting away", "Connecting*

with family and friends", and *"Rejuvenation"*), one pull factor (*"Convenience and*

value"), and one destination loyalty indicator (*"In the next two years, how likely is it that*

you will pay more if you visit the same destination where you visited on the most recent

trip?") were eliminated from the model because they were significantly interrelated to

each other on different constructs, which indicated the push factors would be either in the

pull motivation construct or in the destination loyalty construct, suggested by the

modification indices in the AMOS software. The measurement model was then re-

analyzed to determine if the data fit the model.

The 2nd Confirmatory Factor Analysis shows that the fit of the revised

measurement model is improved significantly and is acceptable based on the four indices:

$\chi^2/df = 2.90$, GFI = 0.91, and CFI = 0.93, and RMSEA = 0.06. However, it is still not

good enough on the χ^2 index: $p = 0.000$ (Table 25). However, according to Kline (1999,

p. 128), the Chi-square statistic has two problems: (1) "its values are not interpretable in a

standardized way" and (2) "it is very sensitive to sample size". Based on this and the

positive results of the other four fit indices, the model was deemed acceptable and no

additional changes were made to enhance the overall fit of the model.

Table 25. Results of Overall Model Fit indices for the 2nd Measurement Model

Model	χ^2 (df) [a]	χ^2/df [b]	GFI [c]	CFI [d]	RMSEA [e]
2nd Measurement model	362.7 (125) $p = 0.000$	2.90	0.91	0.93	0.06

[a] χ^2 statistic: to be acceptable non-significant p-values are desirable;

[b] χ^2/df (normed χ^2): to be acceptable values less than 3 are favorable;

[c] GFI (goodness-of-fit index): to be acceptable values should be greater than 0.90;

[d] CFI (comparative fit index): to be acceptable values greater than 0.90 are acceptable fit;

[e] RMSEA (root mean square error of approximation): to be acceptable values less than 0.10 are favorable.

Validation of the Hypothesized Model

The final step was to assess the structural relationships between the theoretical model's five re-configured constructs by specifying the direct paths ($\rightarrow$) among the five constructs. The direct paths among the model's five constructs are diagramed in Figure 4. The diagram confirms the convergent validity of the model. As Table 26 shows, all the standardized path coefficients from the latent constructs to the indicators (e.g., "travel involvement" to "IN1") were acceptable, ranging from 0.50 to 1.14 (Hair et al., 1998). All the indicator loadings were significant ($p < .001$) at a 0.01 significance level, which implies that all t-values exceeded 2.58 and thus the indicators on each latent construct are considered valid.

Figure 4. Results of the Structural Relationships among Travel Involvement, Push Motivations, Pull Motivations, Satisfaction, and Destination Loyalty
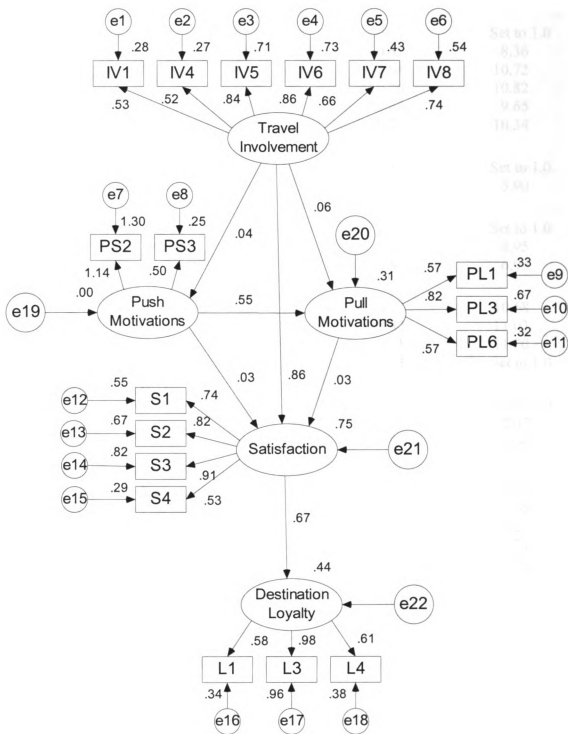
Table 26. The Hypothesized Model's Standardized Path Coefficients and *t*-values

Constructs/indicators	Standardized path coefficients	*t* - value
Travel involvement (EX) [a]		
IN1	0.53	Set to 1.0
IN4	0.52	8.36
IN5	0.84	10.72
IN6	0.86	10.82
IN7	0.66	9.65
IN8	0.74	10.34
Push motivations (ED) [b]		
PS2	1.14	Set to 1.0
PS3	0.50	5.90
Pull motivations (ED)		
PL1	0.57	Set to 1.0
PL3	0.82	6.95
PL6	0.57	6.93
Satisfaction (ED)		
S1	0.74	10.68
S2	0.82	11.03
S3	0.91	11.50
S4	0.53	Set to 1.0
Destination loyalty (ED)		
L1	0.90	Set to 1.0
L3	0.87	12.07
L4	0.88	10.24
Direct impacts among constructs		
Involvement → Push motivations	0.04	0.86
Involvement → Pull motivations	0.07	1.26
Involvement → Satisfaction	**0.86**[c]	8.21
Push motivations → Pull motivations	**0.55**[c]	4.71
Push motivations → Satisfaction	0.03	0.86
Pull motivations → Satisfaction	0.03	0.71
Satisfaction → Destination loyalty	**0.67**[c]	7.80

[a] EX = Exogenous variable (cause); [b] ED = Endogenous variable (effect)
[c] paths were significant ($p < 0.01$).

In terms of the overall model fit, four goodness-of-fit indices for the theoretical model were within an acceptable range: χ^2/df = 2.83, GFI = 0.91, CFI = 0.93 and RMSEA = 0.06, except for the overall fit of the Chi-square statistic for the model which was significant (χ^2(128) = 363.2, p < 0.001) at a 0.05 significance level (Table 27).

Table 27. Results of Overall Model Fit indices for the Hypothesized Model

Model	χ^2 (df) [a]	χ^2/df [b]	GFI [c]	CFI [d]	RMSEA [e]
Hypothesized model	363.2 (128) p = 0.000	2.83	0.91	0.93	0.06

[a] χ^2 statistic: to be acceptable non-significant p-values are desirable;

[b] χ^2/df (normed χ^2): to be acceptable values less than 3 are favorable;

[c] GFI (goodness-of-fit index): to be acceptable values should be greater than 0.90;

[d] CFI (comparative fit index): to be acceptable values greater than 0.90 are acceptable fit;

[e] RMSEA (root mean square error of approximation): to be acceptable values less than 0.10 are favorable.

Testing the Hypotheses

The combination of the findings provides the basis for accepting or rejecting the seven model related hypotheses. Three of the hypotheses are accepted and four are rejected.

Hypothesis 1 (Travel involvement of student travelers has a positive direct effect on push motivations) is rejected because *"travel involvement"* has a weak direct effect on *"push motivation"* (estimated coefficient b = 0.04, t = 0.86).

Hypothesis 2 (Travel involvement of student travelers has a positive direct effect on pull motivations) is rejected because *"travel involvement"* has a weak direct effect on *"pull motivation"* (estimated coefficient b = 0.07, t = 1.26).

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Hypothesis 3 (Travel involvement of student travelers has a positive direct effect on satisfaction with travel experience) is accepted given that *"travel involvement"* has an extremely strong and positive direct effect on the levels of *"satisfaction"* with travel experience (estimated coefficient $b = 0.86$, $t = 8.21$).

Hypothesis 4 (Push motivations of student travelers have positive direct effects on pull motivations) is accepted because *"push motivations"* have a strong positive direct effect on *"pull motivations"* (estimated coefficient $b = 0.54$, $t = 4.71$).

Hypothesis 5 (Push motivations of student travelers have positive direct effects on the levels of satisfaction with travel experience) is rejected given that *"push motivations"* have weak direct effects on the level of *"satisfaction"* with travel experience (estimated coefficient $b = 0.03$, $t = 0.86$).

Hypothesis 6 (Pull motivations of student travelers have positive direct effects on the levels of satisfaction with travel experience) is rejected because *"pull motivations"* has weak direct effects on the levels of *"satisfaction"* with travel experience (estimated coefficient $b = 0.03$, $t = 0.71$).

