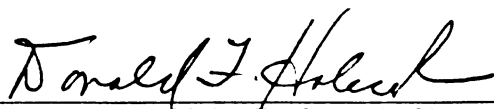This is to certify that the
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A SOCIAL PSYCHOLOGICAL APPROACH

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THE GROUP VACATION MARKET (COLLEGE STUDENTS):
A SOCIAL PSYCHOLOGICAL APPROACH

By

Seung Hyun Kim

A DISSERTATION

Submitted to
Michigan State University
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ABSTRACT

THE GROUP VACATION MARKET (COLLEGE STUDENTS):
A SOCIAL PSYCHOLOGICAL APPROACH

By

Seung Hyun Kim

College students are a significant tourism industry market segment, and group vacation trips are a common phenomenon among college students. Since college students' group behavior occurs in a social context involving mainly friends, understanding of group vacation trips is an important element in the study of tourism markets. However, few researchers have investigated the motivators involved in such group vacation trip behavior. Two important questions were addressed in this study: 1) what are the characteristics of the college student travel market? and 2) what factors motivate college students to commit to participating in group vacation trips? Via a sample of U.S. college students enrolled at nine universities collected online and in-class, a group vacation market profile of college students and the effects of individual and social factors on their group vacation trip behavior were developed and investigated in this study.

A theoretical model was adopted from the consumer and marketing literature which integrated three social behavior theories: goal directed behavior (an extended model from the theory of planned behavior), social identity theory, and a conceptual framework based on the concept of we-intention.

Results of the descriptive analysis confirmed that group vacation trips are common phenomena among college students and showed the important role of friends as information sources and as trip companions. The theoretical model of group vacations

was tested and confirmed via Structural Equation Modeling (SEM). Confirmatory factor analysis in SEM validated the measurement model and, revealed that social identity is a second-order three-factor construct comprising cognitive, affective, and evaluative components. All hypothesized relationships in the SEM model were positive and statistically significant, except the link between subjective norms and desire to take a vacation trip with a group of friends. Study results provide empirical support for the mediating role of desire to take a vacation trip with a group of friends, and the effects of social (i.e., social identity and subjective norms) and individual factors (i.e., perceived behavioral control and attitude) on shared intention (i.e., we-intention) to take a vacation trip. Social identity had the most significant effect on we-intention to take a vacation trip with a group of friends. This study further explored the moderating role of group size on relationships between social identity and outcome variables, indicating that small groups have more social identity effect on group vacation trips.

When developing marketing programs targeting college students, tourism marketers should emphasize group travelers' needs and wants. When they develop tourism-related products or services targeting college students, they need to consider marketing strategies enhancing social identity, to motivate shared intention to take a vacation trip with a group of friends. Marketers should build group-friendly environments and/or group-based activities to meet group needs and enhance group cohesion.

Suggested directions for future study include: 1) measuring the role of subjective norm, 2) evaluating the generalizability of sample and external validity, 3) developing more social factors, 4) comparing between an on-going and an initial group, and 5) investigating other moderator variables.

DEDICATION

This dissertation is dedicated to my wife, Jaemin Cha, for her spiritual companionship and support, and to our beloved daughters, Seohee Kim and soon-to-be-delivered baby for giving me happiness and for inspiring and motivating me throughout my doctoral journey.

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Above all, my deepest gratitude is to God for being with me during my PhD. All my privileges and success is His.

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CHAPTER 1

INTRODUCTION

Overview

General background and study justification are presented in chapter one. In the first part, theoretical and practical background information is presented regarding college students and their vacation travel decisions. In the second part, the problems identified to serve as the focus of this study are discussed. Thereafter, study objectives and theoretical justifications are provided, and the significance of the study and its contributions are discussed. Finally, conceptual definitions of factors used in the proposed model are presented.

Background

For the tourism industry, college students represent a large and growing market. The U.S. Census Bureau (2005) estimates that there were more than 17 million students enrolled in U.S. colleges in 2004. For the travel industry, one portion of the college students' travel phenomenon alone, namely spring break, generates close to US$1 billion (Mattila, Apostolopoulos, Sonmez, Yu, & Sasidharan, 2001).

Group travel is the most common phenomenon in tourism behavior, because tourism often involves activities and experiences with friends, family, relatives and others. Thus, exploring determinants of individual decisions to take a group vacation trip in group is an important area for researchers and marketers in the fields of tourism marketing and consumer behavior.

To date, consumer behavior studies have elaborated on both personal and social factors in the context of group behavior (e.g., Bagozzi, 2000; Bagozzi & Dholakia, 2002; Bagozzi & Dholakia, 2006; Doholakia, Bagozzi, & Pearo, 2004; Kropp, Lavack, & Silvera, 2005; Mangleburg, Doney, & Bristol, 2004). In particular, Bagozzi and his colleagues introduced the concept of *intentional social action* to the field of marketing and consumer behavior. His examples of collective concepts or intentional social action include soccer team members "celebrating a victory by patronizing a restaurant," and a couple "discussing our vacation in the Caribbean," and a family "making a purchase of a sports utility vehicle" (Bagozzi, 2000, pp 388-399). Although intentional social action or collective concepts have not been investigated in the context of vacation decision-making, it is believed that the notion of intentional social action is also well suited to the context of group travel with friends by college students, since, for example, college students often refer to going to Florida or Cancun with a group of friends during spring break.

The following problems were identified, leading to the focus of this present study.

Problem Statements

First, the travel decision is salient in the group or social context (i.e., a vacation trip with a group of friends among college students in this study). Although the role of social influences on general consumer behaviors has been studied, there is limited research incorporating social and individual influences to examine an individual's decision to travel with others. For example, many empirical studies have primarily emphasized exploring the individual's psychological, attitudinal, or motivational factors (i.e., push and pull factors) in examining individual travel intentions, behaviors, and/or

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destination choices, while ignoring social influences from others (cf. Crompton, 1981; Laing & Crouch, 2005; Mayo & Jarvis, 1981; Middleton, 1994; Moutinho, 1987; Schmoll, 1977; Um & Crompton, 1990; Woodside & Lysonski, 1989). The influences of others in the decision-making process is common theme in family vacation studies. For example, Wang, Hsieh, Yeh, and Tsai (2004) examined family role relationships over decision-making stages, comprising problem recognition, information search, and final decision. They discovered that the role of parents and children in the travel decision-making processes vary across different decision-making stages. Kang and Hsu (2005) studied dyadic consensus between spouses on family vacation destination selection. Although these studies of family vacation recognize the importance of influence of others in the decision-making process, they still have not explored fully why individuals decide to travel in groups. And, in the context of group travel with friends among college students, it can be assumed that there are important social factors influencing the desire to participate in such group travel.

Second, marketers have insufficient information to select marketing programs to increase purchasing volume by college students who, in fact, are at the beginning of their careers as consumers or at least in the early stages of their consumerist careers (Kropp, et al, 2005). By 2000 the spending power of college students was estimated at more than US$90 billion, with full-time, four-year students spending US$30 billion (Knutson, 2000) and by 2006 had risen to US$182 billion (Harris Interactive, 2006). This spending power is a function of students' significant disposable incomes and few financial responsibilities of an immediate nature. It is important to note that a vacation trip with a group of friends among college students is often preferred to an individual trip or a family trip. For

example, 87% of college students who travel take a vacation trip with a group of friends during spring break (Kim & Jogaratnam, 2002).

Tourism marketers have sought to motivate college students to take a vacation trip or select a particular destination by emphasizing psychographic segmentation techniques. They tend to assume that peoples' stable personality traits can be identified and linked to broad lifestyle orientations that then can fit general product classifications. Tourism marketers also need to understand how the influence of others can shape college students' decision making processes. Thus, in their marketing strategies, they need to focus more on addressing various social influences that were explored in this study such as one's identity with friends (e.g., social identity), feelings of approval by friends (normative influence), and perceived behavioral control over friends.

Study Objectives

The first objective of this study was to develop a profile of the college student vacation trip market. The particular target market for profile development was college students who take a vacation trip with a group of friends.

The second objective of this study was to examine *why* college students take a vacation trip with a group of friends (i.e. decision making for individual participation in group behavior). A special focus of this study was on the relative effects of social factors (i.e., social identity and subjective norms) and individual factors (i.e., perceived behavioral control and attitude) on a college student's desire and intention to take a vacation trip with a group of friends. Sirakaya and Woodside (2005), in their most recently published article on decision making by travelers, argued that future research on

tourism decision making should integrate social factors and personal factors into a single, theoretically sound model. This present study attempts to respond to this suggestion by incorporating both social and personal factors in the context of travel decision-making.

The third objective of this study was to test and validate the mediating role of a college student's *desire* to take a vacation trip with a group of friends. Therefore, indirect as well as direct effects of social factors and individual factors on a college student's *intention* to take a vacation trip with a group of friends were examined.

The final objective of this study was to examine the moderating effects of group size (i.e., smaller *versus* larger group) on social processes for group vacation trips in the proposed model framework. The magnitude of hypothesized relationships between social identity and a college student's desire to take a vacation trip with a group of friends and between social identity and a college student's intention to take a vacation trip with a group of friends were examined across differing group travel sizes.

Research Significance and Contributions

The results from this study will contribute to the body of tourism research by explaining social and individual influences on travel decision-making. In particular, the role of social influences has not been included in most consumer behavior models of group travel behavior, yet social theories can contribute to explaining this role of social influences. More specifically, although decisions often are made in a social setting with a group of individuals, each playing a specific role, most research has focused primarily on psychological variables, not on social variables. The study of group travel as a social activity requires a different approach.

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To identify important factors influencing group travel behavior among college students, a model depending upon the marketing and consumer behavior was adopted which is built on three major frameworks. These include: the model of goal-directed behavior, modified from the theory of planned behavior; the theory of social identity; and concepts of we-intention (i.e., collective intention) from Bagozzi and his colleagues' work (Bagozzi, 2000; Bagozzi & Dholakia, 2002; Bagozzi & Dholakia, 2006; Dholakia, Bagozzi, & Pearo, 2004; Perugini & Bagozzi, 2001). These three frameworks were integrated into the proposed framework for investigating factors that influence a college student's desire and intention to take a vacation with a group of friends. The findings of this study were expected to extend the body of knowledge about travel decision making with important implications for academic researchers and practitioners in the field of tourism marketing and tourism consumer behavior. The additions of desire and social identity to the theory of planned behavior were expected to lead to stronger exploratory power than a model absent of these two constructs.

Group travel (traveling with a group of friends) is recognized increasingly for its substantial potential in terms of size and economic importance. College students primarily travel with friends and like being with friends while they travel (Josiam, Clements, & Hobson, 1994). College students are at the beginning of their careers as consumers. Their relative inexperience as consumers may render them uniquely susceptible to group influence. In other words, they lack experience as consumers, which may result in greater influence by peers and greater consumer susceptibility to interpersonal influence (Kropp et al., 2005). Results from this study were expected to provide valuable insights to travel marketers regarding college student travel behavior

since travel marketers can benefit from knowledge of social identity when developing advertising content and marketing interventions.

A Different Approach to Predicting Group Travel Behavior

The direction and focus of this study differ from previous travel decision-making studies in several ways. First, this study is limited to identifying factors leading to a personal decision to participate in a vacation trip within a specific group, rather than those leading an individual to select a particular destination. Second, while most of the literature has focused on individual traveler's behavioral intentions, here a college student's commitment to participating in a joint act – traveling with a group of friends is emphasized. Factors that influence a college student's desire and intention to take a vacation trip with a group of friends are of primary interest. Third, while previous researchers mainly have explored internal motives, psychological or personal influences predicting behavioral intention to take a vacation trip, here the importance of social influences in the proposed framework is emphasized.

Definitions of Terms for Main Factors

Social Identity

Social identity is defined as "the individual's knowledge that he or she belongs to certain social groups together with some emotional and value significance to him or her with group membership" (Tajfel, 1978, p. 63). In this study, social groups means a group of friends that a college student identified representing those with whom he or she previously has taken a vacation trip. This social group is based on friendship among college students.

Cognitive social identity. Cognitive social identity refers to a cognitive awareness of one's membership in a group of friends (Ellemer, Kortekaas, & Ouwerkerk, 1999)

Affective social identity. Affective social identity refers to a sense of emotional involvement with the group of friends (Ellemer et al., 1999).

Evaluative social identity. Evaluative social identity connotes either a positive or a negative value attached to group membership (Ellemer et al., 1999).

Attitude

Attitude towards taking a vacation trip with a group of friends is the degree to which participation in a group vacation trip is positively or negatively valued (Ajzen, 1991).

Subjective Norms

Subjective norms are the perceived social pressures by significant others to engage or not to engage in personal participation in a vacation trip with a group of friends (Ajzen, 1991).

Perceived Behavioral Control

Perceived behavioral control refers to individual perceptions of abilities to take a vacation trip with a group of friends (Ajzen, 1991).

Desire to Take a Vacation Trip with a Group of Friends

Desire to take a vacation trip with a group of friends is defined as the motivational state of mind wherein appraisals and reasons for group vacation behavior are transformed into motivation to do so (Perugini & Bagozzi, 2001).

We-intention

We-intention to take a vacation trip with friends is defined as a commitment of an individual or shared intention to group vacation trip behavior, and involves an implicit or explicit agreement between participants to engage in that joint action (Tuomela, 1995).

Vacation Trip

Vacation trip is defined as an overnight trip (a night or longer) during vacation time (spring or winter break, summer vacation, or holidays).

A Group of Friends

A group of friends refers to a group including one or more friends. In this study, the notion of a group of friends in the proposed theoretical framework refers to those identified by survey participants (college students). In particular, a group of friends does not refer to the initially-formed travel friends group, but refers to those with whom survey participants have taken a vacation trip previously, i.e., an namely ongoing friendship vacation group. This definition is important, since the purpose of this study was to investigate the issue of sustaining group intention (continuing to take vacation trips with a group of friends which were already formed) rather than the initiation of new travel groups (initiate taking a vacation trip with a group of friends who have never traveled together).

Dissertation Organization

The organization of this dissertation is as follows. Chapter 1 provides the general background and justification of the study. Chapter 2 discusses theoretical and empirical issues and deficiencies in the area of vacation decision-making research. It includes a

literature review of group behavior and social influences, and it also provides an alternative perspective to view decision-making research. Three underlying theories upon which the research model is based are also introduced. On the basis of the literature review, a group travel decision model (personal participation in group travel behavior) is developed and research hypotheses are then explained. Chapter 3 focuses on the research method employed, how the sample was defined, how data were collected, and how constructs in the research model were operationalized. Characteristics of sample statistics are also described. Chapter 4 describes how measures are validated in the measurement model, how research hypotheses were tested in the structural model, and provides data analyses results. Chapter 5 includes implications drawn from data analyses, presents research limitations, and outlines future work to build on the results of this study.

CHAPTER 2

LITERATURE REVIEW AND MODEL DEVELOPMENT

Overview

Theoretical and empirical issues and deficiencies in the area of travel decision-making research are discussed in this chapter. It is emphasized that travel decision-making research should focus on the role of social influences, and not solely on individual or psychological variables since a vacation trip often occurs in the social context of a group, especially among college students. Three conceptual approaches – 1) a Model of Goal-directed Behavior, an extended Theory of Planned Behavior, 2) Social Identify Theory, and 3) an alternative view of intention, namely, "We-intention" – are discussed in explaining the proposed theoretical model. Finally, the hypothesized relationships in the proposed conceptual model are presented and highlighted.