Hypothesis 7 (Levels of satisfaction with travel experience have positive direct effects on destination loyalty) is accepted because the levels of *"satisfaction"* with travel experience have very strong and positive direct effects on *"destination loyalty"* (estimated coefficient $b = 0.67$, $t = 7.80$).

The tests of the hypotheses (summarized in Table 28) suggest *"travel involvement"* of students is not a particularly good predictor of either *"push"* or *"pull motivations"*, but is a good predictor of students' *"satisfaction"* with their travel experience. *"Push motivations"* nor *"pull motivations"* are not good predictors of

students' "satisfaction" with their travel experience. However, "push motivations" are good predictors of "pull motivations". Finally, "satisfaction" with travel experience is found to be a good predictor of students' "destination loyalty".

Table 28. Results of the Tests of the Hypothesized Associations among Travel Involvement, Push Motivations, Pull Motivations, Satisfaction, and Destination Loyalty.

Hypotheses (Latent constructs)	Results
Hypothesis 1: Involvement → Push motivations	Rejected
Hypothesis 2: Involvement → Pull motivations	Rejected
Hypothesis 3: Involvement → Satisfaction	**Accepted**
Hypothesis 4: Push motivations → Pull motivations	**Accepted**
Hypothesis 5: Push motivations → Satisfaction	Rejected
Hypothesis 6: Pull motivations → Satisfaction	Rejected
Hypothesis 7: Satisfaction → Destination loyalty	**Accepted**

Testing Gender Bias in the Model

A potential gender bias existed because women survey respondents are overrepresented compared to their proportion of all MSU students. In an effort to assess whether gender bias might influence structural associations of the model, the data were weighted by *gender* to determine if overrepresentation of women influenced the model. No statistical differences were found in the models developed with weighted and un-weighted data.

Testing an Alternative Sequenced Model

According to some researchers (e.g., Crompton, 1979; Mannell and Iso-Ahola, 1987), travel motivations should be considered as the starting point of understanding and modeling various travel behaviors. They suggest that push motivations be the first construct (cause) in the model. To test their recommendation, an alternative sequenced model was developed and then evaluated to determine whether different structural results emerged among the five constructs (Figure 5). The results indicate no statistical differences between the original model and the alternative model in terms of the overall model fit measures and structural associations among the constructs.

Figure 5. An Alternative Sequenced Model for the Structural Relationships among Push Motivations, Pull Motivations, Travel Involvement, Satisfaction, and Destination Loyalty
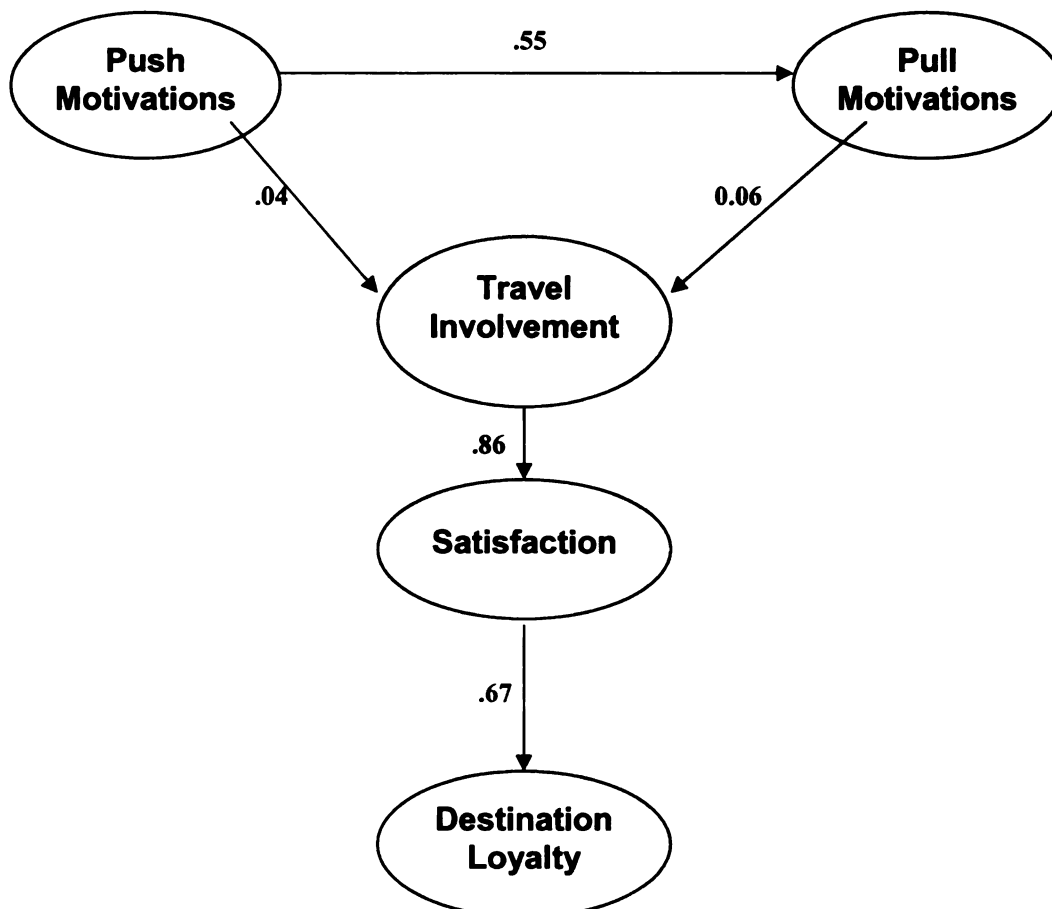
Results of MANOVA: Associations between the Five Model Constructs and

Student Profile Characteristics

Multivariate Analysis of Variance (MANOVA) was utilized to determine whether statistically significant associations existed between summative scales for the five model constructs and student profile characteristics including *"gender"*, *"age"*, *"nationality"*, *"academic year"*, *"marital status"*, *"main source of funding for tuition"*, and *"number of children"*. The MANOVA procedure identifies relationships (e.g., statistical mean differences) between a set of independent variables (categorical variables) and a set of dependent variables (non-categorical variables) at the same time. Specifically, the *Wilks' Lambda* statistic is examined to determine significant associations between the sets of variables: significant p-value and smaller values of the statistic indicate significant associations. As previously described, the summative scale is the sum of the mean average scores each construct. For example, all six variables loaded on the *"travel involvement"* construct are summed and the average scores are calculated.

Table 29 indicates that at least one of the five model constructs is significantly associated with the following profile characteristics: *"age"* (*Wilks' Lambda* = 0.89, F (15) = 2.95, p < 0.001), *"nationality"* (*Wilks' Lambda* = 0.96, F (5) = 2.66, p < 0.05), *"academic year"* (*Wilks' Lambda* = 0.87, F (20) = 2.82, p < 0.001), *"marital status"* (*Wilks' Lambda* = 0.94, F (10) = 2.65, p < 0.01), and *"main source of funding for tuition"* (*Wilks' Lambda* = 0.88, F (20) = 2.54, p < 0.001). However, there are no statistical associations between any of the model constructs and two profile characteristics: *"gender"* and *"number of children"*.

Table 29. Overall Results of the MANOVA Test between the Five Model Constructs and Student Profile Characteristics

Profile characteristics	Wilks' Lambda	F	df	Sig.
Gender	0.97	2.18	5	0.055
Age	0.89	2.95	15	**0.000**
Nationality	0.96	2.66	5	**0.022**
Academic year	0.87	2.82	20	**0.000**
Marital status	0.94	2.65	10	**0.004**
Main source of funding for tuition	0.94	2.65	10	**0.000**
Number of children	0.87	1.82	5	0.107

Significant results were highlighted.

Table 30 shows which of the student profile characteristics are significantly associated with the *"travel involvement"*, *"push motivations"*, *"pull motivations"*, *"satisfaction"*, and *"destination loyalty"* constructs. *"Satisfaction"* is the only construct not significantly related to any of the student profile characteristics. Conversely, the *"travel involvement"* construct is associated with "gender" of the respondents. The *"push motivations"* construct (summative score) is statistically associated with all the student profile characteristics except *"gender"*. The pull motivation construct is statistically related with *"age"*, *"nationality"*, *"academic year"*, and their *"main source of funding for tuition"*. The *"destination loyalty"* is significantly related only to *"age"* of the students.

Table 30. Results of the MANOVA Test of the Associations between Profile
Characteristics and Travel Involvement, Push Motivations, Pull Motivations,
Satisfaction, and Destination Loyalty.

Characteristics	Travel involvement	Push motivation	Pull motivation	Satisfaction	Destination loyalty
Gender	Significant ($p = 0.043$)	--	--	--	--
Age	--	Significant ($p = 0.001$)	Significant ($p = 0.003$)	--	Significant ($p = 0.007$)
Nationality	--	Significant ($p = 0.017$)	Significant ($p = 0.002$)	--	--
Academic year	--	Significant ($p = 0.000$)	Significant ($p = 0.000$)	--	--
Marital status	--	Significant ($p = 0.000$)	--	--	--
Number of children	--	Significant ($p = 0.000$)	--	--	--
Main source of funding for tuition	--	Significant ($p = 0.002$)	Significant ($p = 0.000$)	--	--

--: Statistically non-significant results.

Tables 31 to 37 separately report the tests of associations between each of the student profile characteristics and the five model constructs. The purpose of these tests is to determine if and how the latent constructs are statistically related to various student profile characteristics. As previously described, "gender" (Table 31) is statistically related to only the "travel involvement" (F(1) = 4.10, $p < 0.05$) construct, which implies that there are significant mean differences in the construct between male and female students. Female students (4.36) are more "travel involved" than are male students (4.21).

Table 31. Results of the MANOVA Test of the Associations between Gender and Travel Involvement, Push Motivations, Pull Motivations, Satisfaction, and Destination Loyalty

Constructs	Mean	Sum of squares	df	Mean squares	F-value	P (2-tailed)
Travel involvement		1.531	1	1.531	4.104	**0.043***
Male	4.21					
Female	4.36					
Push motivations		0.234	1	0.234	0.379	0.538
Male	2.91					
Female	2.96					
Pull motivations		0.299	1	0.299	0.614	0.434
Male	2.91					
Female	2.97					
Satisfaction		0.007	1	0.007	0.015	0.901
Male	4.04					
Female	4.05					
Destination loyalty		0.559	1	0.559	0.723	0.396
Male	4.06					
Female	3.97					

*$p < 0.05$.

"*Age*" is significantly associated with three of the model constructs (Table 32): "*push motivations*" (F(3) = 3.54, $p < 0.01$), "*pull motivations*" (F(3) = 4.63, $p < 0.01$), and "*destination loyalty*" (F(3) = 4.08, $p < 0.01$). In particular, younger students between "*18* and *19*" or between "*20 and 29*" place greater importance on "*push motivations*" and "*pull motivations*" than other age categories. Especially, the oldest group ("*40 and over*") of students demonstrate much greater "*destination loyalty*" (4.26) than younger students.

"*Nationality*" is statistically related to only two of the model constructs (Table 33): "*push motivations*" (F(1) = 5.72, $p < 0.05$) and "*pull motivations*" (F(1) = 10.05, $p < 0.01$). International students on average assign more importance to "*push motivations*"

and "pull motivations" than domestic students. These results imply that both "push motivations" and "pull motivations" are more important factors influencing trip decisions and destination selections for international students compared with domestic students.

Table 32. Results of the MANOVA Test of the Associations between Age and Travel Involvement, Push Motivations, Pull Motivations, Satisfaction, and Destination Loyalty

Constructs	Mean	Sum of squares	df	Mean squares	F-value	P (2-tailed)
Travel involvement		1.039	3	0.346	0.919	0.432
18 to 19	4.28					
20 to 29	4.35					
30 to 39	4.24					
40+	4.42					
Push motivations		10.629	3	3.543	5.976	0.001**
18 to 19	3.02					
20 to 29	3.03					
30 to 39	2.61					
40+	2.56					
Pull motivations		6.577	3	2.192	4.630	0.003**
18 to 19	3.10					
20 to 29	2.91					
30 to 39	2.73					
40+	2.78					
Satisfaction		2.696	3	0.899	1.931	0.124
18 to 19	4.05					
20 to 29	4.09					
30 to 39	3.79					
40+	4.10					
Destination loyalty		9.266	3	3.089	4.083	0.007**
18 to 19	3.96					
20 to 29	4.05					
30 to 39	3.57					
40+	4.26					

** $p < 0.01$.

Table 33. Results of the MANOVA Test of the Associations between Nationality and Travel Involvement, Push Motivations, Pull Motivations, Satisfaction, and Destination Loyalty

Constructs	Mean	Sum of squares	df	Mean squares	F-value	P (2-tailed)
Travel involvement		0.112	1	0.112	0.292	0.590
Domestic	4.32					
International	4.26					
Push motivations		3.383	1	3.383	5.719	**0.017***
Domestic	2.92					
International	3.26					
Pull motivations		4.667	1	4.667	10.051	**0.002****
Domestic	2.96					
International	3.34					
Satisfaction		0.070	1	0.070	0.147	0.702
Domestic	4.04					
International	4.09					
Destination loyalty		0.184	1	0.184	0.235	0.628
Domestic	3.97					
International	4.06					

$* p < 0.05; ** p < 0.01.$

"*Academic year*" is also statistically associated with the same two model constructs (Table 34): "*push motivations*" (F(4) = 8.25, p < 0.001) and "*pull motivations*" (F(4) = 7.22, p < 0.001). College sophomores (3.13) and seniors (3.13) place more importance on "*push motivations*" than college freshmen (3.06), juniors (2.99), or graduates (2.62). College freshmen (3.23) place the most importance on "*pull motivations*".

Table 34. Results of the MANOVA Test of the Associations between Academic Year and
Travel Involvement, Push Motivations, Pull Motivations, Satisfaction, and
Destination Loyalty

Constructs	Mean	Sum of squares	df	Mean squares	F-value	P (2-tailed)
Travel involvement		0.684	4	0.171	0.452	0.771
Freshmen	4.30					
Sophomore	4.33					
Junior	4.25					
Senior	4.30					
Graduate	4.37					
Push motivations		18.913	4	4.728	8.252	0.000***
Freshmen	3.06					
Sophomore	3.13					
Junior	2.99					
Senior	3.13					
Graduate	2.62					
Pull motivations		13.200	4	3.300	7.223	0.000***
Freshmen	3.23					
Sophomore	3.11					
Junior	3.05					
Senior	2.98					
Graduate	2.70					
Satisfaction		0.259	4	0.065	0.137	0.969
Freshmen	4.10					
Sophomore	4.06					
Junior	4.02					
Senior	4.06					
Graduate	4.03					
Destination loyalty		2.113	4	0.528	0.682	0.605
Freshmen	4.03					
Sophomore	4.07					
Junior	3.83					
Senior	4.03					
Graduate	3.99					

*** $p < 0.001$.

"*Marital status*" is significantly related to only one of the model constructs (Table 35): "*push motivations*" (F(2) = 11.23, $p < 0.001$. Specifically, single students (3.02) place statistically more importance levels on "*push motivations*" than married students (2.75) and divorced or widowed students (2.83).

Table 35. Results of the MANOVA Test of the Associations between Marital Status and Travel Involvement, Push Motivations, Pull Motivations, Satisfaction, and Destination Loyalty

Constructs	Mean	Sum of squares	df	Mean squares	F-value	P (2-tailed)
Travel involvement		0.916	2	0.458	1.220	0.296
Single	4.31					
Married	4.44					
Other	4.17					
Push motivations		13.140	2	6.570	11.234	**0.000*****
Single	3.02					
Married	2.49					
Other	2.52					
Pull motivations		2.300	2	1.150	2.384	0.094
Single	2.99					
Married	2.75					
Other	2.83					
Satisfaction		0.433	2	0.217	0.462	0.631
Single	4.05					
Married	4.13					
Other	3.93					
Destination loyalty		0.042	2	0.021	0.027	0.973
Single	4.00					
Married	3.96					
Other	4.00					

*** $p < 0.001$.

"*Number of children*" is also statistically associated with one of the model constructs (Table 36): "*push motivation*" (F(1) = 6.91, $p < 0.01$). Students who had no children (2.97) placed higher importance levels on "*push motivations*" than those who had children (2.51). It indicates that students living without children are more motivated to take vacation trips to domestic and international destinations.