Literature Review on Group Travel Behavior

Vacation Decision-Making Research

To further understanding of why people take vacation trips and the factors which influence their vacation trip behavior, previous researchers have focused mainly on the decision – whether to go and where to go. The former refers to whether or not a traveler decides to take a vacation trip, and the latter refers to a particular destination choice. Certainly, investigation of destination choice models has advanced understanding of what factors or cues are more important in deciding a destination choice for an individual traveler (cf., Ankomah, Crompton, & Baker, 1996; Crompton, 1992; Tussyadiah, Kono, & Morisugi, 2006; Um & Crompton, 1990; Woodside & Laysonski, 1989). Traditionally,

push-pull theory has been used as an important framework for examining the different forces that influence or push a traveler to consider taking a vacation and, given that decision, the forces that attract or pull the traveler to select a particular vacation destination (Crompton, 1979; Dann, 1981; Klenosky, Gengler, & Mulvey, 1993). In particular, Crompton (1979) in studying motivations for pleasure vacations, identified nine motivational factors, which translated into two main themes – 1) "socio-psychological" motives comprising "escape from a perceived mundane environment," "exploration and evaluation of self," "relaxation," "prestige," "regression" and "facilitation of social interaction," and 2) "cultural" motives, comprising "novelty" and "education." The socio-psychological motives related to push factors were shown to be more important than cultural motives related to pull factors when developing and promoting tourism-related products. Tourism researchers have conducted numerous studies to show how these kinds of push and pull factors influence attitudes, and how these attitudes lead to taking a vacation trip or choosing a travel destination.

Group Travel Behavior Studies in General

The importance of group-based behavior is recognized in consumer behavior and marketing research. Examples include: going for lunch with friends (Bogozzi & Lee, 2002), chatting with friends (Bagozzi, 2002), and shopping with friends (Mangleburg, Doney, & Bristol, 2004), and participating in small group brand community (Bagozzi & Dholakia, 2006). All these studies incorporated social influences as well as individual influences to examine group-based behavior.

The notion of social influences and group-based behavior in travel and leisure settings has been addressed by several researchers (Ajzen & Driver, 1992; Cho &

Kerstetter, 2002; Gitelson & Kerstetter, 1994; Lam & Hsu, 2004; 2005; Um & Crompton, 1990; Woodside & MacDonald, 1994). In the late 1960's, Burch (1969) emphasized that personal motivational drives are filtered and redirected by the social circles such as workmates, family and friends in the context of leisure. Cheek, Field, and Burdge (1976), in their study of travel behavior at a zoological park, concluded that group membership was more influential in channeling participation into particular activities than were individual needs or desires. Crompton (1981) also recognized the need for a different approach in studying a traveler's behavior by emphasizing the importance of social influences on a traveler's behavior. He argued that individuals do not function as independent entities in a society; rather they interact with other people. Crompton (1981) suggested that "why do people go on vacation or go to a particular destination is sociological as well as psychological, for the social group reinforces, modifies, and molds the motivations of its members. It appears that research efforts in this area should be designed to address both of these dimensions rather than either independently."

Family travel has been recognized as one of the most common types of group-based travel behavior. Previous researchers have investigated how the influences of others play a role in the decision-making process for family vacations. For example, Gitelson and Kerstetter (1994) studied the influence of information through social interaction with family members on deciding destination choice and type of activities. Wang et al. (2004) examined family role relationships over decision-making stages, comprising problem recognition, information search, and final decision. They discovered that the role of parents and children in the travel decision-making processes vary among different decision-making stages. Kang and Hsu (2005) studied dyadic consensus,

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between spouses, on family vacation destination selection. Although these previous studies of family vacation decision-making recognize the importance of influences from others in the decision-making process, what kinds of individual and social factors influence an individual's decision to take a vacation trip with others have not been fully investigated.

Group Travel Behavior of College Students

Just as spouses and children represent the relevant social group in family travel decision-making, a group of friends represents the social group for college students relevant to predicting their intentions to take a vacation trip with a group of friends. Going on vacation with a group of friends is a common tourism phenomenon among college students. Thus, taking a vacation trip with a group of friends should be viewed as a group behavior, rather than an individual behavior. Olmsted and Hare (1978) defined a group as "a plurality of individuals who are in contact with one another, who take one another into account, and who are aware of some significant commonality" Their definition is directly applicable to college students' travel. The study of group travel behavior focusing on a group of friends, however, rarely has been investigated in the context of college travel. Sirakaya and Woodside (2005) recently published a conceptual paper, building and testing theories of decision making by travelers in general. Among many important issues in theories of decision making, they stressed that tourism is a social activity that involves others (especially in group travel), and its decisions may be made in a social setting with a group of individuals (Sirakaya & Woodside, 2005). Their suggestions seem applicable to the context of vacation decision-making by college students.

In summary, most travel decision-making studies have failed to account for both individual behavior and group behavior (i.e., traveling alone or with companions). That is, most tourism studies show little concern with how others may influence personal travel decision-making for group behavior. For college students, taking a vacation trip occurs in the context of a social group, namely a group of friends. In predicting their desire and intention to take a vacation trip with a particular group of friends, both individual and social factors should be examined together. To investigate this process, this study integrated social psychological theories into the proposed decision making model framework.

Social Psychological Theories

A proposed theoretical model was built on three prominent social psychological frameworks and theories, namely 1) the extended Theory of Planned Behavior, particularly the Model of Goal-directed Behavior (Perugini & Bagozzi, 2001), 2) the Social Identify Theory (Tajfel, 1978), and 3) the framework of "We-intention" (Bagozzi, 2000). These three frameworks were integrated into the proposed model to determine what factors influence a college student's desire and intention to take a vacation trip with a group of friends.

Modified Model of Goal-directed Behavior (MGB)

The Theory of Planned Behavior (TPB) (Ajzen, 1991) has been used broadly in a variety of fields including tourism. The TPB posits that one's personal intention to enact behavior is a function of the individual's attitude toward that behavior, his/her subjective norms and perceived behavioral control. In the TPB, attitude and perceived behavioral

control are considered individual influences, while subjective norms are considered a social influence. Perugini and Bagozzi (2001) extended the TPB by adding three variables – anticipated emotions, past behavior, and desires – along with attitude, subjective norms, and perceived behavioral control, in the hope of better explaining and predicting purposive behaviors. Recently, the Model of Goal-directed Behavior (MGB) in group behavior has been shown to improve the predictive and explanatory power of the TPB in the context of brand and virtual communities (Perugini & Bagozzi, 2001; Bagozzi & Dholakia, 2002; Bagozzi & Dholakia, 2006; Dholakia, Bagozzi, & Pearo; 2004). MGB is especially applicable to group vacation trip in that it is a behavior to accomplish a group goal. The main highlight of MGB is the mediating role of "desire" in predicting a purposive behavior to goal achievement, meaning that desires were proposed as the proximal determinants of intentions. The present study also includes the desire to take a vacation trip with a group of friends, as a mediator to explain the effects of individual and social factors on the We-intention to take a vacation trip with a group of friends. MGB components are presented below.

Attitude. Attitude toward a behavior is the degree to which performance of the behavior is positively or negatively valued (Ajzen, 1991). Attitude toward taking a vacation trip with a group of friends is conceived of as an evaluative response (e.g., Eagly & Chaiken 1993). Such responses, in turn, are assumed to motivate decisions to act. Thus, when a college student positively evaluates taking a vacation trip with a particular group of friends, his or her desire and intention to take a vacation trip with a group of friends is expected to increase.

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Perceived behavioral control. Perceived behavioral control is defined as the perception of how easy or difficult it is to perform the behavior (Ajzen, 1991) Travel behavior may pose difficulties in execution to college students that may limit volitional control. Perceived behavioral control was expected to directly influence both a college student's desire and We-intention to take a vacation trip with a group.

Subjective norm. Subjective norm is defined as perceived social pressure to perform or not perform a behavior. Subjective norm has been identified as one of the social factors that influence behavioral intention. An individual's perceived subjective norm reflects social pressure from significant others to perform a focal act. Subjective norms reflect the influence of expectations of others (not themselves) and constitute what Kelman (1974) terms "compliance." Individuals holding subjective norms are believed to be motivated by the need for approval from significant others.

Desire. Desire is defined as "the motivational state of mind wherein appraisals and reasons to act are transformed into a motivation to do so" (Perugini & Bagozzi, 2001, p.84). For desires to function as motivators, Davis (1984) maintained that decision makers (college students, namely travelers who consider taking a vacation trip with a group of friends in this example) must be aware of their desires and accept them as motivating reasons for acting. Frankfurt (1988) also saw a special role for desires. In his view, desires function as determinants of decisions when decision makers give self-reflective consideration to their desires and come to endorse them as motivators to act. Perugini and Bagozzi (2001) explained that "desires" provide direction for intentions and transform the motivational content to act embedded in attitudes toward the act, subjective norms (SN) and perceived behavioral control (PBC). According to them, "attitudes, SN,

and PBC provide reasons for acting, it is claimed, but do not incorporate explicit motivational content needed to induce an intention to act" (Perugini & Bagozzi, 2001). This motivation of desire is hypothesized as the most proximal determinant of intentions in the MGB. Empirical support for the motivational role of desires in predicting a collective intention can be found in the literature. Namely, strong relationships between desire and We-intentions were empirically supported in settings such as a virtual community (Dholakia et al., 2004; Lee & Bagozzi, 2002) and brand community of auto bikers (Bagozzi & Dholakia, 2006). According to the tourism literature, push motivations such as the main variables in MGB (i.e., attitude, subjective norms) have been useful in explaining the desire for travel (Christensen 1983; Crompton, 1979).

Social Identity Theory

Concept of social identity. The rationale for including the effects of social identity on a college student's desire and We-intentions to take a vacation trip with a group of friends draws on Social Identify Theory (e.g., Hogg & Abrams 1988; Tajfel 1981; Terry, Hogg, & Duck 1999; Turner 1985). Social Identify Theory explains group activity as a kind of shared concept rather than a personal mental state. Social Identify Theory provides the basis for specifying what shared consciousness is and how it creates a readiness to engage in group action (Bergami & Bagozzi, 2000). Social identity affects individuals' perceptions, cognitions, evaluations, and attributions about issues and events, and stimulates behaviors for the benefit of group members (Underwood, Bond, & Baer, 2001). Tajfel and Turner (1986) posited a distinction between personal and social identity. According to them, personal identity is mainly under the control of personal variables, while social identity is derived primarily from group memberships. That is, the concept

of social identity deals with the structure and function of identity as related to peoples' membership in groups. The essence of Social Identify Theory is that people take part in the creation of their own "categories" (Schouten & McAlexander, 1995). Categories means here that one tries to determine a social category into which one falls, and to which one feels one belongs, and provides a definition of who one is in terms of the defining characteristics of the category (Hogg, Terry, & White, 1995). For example, Deaux, Kim, and Kathleen (1995) identified categories that meaningfully distinguish various forms of social identity. In this present study, a college student identifies himself or herself as related to a friendship group. Their research (Deaux et al., 1995) suggests several trait clusters including personal relationships (e.g., wife, friend), political affiliations (e.g., democrat, independent), stigmatized groups (e.g., alcoholic, homeless) and ethnic and religious groups (e.g., Asian Catholic). Others have suggested that people gain a sense of who they are and derive much of their esteem from their memberships in such social groups and categories (Tajfel & Turner, 1979). Research has shown that people are motivated to maintain a positive social identity. In the present study, a group of vacation trip companions can be identified as an important social category for college students. Thus, this group is one form of social identity. It is called "Vacation Friends" social identity. This social group is a social construction arising from friendship groups who vacation together. This group receives the most significant attention from college students in their travel decision making. College students are likely to attend only to the "friendship group" that is especially self-relevant, and it is this self-relevant social category that constitutes an individual's social identity.

Multidimensional social identity. An important feature of Social Identify Theory is that one achieves social identity through self-awareness of one's membership in a group, emotional attachment to a group, and evaluative significance of this membership (Tajfel, 1978). Ellemers, Kortekaas, and Ouwerkerk (1999, p. 372) recently proposed three components of social identity: "a cognitive component (a cognitive awareness of one's membership in a social group – self-categorization), an emotional component (a sense of emotional involvement with the group – affective commitment), and an evaluative component (a positive and negative value connotation attached to this group membership – group-based self-esteem)."Cognitive Social Identify Theory postulates a cognitive categorization process where similarities between self and group members are emphasized as comparisons of dissimilarities with nonmembers (Hogg, 1992). Emotional social identity, which refers to a feeling of affective commitment, posits that those who belong to the same social group may show differential affective responses, depending on the extent to which they feel affectively committed to that group (Ellemers et al., 1999). Finally, the evaluative component of social identity arises from evaluations of self-worth derived from membership (Ellemers et al., 1999). Group-based self-esteem has been found to promote actions that produce in-group welfare (e.g., Long & Spears, 1997). With respect to construct validity, there is an argument between two different factor structures: 1) first-order three-factor, and 2) second-order three-factor of social identity. For example, Ellemers et al. (1999) proposed social identity as a first-order three-factor structure. Besides viewing social identity as a first-order three factor model, comprising cognitive, emotional, and evaluative social identity, it seems reasonable to consider overall social identity as a common high-order factor. Recent previous research has

supported a second-order three-factor structure for social identity (Bagozzi & Dholakia, 2002; Bagozzi & Dholakia, 2006; Bagozzi & Lee, 2002; Dholakia et al., 2004). Thus, in this study, social identity was conceptualized as having a second-order three-factor structure.

Applications of social identity in literature. Recently, marketing researchers have used this theory to explain consumer behavior under social situations. The link between social identity and decision-making / judgments has been investigated in numerous consumer domains, including small group brand communities (Bagozzi & Dholakia, 2006), the persuasiveness of spokespersons (Deshpande & Stayman, 1994), media use (Saegert, Hoover, & Hilger, 1985), brand loyalty (Oliver, 1999), brand equity for service marketers and development planners (Underwood, Bond, & Baer, 2001), virtual community participation (Baggozzi & Dholakia, 2002; Dholakia, Bagozzi & Pearo, 2004), consumer self-importance (Reed II, 2004) and information-processing tendencies (Meyers-Levy & Sternthal, 1991). These research studies have clearly demonstrated that classifying consumers based on some social identity leads to differences in the descriptions of how consumers behave or respond to marketing stimuli.

In summary, Social Identify Theory provides an important theoretical background for this present study predicting a college student's desire and We-intention to take a vacation trip with a group of friends (e.g., group behavior). For the friendship groups investigated in the present research, it was expected that social identity influences intentions to participate with group members in the shared activity of traveling together on vacations.

An Alternative View of Intention: We-intention

The intention concept has been commonly studied by social psychologists. Consumer behavior researchers in the field of tourism also have used the concept of behavioral intention of the targeted or purposive behavior. According to the Theory of Planned Behavior (Ajzen, 1991), an individual's openly stated intention to act is the most proximal predictor of behavior. This type of behavioral intention refers to the individual or personal intention, which can be used to predict an individual's immediate concept of real behavior. Eagly and Chaiken (1993, p. 168) defined such a personal intention as a "person's motivation in the sense of his or her conscious plan to exert effort to carry out a behavior."

Taking a vacation trip with a group of friends is a group-based behavior. When participating in such a group behavior, individuals are guided by collective group intentions, rather than by individual or personal intentions. The concept of personal intention should be differentiated from group or collective intentions, which can be used to predict group behavior. In the literature, group intentions are known as "We-intentions" (Tuomela, 1995) and "Share-intentions" (Bratman, 1997). Tuomela (1995, p. 129) defines "We-intention" as a "commitment of an individual to participate in joint action and involves an implicit or explicit agreement between the participants to engage in that joint action. Bratman (1997) expressed a "shared intention" in the form "I intend that we act." Many individual actions occur as a form of social action. When two people interact, neither person's activities can be accounted as wholly their own (Nowak & Vallacher, 1998). Many individual actions are best characterized in collective rather than purely individual terms. Collective behavior is not simply the sum of individual actions,

and the difference resides in the intentions of the actors. When engaged in collective activity, individuals are guided by collective intentions, sometimes called "We-intentions" (Searle, 1990).