Table 36. Results of the MANOVA Test of the Associations between Number of Children and Travel Involvement, Push Motivations, Pull Motivations, Satisfaction, and Destination Loyalty

Constructs	Mean	Sum of squares	df	Mean squares	F-value	P (2-tailed)
Travel involvement		0.038	1	0.038	0.100	0.752
None	4.32					
One+	4.28					
Push motivations		4.184	1	4.184	6.907	**0.009****
None	2.97					
One+	2.51					
Pull motivations		0.010	1	0.010	0.021	0.884
None	2.95					
One+	2.98					
Satisfaction		0.005	1	0.005	0.010	0.920
None	4.05					
One+	4.04					
Destination loyalty		0.261	1	0.261	0.335	0.563
None	3.99					
One+	4.10					

** $p < 0.01$.

The last profile characteristic that shows significant associations with the model constructs is "*main source of funding for tuition*" (Table 37): "*travel involvement*" (F(4) = 3.61, $p < 0.01$), "*push motivations*" (F(4) = 4.32, $p < 0.01$), and "*pull motivations*"

(F(4) = 5.18, p < 0.001). Particularly, students indicating *"other"* (4.70) and *"self-savings"* (4.61) placed higher levels of *"travel involvement"* than those indicating *"loans"* (4.34), *"parents/family"* (4.28), and *"assistantship/scholarship"* (4.25). Also, students indicating *"parents/family"* (3.08) and *"other"* (3.14) were more highly pushed to travel than *"self-savings"* (2.91), *"loans"* (2.97), and *"assistantship/scholarship"* (2.69). Similarly, students who indicated *"parents/family"* (3.09) and *"other"* (3.06) were more highly pulled to travel than those indicating other sources of funding. It is concluded that although students have dissimilar levels of *"travel involvement"* and *"push motivations"*, and *"pull motivations"* for their vacation trips, they have similar levels of *"satisfaction"* with travel experience and degree of *"destination loyalty"*.

The results from MANOVA tests show significant associations between the student profile characteristics and the five model constructs. It indicates that statistically significant mean differences exist in the constructs between and among the various profile characteristics. It is important for destination marketers and researchers to know that students have different levels of *"travel involvement"* and are likely to be differently pushed and pulled to travel for vacation. However, overall their satisfaction levels with travel experience and degree of destination loyalty show relatively no differences across the profile characteristics. Therefore, it encourages travel businesses and researchers to segment the university student market based on *"travel involvement"*, *"push motivations"*, and *"pull motivations"* to better understand the student travel market.

Table 37. Results of the MANOVA Test of the Associations between Main Source of
Funding for Tuition and Travel Involvement, Push Motivations, Pull
Motivations, Satisfaction, and Destination Loyalty

Constructs	Mean	Sum of squares	df	Mean squares	F-value	P (2-tailed)
Travel involvement		5.286	4	1.322	3.609	0.007**
Assistantship/scholarship	4.25					
Parents/family	4.28					
Self-savings	4.61					
Loans	4.34					
Other	4.70					
Push motivations		10.288	4	2.572	4.322	0.002**
Assistantship/scholarship	2.69					
Parents/family	3.08					
Self-savings	2.91					
Loans	2.97					
Other	3.14					
Pull motivations		9.649	4	2.412	5.176	0.000***
Assistantship/scholarship	2.73					
Parents/family	3.09					
Self-savings	2.79					
Loans	3.00					
Other	3.06					
Satisfaction		2.835	4	0.709	1.522	0.195
Assistantship/scholarship	3.96					
Parents/family	4.07					
Self-savings	4.25					
Loans	4.00					
Other	4.25					
Destination loyalty		6.779	4	1.695	2.221	0.066
Assistantship/scholarship	3.82					
Parents/family	4.00					
Self-savings	4.25					
Loans	4.06					
Other	4.31					

** $p < 0.01$; *** $p < 0.001$.

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS

The literature reviewed in preparation for this study emphasized the growth and importance of the college/university student travel market and projected that this market will continue to grow based on this segment's inclination to travel as well as the availability of both financial resources and the time to travel. However, very few studies have attempted to determine if and how students' *"travel involvement"* influences *"push motivations"* and *"pull motivations"* or other latent constructs including the levels of *"satisfaction"* and *"destination loyalty"*. The gap in the research literature limits the ability of destination marketing organizations to scientifically frame and structure their positioning and marketing communication strategies.

This research was primarily designed (1) to identify travel, lodging and meal characteristics of university students (enrolled at Michigan State University), (2) to identify the most important push and pull motivation variables and delineate the underlying push and pull motivational factors of university students, (3) to determine and examine the structural associations among *"travel involvement"*, *"push motivations"*, *"pull motivations"*, *"satisfaction"* with travel experience, and *"destination loyalty"* of those students who took a pleasure trip during the last six months (November 2004 to April 2005), (4) to determine if the model was statistically acceptable for the university student market, and (5) to determine the associations between the five model constructs and various profile characteristics such as *gender, age, nationality, academic year, marital status, number of children,* and *main source of funding for tuition.*

The first chapter of this dissertation provides an overview of the travel and tourism industry with special emphasis on the current and future importance of the university and college student market. This chapter also presents the problem statement and research hypotheses that guided the study. Chapter two reviews literature related to travel motivations and the various model/motivational constructs focusing on the construct interrelated and relevant to this study. Chapter three describes the research design, including the main advantages of the web-based surveys, the survey instruments, and the primary analyses employed to develop and evaluate the model and to test the hypotheses. Chapter four presents survey results, including the socio-demographic characteristics, lodging and meal characteristics, and destination selections of the student respondents. Also, reported in chapter four, are the most and least important push and pull motivations and their statistical association with students and their trip characteristics. The results of factor analyses performed on the push and pull motivations, the assessment of the hypothesized model, and tests conducted on the seven hypotheses are also presented in this chapter. This chapter summarizes the major results, discusses their theoretical and practical implications and makes recommendations related to further research.

Summary of the Findings

This dissertation has produced a number of significant findings related to student travel motivations and the relationships between *"push and pull travel motivations"* and *"travel involvement"*, *"satisfaction"* with travel experience, *"destination loyalty"*, and student characteristics. A total of 411 responses to the Internet-based surveys of students

enrolled at Michigan State University conducted in November 2004 and May 2005

provided the data to develop the structural equation model and test seven model related

hypotheses. Most of the students who completed a survey took domestic vacation trips as

opposed to international trips during the previous six months. In large part, they traveled

in a group or with their friends and most of the trips lasted *one or two nights* or *three to*

six nights in length. The majority of students traveled to their destinations by

"*automobile*" (91%) and "*airplane*" (50%*)*. They were mostly accommodated at

"*friends/relatives' homes*" (65%) and "*hotel/motels*" (59%) and they most commonly ate

at "*family-styles*" (81%) *and* "*fast-food restaurants*" (75%). The findings from a

national survey conducted in 2004 by the Travel Industry of America (TIA) revealed that

leisure and business travelers placed the two primary modes of transportation on *auto*

(73%) and *airplane* (16%). Their two major modes of accommodation also included

hotel/motels (54%) and *private homes* (40%).

The most poplar domestic destination was Florida (22%), followed by Illinois,

Michigan, and California. The most popular international destination was Mexico (30%),

followed by Canada, Bahamas, and Puerto Rico. The findings of the 2004 TIA survey

and the 2003 World Tourism Organization survey reveal popular destinations among

students and the general population to be similar.