In this study, a college student's intention to take a vacation trip with a group of friends is conceptualized as a group intention which have been defined as "We-intentions" (Tuomela, 1995) and "Shared-intentions" (Bratman, 1997). When a college student intends to take a vacation trip with a group of friends, this is "We-intention" to perform a group act, namely take a vacation trip together, rather than "I-intention," deciding to take a vacation trip by myself. Thus, when a college student intends to take a vacation trip with a group of friends, he or she conceives of this activity not so much as individuals performing personal acts that contribute to a group performance, but rather as a group action in which he or she is a member of the group. Bagozzi and Lee (2002) have reported that members within a group regard themselves as part of the social fabric of the travel group in certain specific ways.

Tuomela (1995, p.129) asserts that We-intentions require individual commitment, and commitment to provide mutual support in the sense that a member is "not only committed to performing the pre-assigned part.... He or she is also committed to furthering" the joint action. While Tuomela (1995) and Bratman (1997) have provided the foundations of social actions for predicting group behavior, Bagozzi (2000) contributed to development of the measurement of the "We-intentions" concept. Bagozzi (2000) conceptualized this type of group or collective intention as "intentional social action" which, according to him, emphasizes that group members act intentionally (i.e., engage in purposive and goal-directed action that remains under the individual's

volitional control), and that these actions have a collective basis in that both what is done (a group-based behavior) and why it is done (i.e., members of a group jointly hold a common goal and agree in a particular way to do their parts) to achieve the goal (Bagozzi, 2000). Further, empirical studies have provided support for the measurement model developed by Bagozzi (2000) of We-intention in the consumer behavior field, such as virtual community in communication environment (Bagozzi & Dholakia, 2002) and friendship group behavior (Bagozzi & Lee, 2002).

In the present study the concept of We-intention (i.e. group intention), advocated by previous researchers (e.g., Bagozzi, 2000; Bagozzi & Dholakia, 2002; Bagozzi & Lee, 2002; Bratman, 1999; Tuomela; 1995), is tested in the context of taking a vacation trip with a group of friends among college students.

The Conceptual Model

The proposed model incorporates both individual factors (attitude and perceived behavioral control) and social factors (subjective norm and social identity) as antecedents that influence a college student's desire and/or We-intention to take a vacation trip with a group of friends. The main outcome variable is a college student's We-intention, indicating a college student's intention to take a vacation trip with a group of friends. The proposed model is presented in Figure 1. It is not designed for predicting an individual intention, but rather for predicting collective intention or an individual's group intention. Social identity is conceptualized as a second-order three-factor comprising cognitive, emotional and evaluative components of social identity.

As shown in Figure 1, personal factors comprising attitude and perceived behavioral control and social factors comprising subjective norm and social identity

influence a college student's desire to take a vacation trip with a group of friends positively and directly. In turn, a college student's desire to take a vacation trip with a group of friends influences a college student's We-intention positively and directly. In accordance with the Model of Goal-directed Behavior (MGD), it should be noted that the desire to take a vacation trip with a group of friends is a central factor to mediate relationships between these identified antecedents (attitude, perceived behavioral control, subjective norms, and social identity) and the outcome variable (We-intention). More specifically, desire to take a vacation trip with a group of friends plays both full mediator and partial mediator roles in this proposed model. Perceived behavioral control and social identity have both indirect and direct effects through desire on We-intention to take a vacation trip with a group of friends. Group size is expected to moderate the relationships between social identity and desire, and social identity and We-intention.
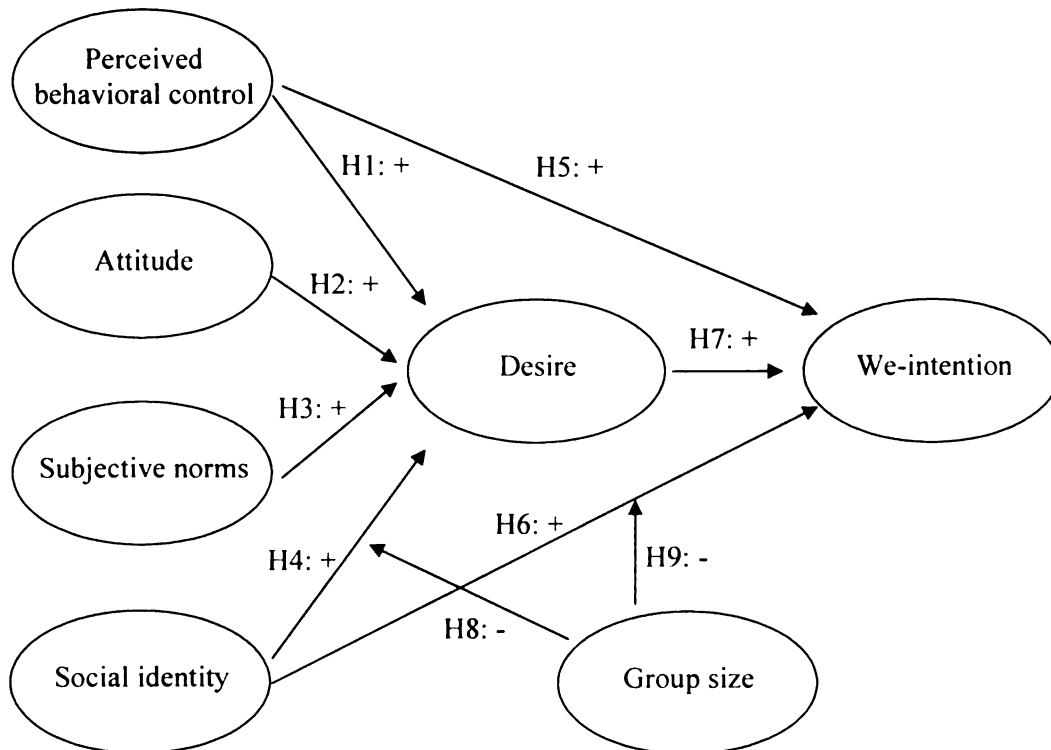
Figure 1. Proposed Conceptual Model.

Hypothesized Relationships

The conceptual model in Figure 1 posits the following nine main hypotheses:

H1: Perceived behavioral control is expected to be positively associated with a college student's desire to take a vacation trip with a group of friends.

H2: Attitude is expected to be positively associated with a college student's desire to take a vacation trip with a group of friends.

H3: Subjective norms are expected to be positively associated with a college student's desire to take a vacation trip with a group of friends.

H4: Social identity is expected to be positively associated with a college student's desire to take a vacation trip with a group of friends.

H5: Perceived behavioral control is expected to be positively associated with a college student's We-intention to take a vacation trip with a group of friends.

H6: Social identity is expected to be positively associated with a college student's We-intention to take a vacation trip with a group of friends.

H7: Desire is expected to be positively associated with a college student's We-intention to take a vacation trip with a group of friends.

H8: The smaller the size of group, the more social identity affects a college student's desire to take a vacation trip with a group of friends.

H9: The smaller the size of group, the more social identity affects a college student's We-intention to take a vacation trip with a group of friends.

Moderating Effect of Group Size

As posited in H8 and H 9, the magnitudes of the relationships 1) between social identity and desire, and 2) between social identity and We-intention are expected to be different, depending on the size of the travel party. That is, group size is introduced to identify the moderating effect on these two relationships in the proposed model. Social impact theory (Latane, 1981) has explained the effect of group size. Latane (1981) proposed that the amount of impact an individual experiences as a result of a group setting will be a function of the number, strength, and immediacy of the sources of impact. The number of group members is the attribute that has received the most attention in this regard.