"*Having fun or being entertained*" , "*being physically or emotionally refreshed*",

"*spending time with someone special*", "*seeing and experiencing a new destination*", "*to*

spend time with friends", and "*getting away from school*" are the primary (push)

motivations that encouraged students to take their pleasure trips. The most important

(pull) motivations for deciding on a destination for their trips are "*good value for the*

price", "clean and comfortable accommodations", "convenient transportation",
"beautiful scenery and landscapes", "safety and security", and *"warm and sunny weather".*

Independent samples *t*-tests were performed to identify statistically significant differences in the importance assigned push and pull motivations as well as the level of travel involvement (1) by students who traveled to domestic and international destinations, (2) between domestic students and international students, (3) by students who traveled to Florida vs. other states, and (4) by students who traveled to Mexico vs. other international countries. There are significant differences in the importance placed on various push motivations by students who traveled to domestic vs. international destinations. Students traveling to domestic destinations place more importance on *"seeing and experiencing a new destination", "meeting someone of the opposite sex", "meeting new friends/local people", "experiencing a new culture", "experiencing new or different lifestyles", "being daring and adventuresome",* and *"finding thrills and excitement". "Visiting friends or relatives"* is a more important trip reason/motivation for students taking vacation trips to international destinations. On average, international bound students place more importance on the following motivations when deciding on vacation destinations: *"nightlife and entertainment", "local people", "cultural and historic attractions", "availability of information about a destination",* and *"party(ing) reputation".*

There are also significant differences in the importance that domestic and international students assign to various push and pull motivations. Interestingly, international students traveling to domestic and international destinations place more

importance on the following motivations: *"seeing many attractions"*, *"learning something new or increasing knowledge"*, *"meeting someone of the opposite sex"*, and *"going places my friends have not visited"* than do domestic students. International students also assign comparatively more importance to these pull motivations: *"convenient transportation"*, *"good value for the cost"*, *"cultural and historic attractions"* , *"availability of information about a destination"*, *"easy accessibility"*, *"travel time"* , *"recreational and sport facilities"*, *"quiet rest areas"* , *"safety and security"*, and *"familiarity of a place"*.

Students who traveled to Florida vs. other states place more importance on these push motivations: *"to do nothing"*, *"get away from school"*, *"enjoying good weather"*, and *"indulging in luxury"*. The following pull motivations are statistically more important in deciding to travel to Florida compared to other states: *"warm and sunny weather"*, *"sea and beaches"*, *"clean and comfortable accommodations"*, *"convenient transportation"*, *"restaurants"* , *"nightlife and entertainment"* , *"shopping opportunities"*, and *"safety and security"*.

Students who traveled to Mexico place more importance on *"escaping from ordinary/responsibilities"*, and *"indulging in luxury"*, while those traveling to other countries place significantly more importance on *"viewing wildlife"* and *"visiting friends or relatives"*. Students who traveled to Mexico place significantly more importance on warm and sunny weather"*, *"sea and beaches"* , *"clean and comfortable accommodations"* , *"convenient transportation"* , *"good value for the cost"* , *"nightlife and entertainment"* , *"availability of information about a destination"*, and *"party(ing) reputation "* in selecting this destination for their vacation trips. In addition, students

who traveled to Mexico are more travel-involved than those who traveled to other countries.

Factor analyses conducted on the 31 push and 25 pull motivations resulted in six push and seven pull motivation factors. Based on the factor loadings the following labels were assigned to the six push factors: *"Getting away"*, *"Adventure and excitement"*, *"Discovery and learning"*, *"Connecting with family and friends"*, *"Engaging nature"*, and *"Rejuvenation"*. The seven pull factors included *"Lodging and transportation"*, *"Convenience and value"*, *"Recreation and entertainment"*, *"Cultural opportunities"*, *"Natural scenery"*, *"Sun and beaches"*, and *"Family friendly"*.

The hypothesized model was then tested to determine the causal relationships among *"travel involvement"*, *"push motivation"*, *"pull motivation"*, *"satisfaction"* with travel experience, and *"destination loyalty"*. Testing the model involved two main steps: developing the measurement model and validating the structural model. In the first step, Confirmatory Factor Analysis was performed to evaluate if all the indicators were reliably and validly connected with each of the five constructs. The structural model was then developed by specifying the direct relationships between the constructs as hypothesized.

A total of seven different model related hypotheses were tested. *Hypotheses 3 (Travel involvement of student travelers has a positive direct effect on satisfaction with travel experience), 4 (Push motivations of student travelers have positive direct effects on pull motivations), and 7 (The levels of satisfaction with travel experience have positive direct effects on destination loyalty)* are accepted because (1) *"travel involvement"* has an extremely strong and positive direct effect on the levels of *"satisfaction"* with travel

experience (H3), (2) *"push motivations"* have a strong positive direct effect on *"pull motivations"* (H4), and (3) the level of *"satisfaction"* with travel experience has a very strong and positive direct effect on *"destination loyalty"* (H7). *Hypotheses 1 (Travel involvement of student travelers has a positive direct effect on push motivations), 2 (Travel involvement of student travelers has a positive direct effect on pull motivations), 5 (Push motivations of student travelers have positive direct effects on the levels of satisfaction with travel experience), and 6 (Pull motivations of student travelers have positive direct effects on the levels of satisfaction with travel experience)* are rejected given that (1) *"travel involvement"* has a very weak direct effect on *"push motivations"* (H1), (2) *"travel involvement"* has no direct effect on *"pull motivations"* (H2), (3) *"push motivations"* have no direct effects on the levels of *"satisfaction"* with travel experience (H5), and (4) *"pull motivations"* have weak direct effects on the levels of *"satisfaction"* with travel experience (H6). The results of these tests suggest that even though four of the hypotheses are rejected, the model is statistically acceptable for the university travel market.

Finally, there are statistically significant associations between the model constructs and various student profile characteristics, including *"age"*, *"nationality"*, *"academic year"*, *"marital status"*, and *"main source of funding for tuition"*. The *"travel involvement"* construct is associated with student *"gender"*. The *"push motivations"* construct (summative score) is statistically associated with *"age"*, *"nationality"*, *"academic year"*, *"marital status"*, *"main source of funding for tuition"*, and *"number of children"*. The *"pull motivations"* construct (summative score) is statistically associated with the *"age"*, *"nationality"*, *"academic year"*, and *"main*

source of funding for tuition" of student travelers. The *"destination loyalty"* is only significantly related to the *"age"* of students.

Implications

Destination marketers and travel businesses are constantly seeking new ways to lead the market in an increasingly competitive environment. Greater understanding of motivations and other factors that play a role in attracting certain visitor segments will allow destination marketers to develop more targeted marketing strategies. Tourism related businesses interested in developing or expanding their student travel market will benefit from understanding important push (e.g., *"having fun or being entertained"*) and pull (e.g., *"good value for the price"*) motivations. The findings from this study suggest that students are first pushed to have fun and to be entertained during their vacation trips, and then are pulled by their interest in good values for their travel dollar. The results can be used for positioning destinations relative to certain markets framing marketing communications and promotional campaigns. Distributing motivation-specific messages to college and university students can be an effective way to encourage students to decide to take vacation trips as well as to promote domestic and international visits.

Understanding the important push and pull motivations of different market segments (e.g., students traveling to domestic and international destinations, domestic and international students, students traveling to Florida vs. other states, students traveling to Mexico vs. other countries) also provides travel marketers and destination marketing organizations insight to tailor product-line. For example, students traveling to domestic destinations are more concerned with various push motivations (e.g., *"seeing and*

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experiencing a new destination", "meeting someone of the opposite sex", "meeting new friends/local people", "experiencing a new culture", "experiencing new or different life-styles", "being daring and adventuresome", and *"finding thrills and excitement")* than pull motivations. What this implies is that marketing to students interested in domestic destinations should emphasize push motivations and how their destinations are superior on these dimensions.

This research confirms that six push and seven pull factors are most important to the student travel market. These factors help identify why and how students decide to take vacation trips and select trip destinations. Also, understanding these factors provides researchers and practitioners an opportunity for developing tourism products, programs, and services for students.

The findings that (1) *"travel involvement"* has an extremely strong and positive direct effect on the level of *"satisfaction"* with travel experience, (2) *"push motivations"* have a strong positive direct effect on *"pull motivations"*, and (3) the level of *"satisfaction"* with travel experience has a very strong and positive direct effect on *"destination loyalty"*. The positive and strong associations resulting from the theoretical model should be thoroughly focused on by researchers and marketers in terms of understanding how *"destination loyalty"* is established and what marketing efforts are needed in this market. There are two major reasons to be considered. First, *"destination loyalty"*, as the final construct that the model measures, cannot be predicted without the *"satisfaction"* construct, which in turn is predicted by *"travel involvement"*. Second, the direct and indirect associations between the three constructs suggest that marketers have to find out constructive alternatives to enhance the levels of travel involvement and

maximize the levels of satisfaction in order to encourage positive future trip behaviors of students. This can be accomplished by strengthening students' personal relevance or importance to vacation trips, designing productive communication channels to determine students' basic needs and wants for vacation trips, and providing satisfactory travel packages with good value for the price.

In addition, even though *"push motivations"* and *"pull motivations"* are not statistically associated with other model constructs, the fact that *"push motivations"* have a strong positive direct effect on *"pull motivations"* demonstrates the importance of the theoretical connection between trip decisions and destination selections. It is also recommended that destination marketers and businesses continuously concentrate on relationship marketing strategies to retain existing student travelers based on the systematic relationships tested by the model. Further, since the model is considered statistically acceptable, it provides a foundation of being applied and tested for other general travel markets to investigate and confirm the determinants of destination loyalty. Accordingly, it will greatly assist researchers to estimate tourism demand for the student market.

The statistical associations between the different model constructs and student profile characteristics including *"age"*, *"nationality"*, *"academic year"*, *"marital status"*, and *"main source of funding for tuition"* provide supporting information to further target travel marketing. Students with different characteristics demonstrate varying degrees of *"travel involvement"*, assign different degrees of importance of push and pull motivations, and display different degrees of destination loyalty. The significant associations between the constructs and the characteristics provide another basis of

segmenting the student market. In specific, marketers can benefit from understanding the significant association between gender and the level of travel involvement. In this study population female students are more likely to make pleasure trips than their male counterparts. This finding is consistent with that of a previous study (Zalatan, 1998). This result reflects the tendency of the growing propensity of women to participate in leisure travel (Pennington-Gray and Kerstetter, 2001; Richards and Wilson, 2004). Previous researchers have also found that women are more apt to be decision makers in purchasing travel packages or products in the household than male household members (Anderson and Littrell, 1995; Road and Travel, 2006; Tunstall, 1989). Therefore, marketers should direct more attention to women travelers including customizing product offerings, packages and marketing messages to satisfy their needs and expectations.

Finally, there is benefit from understanding difference in the level of travel involvement by students traveling to Mexico and other countries. The results indicate that students traveling to Mexico are more *travel-involved* than students traveling to other international destinations. Marketing and trip planning should actively engage these students including providing them various types of information. In particular, since the involvement items may be related to affective and cognitive aspects, promoting and distributing vacation packages containing emotional and psychologically beneficial messages to colleges and universities will be an effective strategy to encourage students' pleasure trips as well as increase the levels of travel satisfaction.

Study Limitations and Recommendations for Future Studies

The lists of the push motivations (31 items) and pull motivations (25 items) were obtained from previous motivational studies of student and non-student populations. As a consequence, not all the motivation items selected for this research may be relevant or particularly important to student travelers or their behaviors. More research is needed to determine whether different segments (e.g., seniors, youth groups) of the travel market differ in terms of the motivations that are important in deciding whether to take a vacation trip and the destination for those trips.

Four (*"Engaging nature", "Getting away", "Connecting with family and friends",* and *"Rejuvenation"*) of the six push factors and four (*"Cultural opportunities", "Natural scenery", "Family friendly",* and *"Convenience and value"*) of the seven pull factors were deleted from the initial model constructs. This may be because these motivation factors are not specifically relevant to college students. It would be beneficial if in the future researchers compile and evaluate more extensive lists of travel motivations with high levels of significance to the model constructs. This can be accomplished by adopting and testing a wider range of motivational variables.

This study assumed unidimensionality of travel involvement and did not evaluate the possibility of multi-dimensionality. According to previously cited studies (e. g., Gursoy and Gavcar, 2003; Laurent and Kapferer, 1985; Lehto, et al., 2004), the involvement construct can be theoretically multi-dimensional. This study, however, did not adopt any of these studies of involvement scales suggested by prior authors due to different concepts and purposes of this research. An additional factor analysis on the 9 involvement items suggests the existence of two dimensions (Appendix D), indicating

that, contrary to the assumption of the study, the involvement construct might be multi-dimensional. Thus, it is recommended that future studies adopt multi-dimensions of the travel involvement construct, as discussed in the literature section (Chapter 2), to determine how they are related to other constructs (e.g., motivations, satisfaction, destination loyalty). It may provide researchers and marketers with a greater understanding of how student tourists are specifically travel-involved for their vacation trips.

This study is exploratory in nature given the fact that is based on data obtained from students at Michigan State University (MSU). There is no previous research to indicate whether or not MSU students are representative of college students in general. As a result, there is no way to confirm if the hypothesized model is generalizable to college students in general or any other segments of the travel market (e.g., young families, seniors). Future studies need to verify the existence of the model constructs and the structural relationships between the model constructs using data obtained from other college/university students and also other segments of the travel market. It would be useful to collect data on push and pull motivations from a broader population, statistically compare the importance they assign to various motivations and then test and compare and contrast models for different market segments.

Women students were over represented, compared to their proportion of MSU students, in the survey responses. This may in part be due to the fact that women have a higher propensity than male students to respond to surveys. This study did not include tests to determine why an unrepresentative proportion of women students responded to

the survey. The survey responses were not weighted to compensate for the higher proportion of women respondents. Hence, the results may over-represent women.

The response rate for both surveys are lower than desired increasing potential for various non-response biases in this research. However, the research design did not include tests for the direction or magnitude of non-response biases.

Although this research confirmed four advantages of employing Web-based surveys, including reducing overall research costs, quicker responses, higher response completeness, and the ease of sending follow-ups, there is a need to assess the potential bias resulting from the survey method. For example, a study by Hwang and Fesenmaier (2004) determined that a gender bias occurred in a Web-based survey, compared to a traditional survey method. It would have been beneficial to also collect data using a traditional survey method (e.g., phone interviews, on-site surveys) and compare the results with those obtained from a Web-based survey.

Considering the total population of U.S. college/university students, a relatively small number of responses (N=411) were used to test the model. Future studies should include a larger number of sample sizes, methods to increase the response rate, and approaches for dealing with potential non-response biases. Some effective ways to increase response rates as well as to reduce non-responses can be attained by providing incentives, selecting best time, and sending more follow-ups by extending the entire survey period (Crompton and Tian-Cole, 2001; Sangster, 2003; Trochim, 2001). In a case of student samples, it is desirable for researchers to avoid students' examination periods in addition to holiday weekends and winter and spring breaks.

The current study did not examine whether the model was statistically acceptable for students traveling to various destinations (e.g., Florida vs. other states, Mexico vs. other countries) and as a result, it does not demonstrate the appropriateness of the model regarding specific popular destinations of students. Lastly, although researchers should begin with variables (e.g., motivations and latent constructs) that previous studies have demonstrated as being significant to market segments, other potential constructs and whether they contribute to their hypothesized models should also be explored.

APPENDIX A

Survey Instrument 1

MICHIGAN STATE UNIVERSITY

DEPTARTMENT OF COMMUNITY, AGRICULTURE, RECREATION,
AND RESOURCE STUDIES

<u>"SURVEY OF COLLEGE STUDENTS"</u>

Dear Survey Participant:

This email survey - thus your participation in it - is important to the American travel and tourism industry, and to university-level research of that industry. At the close of the survey, each of five respondents selected by random pick will receive a gift voucher in the amount of $25 -good at Barnes and Noble booksellers.

The main purpose of this study is to examine the general trip characteristics of students, such as length of trip, group size, total spending, type of transportation, accommodations preferences, type of meals eaten, and to measure student travel motivations in terms of push and pull factors.

Your participation in this survey will take approximately five to ten minutes and is purely voluntary. Respondents' names are not requested, and information given will be kept anonymous. All data gathered will remain confidential and respondents' privacy will be protected to the maximum extent allowable by law.

If you are willing to participate in the survey, please <u>CLICK HERE</u> to get into the web-page. If you have any queries about the study or the procedure, please contact the researcher listed second, below. If you have any question about your rights as a human subject of research, please contact the University Committee on Research Involving Human Subjects, Peter Vasilenko, PhD, Chair at 517-355-2180 or uchrihs@msu.edu.