There has been substantial empirical research on the effects of relative group size on ingroup identification and ingroup favoritism (e.g. Mummendey & Simon, 1989; Sachdev & Bourhis, 1984; Simon & Brown, 1987). However, previous researchers (McGuire, McGuire, Child, & Gujioka, 1978; McGuire & Padawer-Singer, 1976; Ellemers et al. (1999) have found that small group size results in stronger in-group identification than large group size because it is more salient or distinctive than majority group memberships, and not because membership in a minority group is more attractive. Simon and Hamilton (1994) indicated that membership in a small or distinctive group implies a relatively large overlap between collective self and individual self. Brewer (1991) also supported this notion by explaining that, compared to inclusion in a large group, small group membership offers better opportunity to balance the need to retain some sense of individuality with the need to belong to a group, which should result in a greater readiness to perceive or define oneself as a group member. Based on this

literature relating to group size and social influences, it is reasonable to predict a moderating effect of group size in explaining the relative contribution of social identity on the college student's desire and We-intention to take a vacation trip with a group of friends.

CHAPTER 3

METHOD

Overview

A cross-sectional survey was used in this study for empirical, explanatory and for descriptive purposes. The focus of this chapter is on : 1) how the sample was defined, 2) how data were collected, 3) how factors in the proposed model were operationalized based on validated scales from other studies, and 4) the statistical analyses that were employed.

Data Collection

Sample

The purpose of this study was to identity college students who take vacation trips with friends, and to investigate the factors that underlie college students' intentions to take a vacation trip with friends Thus, the target sample was those who have taken a vacation trip with one friend or more at least once since becoming college students.

Data Collection Procedures

Pre-test. Before data collection, a two-staged pilot test was conducted. The first stage was designed to confirm the face validity of measures and scales. The measures and scales used in this study were based on prior validated instruments drawn from the existing relevant literature. Personal interviews were conducted with doctoral students and professors majoring in tourism, communication and education to check for the face validity of the instruments that were developed for use in this study.

The second-stage involved evaluation of survey questions via a pre-test process. Thirty-one college students were selected and asked to provide feedback regarding: 1) the on-line survey's graphic design, 2) the clarity of the questions asked, and 3) the amount of time required to complete the questionnaire. They completed the questionnaire in the researcher's presence. Any questions and/or problems concerning format and wording were recorded, and necessary changes were subsequently made. The feedback collected from this pretest was used to refine the survey instrument for the main survey and inappropriate items were eliminated. Each student who participated in the pretest received compensation in the amount of US$12-$15 for time spent, i.e., approximately 45-60 minutes. The above steps insured that the questionnaire was satisfactory in terms of content and face validity.

Survey administrations. At the beginning of spring semester 2006, prior to data collection, instructors teaching courses at 11 universities across the Eastern- Midwestern- and Southern USA were contacted. From nine of those universities, a total of 21 instructors agreed to introduce the survey to their students emphasizing that participation was voluntary. Some distributed on-line invitation letters to their students to participate in the survey. These letters included a direct link to the questionnaire. Others directly distributed invitation letters to their students together with paper-based questionnaires. As an incentive, all participants were given the opportunity to enter a drawing from which six participants each would be awarded a $50 gift certificate. Each participant was asked to voluntarily provide his or her email address in order to participate in the drawing. Fifteen of the 21 instructors also awarded course credits to students who successfully completed the survey.

Most students completed the online survey because, in this population, the Internet is a popular mode of communications for both educational and social purposes. The paper-based surveys were distributed and completed in class under instructors' supervision. Data collection was conducted for two weeks in 2006 (February 21 to March 10) which included this population's spring break, for them a major vacation.

Since the focus of this study was on all US college students, the ideal sample to use would have been a random sample of the total population of all college students. Drawing such a sample was not possible, therefore a convenience sample was used which limits generalizability of the study. Since the focus of this study is primarily on relationships between variables, this type of research question is typically less vulnerable to generalizability problems (Burnett & Dunne, 1986; Sears, 1986).

Questionnaire Format

The survey instrument consists of five main sections: past vacation experience with friends, group composition on past vacation trips with friends, main variables for measuring factors in the proposed model, trip-related variables for the next planned vacation, and socio-demographics. A copy of the survey instrument is provided in Appendix A.

Section 1 included questions regarding past experience in or on vacation trips with or without friends. In section 2 of the questionnaire, participants were directed to "IMAGINE that you and your FRIEND/S (one friend or more) are deciding (or have decided) where to travel together on your coming vacation." Participants were then asked to "Now, in your mind, picture that friend or those friends, while you answer the following questions:" This procedure is similar to determining one's intention to have

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lunch with a group of friends as reported, in Bagozzi and Lee's study of intentional social actions. Bagozzi and Lee (2002, p.235) explained that "these instructions were designed to focus attention as vividly as possible on a specific group and its members, and to provide a target format to which certain questions referred later in the questionnaire" (for the main variables in their proposed model). After that, questions were included regarding past experiences on a vacation trip with friends. Number of friends on this trip (group size), their ages, type of relationships, and length of their relationships also were asked of respondents for identifying past vacation group composition.

In section 3, questions to measure the main factors in the proposed model were included. The format used in section 2 was also applied to section 3 questions by explaining "The following questions relate to your vacation trip with friend/s within this year. In this section, the friend/s you listed refers to the same friend/s you identified at the beginning of the survey."

Section 4 included the following questions about the next planned vacation trip: composition of the travel party, main destinations, length of stay, projected expenditures, sources of funding, planned activities, information sources, lodging type, transportation, and trip organization. In the fifth and final section of the questionnaire, a series of socio-demographic questions was included.

Sample Selection

The survey population comprised college students enrolled in selected American universities. It included college students who had or had not taken a vacation trip. A sub sample of them was selected for the main analysis.

As shown in shadowed part of Figure 2, the subsample consisted only of

respondents who have taken a vacation trip with one or more friends at least once since

becoming college students. Respondents whose trips were with only a boyfriend /

girlfriend were also excluded from the subsample used for detailed analyses. This

minimized the potential bias resulting from dyadic relations that may not be group acts.
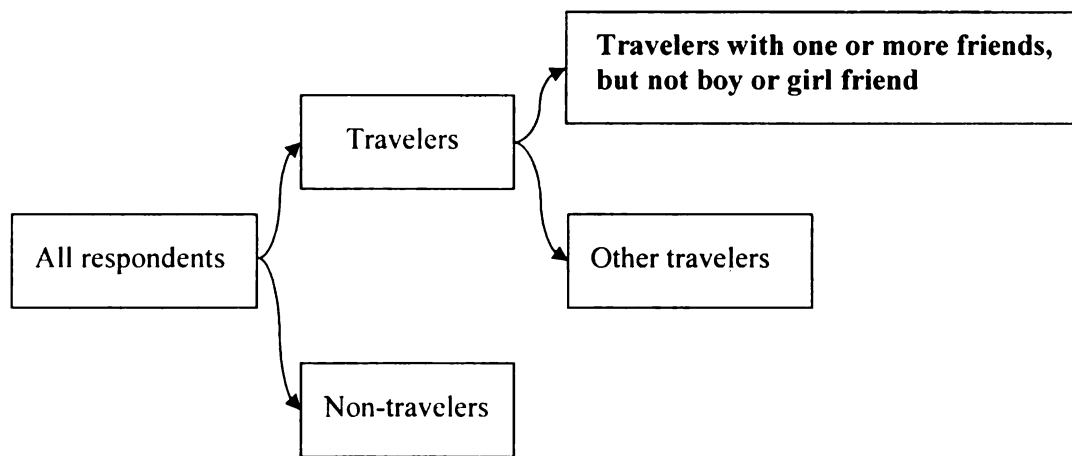
Figure 2. Depiction of the process used to select the primary study population.

Measurements

Components in the proposed conceptual model depicted in Figure 1 were derived

from respondents' self-reported perceptions in response to problem stimuli. Perceptions

were gathered via on-line and paper questionnaires. Factors for use in the proposed model

were assessed using multiple item measures. All scales used were based on previous

empirical studies using the model of goal-directed behavior, social identity theory, and a

view of we-intention (Ajzen & Driver, 1992; Ajzen, 1991; Bagozzi; 2000; Bagozzi &

Dholakia, 2002; Bagozzi, Dholakia, & Mookerjee, 2006; Perugini & Bagozzi, 2001). All

items were modified to reflect the context of taking a vacation trip with friends identified by respondents.

The proposed model included nine factors which were unobserved. These included social identity and its three dimensions (i.e., cognitive, affective, and evaluative social identity), together with attitude, subjective norms, perceived behavioral control, desire, and we-intention. It also included 34 observed variables associated with those factors. These are described in detail in Table 1.

Attitudes. Attitudes toward taking a vacation trip with a group of friends were measured with five seven-point semantic differential scales based upon items from Ajzen (1991). Participants were asked "How do you personally feel about taking a vacation trip with the friends you listed within this year." The following five adjective pairs were provided in this series: negative-positive, unpleasant-pleasant, boring-fun, unenjoyable-enjoyable, and unfavorable-favorable.

Perceived Behavioral Control. Four items were measured, with four seven-point rating scales from Ajzen (1991). These questions consisted of: How much control do you have over taking a vacation trip with the group of friends you identified above?" (1: no control to 7: total control); "For me to engage in taking a vacation trip with a group of friends I identified is (1: easy to 7: difficult)"; "I believe I have the resources required to travel with a group of friends I identified" (1: false to 7: true); "The number of events outside my control that can prevent me from taking a vacation trip with a group of friends identified above are (1: numerous to 7: very few)."

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Table 1. Description of factors and observed variables in the proposed model.

Factors	Observed variables	Survey questions	Scale
A[a]	A1	Taking a vacation trip with my friends is negative or positive.	1:extremely negative to 7: extremely positive
	A2	Taking a vacation trip with my friends is unpleasant or pleasant.	1:extremely unpleasant to 7: extremely pleasant
	A3	Taking a vacation trip with friends is boring or fun.	1:extremely boring to 7: extreme fun
	A4	Taking a vacation trip with friends is unenjoyable or enjoyable.	1:extremely unenjoyable to 7: extremely enjoyable
	A5	Taking a vacation trip with friends is unfavorable or favorable.	1:extremely unfavorable to 7: extremely favorable
SN[b]	SN1	Most people important in your life think you should take a vacation trip with your friend/s you listed within this year.	1:should not to 7: should
	SN2	People in your life whose opinions you value would approve of your taking a vacation trip with the friend/s you listed within this year.	1:strongly disapprove to 7: strongly approve
	SN3	It is expected of me that I take this vacation trip with the friend/s I listed within this year.	1:extremely unlikely to 7: extremely likely
	SN4	My most important friends take a vacation trip with friend/s within this year	1:definitely false to 7: definitely true
PBC[c]	PBC1	How much control do you believe you have over taking a vacation trip with your friend/s?	1:no control to 7: complete control
	PBC2	For you to take a vacation trip, with the friend/s you listed within this year, is	1:extremely difficult to 7: extremely easy
	PBC3	I believe I have the resources required to take this vacation trip with my friend/s	1:definitely false to 7: definitely true
	PBC4	It is mostly up to me whether or not I take a vacation trip with the friend/s I listed	1:strongly disagree to 7: strongly agree
CSI[d]	CSI1	Please indicate the degree to which your self-image overlaps with the identity of the group of friends you listed above, as you perceive it	1:not at all overlapped to 7: overlapped very much
	CSI2	I am like other members of the group I indicated.	1:does not describe me at all to 7: describes me very well
	CSI3	I identify with other members of the group I indicated.	1:does not describe me at all to 7: describes me very well
	CSI4	The group I indicated is an important reflection of who I am.	1:does not describe me at all to 7: describes me very well
ASI[e]	ASI1	My behavior often depends on how I feel others wish me to behave.	1:definitely false to 7: definitely true
	ASI2	How attached are you to the group you indicated?	1:not at all attached to 7: attached very much
	ASI3	I like being a member of the group I indicated.	1:does not describe me at all to 7: describes me very well
	ASI4	I would rather belong to the other groups.	1:does not describe me at all to 7: describes me very well

Note: [a] Attitude: overall evaluative response of group vacation trip, [b] Subjective norm: the perceived social pressure to perform group vacation trip, [c] Perceived behavioral control: perception of how easy or difficult it is to perform group vacation trip, [d] Cognitive social identity refers to a cognitive awareness of one's membership in the vacation trip group, [e] Affective social identity: a sense of emotional involvement with the vacation trip group.

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Table 1. Description of factors and observed variables in hypothesized model (continued).

Factor	Observed variable	Survey questions	Scale
ESI[f]	ESI1	I am a valuable member of the group I indicated.	1:does not describe me at all to 7: describes me very well
	ESI2	I am an important member of the group I indicated.	1:does not describe me at all to 7: describes me very well
	ESI3	I would rather not tell that I belong to the group I indicated.	1:does not describe me at all to 7: describes me very well
	ESI4	I think the group I indicated has little to be proud of.	1:does not describe me at all to 7: describes me very well
D[g]	D1	Your desire for taking a vacation trip with your friend/s you listed can be described as...	1:no desire at all to 7: strong desire
	D2	I desire to take a vacation trip with my friend/s I listed.	1:very strongly disagree to 7: very strongly agree
	D3	I want to take a vacation trip with my friend/s I listed.	1:does not describe me at all to 7: describes me very well
	D4	I feel an urge or need to take a vacation trip with my friend/s listed.	1:does not describe me at all to 7: describes me very well
WI[h]	WI1	We (I and my friend/s I listed) intend to take a vacation trip together within this year.	1:extremely unlikely to 7: extremely likely
	WI2	We (I and my friend/s I listed) will try to take a vacation trip together within this year.	1:definitely false to 7: definitely true
	WI3	I intended that I and my friend/s I listed take a vacation trip together within this year.	1:very strongly disagree to 7: very strongly agree
	WI4	We (I and my friend/s I listed) plan to take a vacation trip together within this year.	1:very strongly disagree to 7: very strongly agree

Notes: [f] Evaluative social identity: a value attached to vacation trip group membership. [g] Desire: motivation to take vacation trip with friends, [h] We-Intention: a commitment to participate in joint vacation trip with friends

Subjective norms. Subjective norms were measured by four items, using seven-point rating scales from Ajzen (1991). These questions consisted of: "Most people who are important to me approve / disapprove of my taking a vacation trip with the group of friends I identified above." (1: disapprove to 7: approve); "Most people who are important in my life think I should / should not travel with the group of friends identified above." (1: should not travel to 7: should travel); "Most friends I know would support / not support my travel with the group of friends identified above." (1: not support to 7: support); "People who are important to me would like me to travel with a group of friends." (1: unlikely to 7: likely).

Social identity. All three social identity factors were measured with seven-point rating scales. The cognitive component of social identity (i.e., self-categorization) was measured by four items, modified from Bergami and Bagozzi (2000). An example is: "Please indicate the degree to which your self-image overlaps with the identity of the group of friends you identified above as you perceive it." (1: not at all, to very much). Affective social identity (i.e., emotional commitment) was measured by four items based on research on commitment (e.g., Allen & Meyer 1996). An example is: "How attached are you to the group you identified above?" (1: not at all attached, to 7: strongly attached). Evaluative social identity (i.e., group self-esteem) was measured by four seven-point items, modified by Luhtanen and Crocker (1992). An example is: "I am a valuable member of the group I indicated above." (1: describes me inaccurately to 7: describes me well). All items and scales are presented in Table 1.

Desire. Desire was measured by four-items, modified from Perugini and Bagozzi (2001) and Bagozzi and Dholakia (2002), using a seven-point Likert scale, ranging from strongly disagree (1) to strongly agree (7). An example is "I desire to travel in the next six months with the group of friends I mentioned above."

We-Intentions. Four items measured we-intentions, using four seven-point Likert scales, modified from other studies (e.g., Bagozzi & Dholakia, 2002; Bagozzi & Lee, 2002). An example is: "I intend that our group (i.e., I and the group of friends I identified above) take a vacation trip together within this year." using a seven-point scale ranging from very strongly disagree (1) to very strongly agree (7).