Your response to this survey is greatly appreciated and will enhance my research at the *Department of Community, Agriculture, Recreation, and Resource Studies* at Michigan State University.

Thank you, again.

Kakyom Kim, Doctoral Candidate
kimkakyo@msu.edu
(517) 353 5190
Dr. Ed, Mahoney, Thesis Advisor
mahoneye@msu.edu
(517) 353 5190
        Department of Community, Agriculture, Recreation, and Resource Studies,
                    Michigan State University

Survey of Travelers

A pleasure trip is defined as "any leisure related trips away from home, which include vacation, recreation, entertainment, and visiting family and friends". Pleases answer all of the following questions as accurately as possible.

SECTION I: Trip Characteristics

1. Did you take any pleasure trip between May and October 2004?
   1) Yes   2) No (Please go to the section III)

2. **If yes**, during which month did you take the most recent trip?
   1) May   2) June   3) July   4) August   5) September   6) October

3. Was the most recent trip you took a domestic or an international trip?
   1) Domestic trip   2) International trip

4. What was the duration of your trip? _____ nights

5. How many persons not counting yourself were in your travel party? _____ persons

6. Approximately, how much did your travel party spend for the entire trip?
   1) $299 or less 2) $300 – $599   3) $600 – $899   4) $900 to $ 1,199 5) $1,200 or more

SECTION II: General Travel Patterns

The following is a list of general travel patterns. Please indicate **the type of transportation, accommodations, and type of meals** that you used during the past trips.

A. Type of Transportation	Yes	No
Automobile	( )	( )
Airplane	( )	( )
Bus	( )	( )
Train	( )	( )
Van/RV	( )	( )
Ship	( )	( )
B. Accommodations	Yes	No
Hotel/Motel	( )	( )
Home of friends/relatives	( )	( )
Hostel/ condominium	( )	( )
Campground/trailer park	( )	( )
C. Type of Meals Eaten	Yes	No
Fast food restaurant	( )	( )
Family-style restaurant	( )	( )
Convenience stores	( )	( )
Self-prepared	( )	( )
Formal restaurant	( )	( )
Deli/supermarket	( )	( )

SECTION III: Future Intention

The following is related to **YOUR FUTURE INTENTION** to travel. Please answer the following questions as accurately as possible.
1. Are you planning to take any pleasure trips **during the Fall 2004 or Spring 2005?**
    1) Yes   2) No (Please go to Section VI)

2. **If yes**, is your next trip a domestic or an international trip?
    1) Domestic trip   2) International trip

3. What states or countries are you most likely to travel? (   )

4. What will be the duration of your next trip? _____nights

5. How many persons **not counting yourself** will be in your next travel party? _____persons

SECTION IV: Push Motivations

The following is a list of travel motivations. Please indicate **THE IMPORTANCE OF THESE MOTIVATIONS** in planning your next pleasure trip **during the Fall 2004 or Spring 2005**.

1=Not at all Important;2=Somewhat Important; 3= Important; 4=Very Important; 5=Highly Important

Travel Motivations					
Being away from demands of home	1	2	3	4	5
Escaping from ordinary/responsibilities	1	2	3	4	5
To do nothing	1	2	3	4	5
Get away from my job	1	2	3	4	5
Getting away from school	1	2	3	4	5
To reduce stress	1	2	3	4	5
To get a chance to be free	1	2	3	4	5
Being physically or emotionally refreshed	1	2	3	4	5
Seeing and experiencing a new destination	1	2	3	4	5
Seeing many attractions	1	2	3	4	5
Learning something new or increasing knowledge	1	2	3	4	5
Having fun or being entertained	1	2	3	4	5
Observing wildlife	1	2	3	4	5
Enjoying good weather	1	2	3	4	5
Seeing nature	1	2	3	4	5
Meeting the opposite sex	1	2	3	4	5
Spending time with someone special	1	2	3	4	5
Meeting new friends/local people	1	2	3	4	5
Experiencing a new culture	1	2	3	4	5
Experiencing new or different life-style	1	2	3	4	5
Being daring and adventuresome	1	2	3	4	5
Finding thrills and excitement	1	2	3	4	5
Rediscovering myself	1	2	3	4	5
Talking about a trip after returning home	1	2	3	4	5
Going places my friends have not visited	1	2	3	4	5
Indulging in luxury	1	2	3	4	5
Visiting friends or relatives	1	2	3	4	5
To be together with my family	1	2	3	4	5
Visiting where my family comes from	1	2	3	4	5
To visit a place recommended by friends	1	2	3	4	5
To spend time with friends	1	2	3	4	5

SECTION V: Pull Motivations

The following is a list of travel motivations. Please indicate **THE IMPORTANCE OF THESE MOTIVATIONS** in selecting a destination for your next trips.

1=Not at all Important; 2=Somewhat Important; 3= Important; 4=Very Important; 5=Highly Important

Travel Motivations					
Warm and sunny weather	1	2	3	4	5
Sea and beaches	1	2	3	4	5
Snow/ mountains	1	2	3	4	5
River/lake/streams	1	2	3	4	5
Beautiful scenery and landscapes	1	2	3	4	5
Clean and comfortable accommodations	1	2	3	4	5
Convenient transportation	1	2	3	4	5
Good value for the cost	1	2	3	4	5
Restaurants	1	2	3	4	5
Nightlife and entertainment	1	2	3	4	5
Local people	1	2	3	4	5
Cultural and historic attractions	1	2	3	4	5
Availability of information about a destination	1	2	3	4	5
Easy accessibility	1	2	3	4	5
Travel time	1	2	3	4	5
Recreational and sport facilities	1	2	3	4	5
Shopping opportunities	1	2	3	4	5
Quiet rest areas	1	2	3	4	5
Educational opportunities	1	2	3	4	5
Family oriented	1	2	3	4	5
Safety and security	1	2	3	4	5
Familiarity of a place	1	2	3	4	5
Party reputation	1	2	3	4	5
To participate in sport events	1	2	3	4	5
To view sport events	1	2	3	4	5

SECTION VI. Demographic Characteristics

Please indicate the most appropriate response for the questions below.

1. What is your gender?   1) Male (   )   2) Female (   )

2. How old are you? _____ (Years)

3. What is your nationality? _____ (e.g. American, Canadian, Korean, etc).

4. What is your current status?
   1) Freshman   2) Sophomore   3) Junior   4) Senior   5) Graduate

5. What is your marital status?
   1) Single   2) Married   3) Other

6. How many children do you have?
   1) None   2) One   3) Two   4) Three   5) Four or over

7. What is your main source of funding for tuition?
   1) Assistantship/scholarship   2) Parents/family   3) Self-savings   4) Loans   5) Other

Thank you for your participation and cooperation in completing this survey!.

APPENDIX B

Survey Instrument 2

MICHIGAN STATE UNIVERSITY

DEPTARTMENT OF COMMUNITY, AGRICULTURE, RECREATION,
AND RESOURCE STUDIES

"SURVEY OF MSU STUDENTS"

Dear Survey Participant:

This second email survey is critical to the American travel and tourism industry, and to university-level research of that industry. At the close of the survey, each of five respondents (out of potential 1,200 respondents) selected by random pick will receive a gift voucher in the amount of $15-good at Barnes and Noble booksellers.

The main purpose of this study is to test the causal relationships between travelers' involvement, satisfaction, and destination loyalty.

Your participation in this survey will take approximately three to four minutes and is purely voluntary. Any personal information will not be asked of the participants and those who do not want to take the survey will be removed from the email list immediately, with no further contacts. Data collected from this survey will be kept strictly confidential on only this project's principal researcher's personal computer, and will be utilized solely for the purpose of this research. Respondents' privacy will be protected to the maximum extent allowable by law.

If you are willing to participate in the survey, please <u>CLICK HERE</u> to get into the web page. If you have any queries about the study or the procedure, please contact the researcher listed second, below. If you have any question about your rights as a human subject of research, please contact the University Committee on Research Involving Human Subjects, Peter Vasilenko, PhD, Chair at 517-355-2180 or uchrihs@msu.edu.

Your response to this survey is greatly appreciated and will be used for my dissertation research, thereby enhancing my research knowledge at the *Department of Community, Agriculture, Recreation, and Resource Studies* at Michigan State University.

Thank you very much.

Kakyom Kim, Doctoral Candidate
kimkakyo@msu.edu
(517) 432 0286

Dr. Ed, Mahoney, Thesis Advisor
mahoneye@msu.edu
(517) 432 0286

Department of Community, Agriculture, Recreation, and Resource Studies,
Michigan State University

Survey of Student Travelers

A pleasure trip was defined as "any leisure related trips away from home, which include vacation, recreation, entertainment, and visiting family and friends" during spring, summer, and winter breaks. The objective of this survey is to find out the involvement levels, satisfaction levels, and destination loyalty of student travelers. Pleases answer all of the following questions as accurately as possible.

SECTION I: Trip Characteristics

1. In last October, you indicated you were planning a pleasure trip during the next 6 months. Did you take any pleasure trip?
   1) Yes   2) No (Please go to Submit Section)

2. **If yes**, when did you take the most recent trip?
   1) November 2004   2) December 2004   3) January 2005
   4) February 2005   5) March 2005   6) April 2005

3. Was it a domestic or an international trip or both?
   1) Domestic trip   2) International trip   3) Both (If both, please answer both Q4 and Q5)

4. If **domestic trip**, which state(s) did you visit? (   )

5. If **international trip**, what country(ies) did you visit? (   )

6. Did you take the trip alone?
   1) No   2) Yes (Please go to Section II)

7. **If no**, who else traveled with you on the most recent trip?
   1) Friends   2) Family/ relatives   3) Significant others   4) All of them   6) Other

SECTION II: Involvement

Please indicate the response that best describes your feelings about your most recent pleasure trip. The pleasure trip that you took was_ ——————— to you.

Items on scale						Items on scale
Unimportant	1	2	3	4	5	Important
No important effect	1	2	3	4	5	An Important effect
Not meaningful	1	2	3	4	5	Meaningful
Not beneficial	1	2	3	4	5	Beneficial
Not pleasant	1	2	3	4	5	Pleasant
No much fun	1	2	3	4	5	Fun
Boring	1	2	3	4	5	Exciting
Unappealing	1	2	3	4	5	Appealing
Not fascinating	1	2	3	4	5	Fascinating

SECTION III: Satisfaction

The following questions relate to your satisfaction with the most recent trip. Please indicate the response that best describes the extent to which you were satisfied.

1. How does your most recent trip, in general, rate compared to what you expected?

Much worse than I expected	1	2	3	4	5	Much better than I expected

2. Was the most recent trip worth your time and effort?

Definitely not worth it	1	2	3	4	5	Definitely well worth it

3. Overall, how satisfied were you with your most recent trip?

Very Dissatisfied	1	2	3	4	5	Very Satisfied

4. How would you rate the most recent trip as a trip destination compared to other similar destinations?

Much worse than I expected	1	2	3	4	5	Much better than I expected

SECTION IV: Destination Loyalty

The following is a list of destination loyalty. Please indicate the response that best describes each question about your most recent trip.

1. In the next two years, how likely is it that you will take another trip to the same destination(s) where you visited on the most recent trip?

Not likely at all	1	2	3	4	5	Very likely

2. In the next two years, how likely is it that you will pay more if you visit the same destination(s) where you visited on the most recent trip?

Not likely at all	1	2	3	4	5	Very likely

3. Please describe your overall feelings about your most recent trip.

The trip was very poor and I will never come again	1	2	3	4	5	The trip was so good and I will come again

4. Will you suggest the destination you visited to your friends or relatives?

Not likely at all	1	2	3	4	5	Very likely

Thank you for your participation and cooperation in completing this survey!
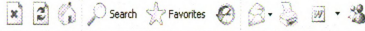
APPENDIX C

Sampling Frame Procedure

Step 1. Visiting the Web-site of MSU People Search
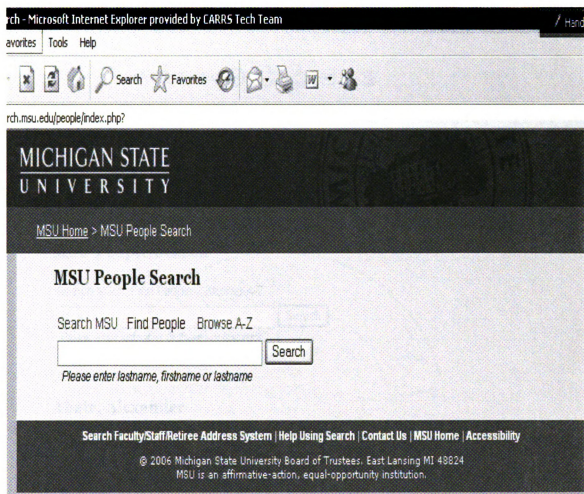
Step 2. Finding email accounts of students by alphabetical order

Search - Microsoft Internet Explorer provided by CARRS Tech Team

vorites   Tools   Help

[x] [↻] [⌂] [🔍 Search] [⭐ Favorites] [↻] [↩ ↪ ▾] [🖨] [W ▾] [↻]

:h.msu.edu/people/index.php?uid=4508868prev=ab,%20a

MICHIGAN STATE
U N I V E R S I T Y

MSU Home > MSU People Search

MSU People Search

Search MSU   Find People   Browse A-Z

| ab, a | | Search |

Please enter lastname, firstname or lastname

Abate, Alexander

161 Quail Run Dewitt MI 48820
517-669-1304
abateale@msu.edu
Title: Student
Senior
Journalism

How to Restrict Your Directory Listing

Search Faculty/Staff/Retiree Address System | Help Using Search | Contact Us | MSU Home | Accessibility

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MSU is an affirmative-action, equal-opportunity institution.

Step 3. Selecting every 3ʳᵈ email account using SPSS (14.0)

Kim_Final_#1 [DataSet1] – SPSS Data Editor

File   Edit   View   Data   Transform   Analyze   Graphs   Utilities

1 : Email   abazierl@msu.edu

	Email	v2
1	abazierl@msu.edu	1.00
2	abbottli@msu.edu	1.00
3	abdalste@msu.edu	1.00
4	abdoalys@msu.edu	1.00
5	abedbass@msu.edu	1.00
6	abenheid@msu.edu	1.00
7	abereggl@msu.edu	1.00
8	abernet2@msu.edu	1.00
9	abiadals@msu.edu	1.00
10	abneynic@msu.edu	1.00
11	abraha70@msu.edu	1.00
12	abramow3@msu.edu	1.00
13	accivat2@msu.edu	1.00
14	ackerm48@msu.edu	1.00
15	aclayton@msu.edu	1.00
16	adaireli@msu.edu	1.00
17	adamsdia@msu.edu	1.00
18	adamsr10@msu.edu	1.00
19	adducije@msu.edu	1.00
20	adirekso@msu.edu	1.00
21	adkinsn1@msu.edu	1.00
22	adudodla@msu.edu	1.00
23	agarwa19@msu.edu	1.00
24	aguwaok1@msu.edu	1.00
25	ahmedan2@msu.edu	1.00
26	aizazahm@msu.edu	1.00
27	ajseok@msu.edu	1.00
28	akensjes@msu.edu	1.00
29	akerleym@msu.edu	1.00
30	akinsbet@msu.edu	1.00
31	alammuha@msu.edu	1.00

◄ ► \ **Data View** ∧ **Variable View** /

APPENDIX D

Factor Analysis for Travel Involvement

Results of Factor Analysis Performed on Travel Involvement (9 items)

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.543	50.483	50.483	4.543	50.483	50.483
2	1.195	13.275	63.758	1.195	13.275	63.758
3	.817	9.075	72.833			
4	.652	7.241	80.074			
5	.452	5.024	85.098			
6	.429	4.765	89.863			
7	.388	4.309	94.172			
8	.333	3.698	97.870			
9	.192	2.130	100.000			

Extraction Method: Principal Component Analysis.

Rotated Component Matrix(a)

	Component	
	1	2
IV1 IV1		.754
IV2 IV2		.871
IV3 IV3		.775
IV4 IV4		.552
IV5 IV5	.828	
IV6 IV6	.874	
IV7 IV7	.735	
IV8 IV8	.721	
IV9 IV9	.595	

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a Rotation converged in 3 iterations.

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