Moderating variable. Group size was asked as a potential moderating variable in the model. "In your mind, and including yourself, how many persons might be in your

group for this vacation trip?" A median-split approach was used to separate the data set into two groups. As a result, one group contained the study subjects scoring high (over median) on group size, while the other consisted of those subjects scoring low(below median).

The Proposed Model

This study was conducted to examine the causal relationships among the factors of attitude, subjective norms, perceived behavioral control, social identity, desire and we-intention. A path diagram of the full structural model including observed variables is presented in Figure 3. A path diagram provides a pictorial portrayal of relationships of observed variables (in rectangles), factors - i.e., unobserved or latent variables - (in ovals), and associated error terms (in circles) (Hair, Anderson, Tatham, & Black, 1998). Straight arrows depict impacts of exogenous variables – i.e., independent variables - on endogenous variables - i.e., dependent variables - and curved arrows depict correlation among variables. A list of factors in the proposed model and their corresponding observed variables are presented in Table 1.

Data Analysis

A two-stage data analysis procedure was employed. In stage one, the descriptive analysis aimed to profile college students who take a vacation trip with friends in terms of past vacation trip experience, future vacation planning and socio-demographics. Stage two used structural equation modeling (SEM) to assess construct measures in the proposed model, in order to examine the causal relationships and to examine moderating effects.

Descriptive Analysis

Descriptive analyses were performed to: 1) estimate the potential market size of college students who take a vacation trip with friends, 2) identify group composition on past vacation trips, 3) determine vacation trip characteristics of college students, and 4) describe the socio-demographic characteristics of respondents. SPSS 13.0 was adopted as the tool for this analysis.
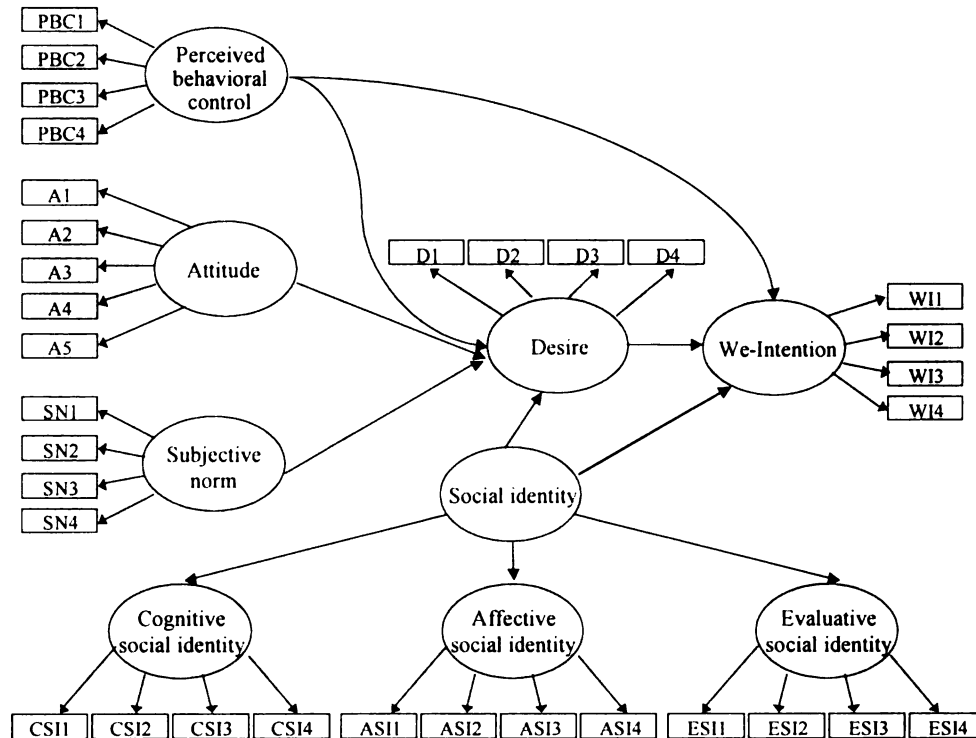
Figure 3. Proposed hypothetical model of intention to take a vacation trip with friends in structural equation modeling (SEM) format.

Structural Equation Modeling (SEM)

Structural equation modeling (SEM) is a multivariate statistical technique used to test for causal relations among latent factors. SEM is an analytic approach that combines features of confirmatory factor analysis and path analysis. It is possible in SEM to specify a model that has a measurement component (like a factor model) and a structural component (like a path model). Since SEM encourages confirmatory rather than exploratory modeling, it is suited to theory testing rather than theory development. Thus, SEM is the most appropriate tool for this study since its focus is on confirming the fit of existing theory to the travel behavior of college students.

This study used a two-step procedure proposed by Anderson and Gerbing (1988). The first step involved evaluating and refining the measurement model, while the second step tested the estimation of the structural model and hypotheses. The AMOS 5.0 statistical package program was used for SEM. The maximum likelihood estimation procedure (ML) was used as a parameter estimation method in SEM. The ML estimation procedure allows all model parameters to be simultaneously estimated.

Sample size for SEM. Sample size is important to estimate and interpret SEM results. Small sample sizes have the greatest potential to increase the likelihood of specification errors and produce biased goodness of fit indices, a critical element in maximum likelihood estimation. At a minimum to ensure appropriate use of maximum likelihood estimation, the sample size should be 100. Sample size should be sufficient to include five observations for each estimated parameter (Bentler, 1995). Optimal sample size is about 200 according to Kline (1998). The number of subjects obtained for this study met both suggested criteria (N = 452).

Model fit indices. SEM provides some measures of the overall fit of the measurement model and the structural model. The chi-square statistic is commonly used to evaluate model fit, but this is known to be sensitive to sample size (Kline, 1998). Thus, this study used multiple indices including the chi-square statistic adjusted for the degrees of freedom (χ^2/df), the comparative fit index (CFI), the nonnormed fit index (NNFI), and the root mean square error of approximation (RMSEA) in assessing the model fit following suggestions by Kline (1998). General rules of thumb for model fit are that χ^2/df should be less than 3 fit indices, such as CFI and NNFI, should be greater than .90 and, RMSEA should not be larger than .05 (Kline, 1998).

Furthermore, χ^2 difference was used when comparing fit of an adequate model and another competing model. Two competing models were evaluated using a significance test based on difference in χ^2 and degrees of freedom between the two.

Measurement Model

The measurement model specifies how factors are measured in terms of the observed variables, and factors describe the measurement properties of the observed variables. The measurement model was evaluated with confirmatory factor analysis (CFA). During measurement model testing, CFA estimates only associations among factors, not direct causal effects. In other words, causal relationships among factors in the proposed structural model are not a product of the measurement model. The measurement model including 9 factors and 34 observed variables was tested and evaluated through the model specification procedure suggested by Jöreskog and Sörbom (1993)

Model specification procedure. First, the measurement model was specified based on previous theoretical and empirical studies. The proposed model was tested and

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evaluated using overall fit indices and parameters estimated by CFA. Second, when the proposed model was found to be a poor fit to the data modification procedures were conducted to identify candidate observed variables for deletion from the measurement model. These procedures are customarily used to maximize model fit (Bolen 1989; Byrne 1994).

The model modification procedures employed observed variables that had low factor loading, significant cross-loadings, and large residuals using three measures: standardized factor loadings, modification index (MI) in regression weight, and modification index (MI) in covariance between two error term variables respectively. AMOS results provided these three measures. The MI test objective was to determine whether, in subsequent runs, better models resulted, with certain parameters specified as free rather than fixed. As the minimum cut-off, it was suggested that a standardized factor loading should be greater than .50, and each MI should not exceed 100 (Kline, 1998). After removing observed variables in accordance with these three criteria (factor loading and two kinds of MIs), model modifications were continued until all parameters estimated and overall fit measures (χ^2 difference, CFI, NNFI, and RMSEA) were judged statistically and substantively satisfactory.

Furthermore, all observed variables were evaluated based on the measurement model with observed variables retained through model specification procedures, convergent validity, discriminant validity, and reliability.

Structural Model and Hypothesis Testing

Once the appropriate measurement model was obtained after revising it and testing it against the competing measurement model, a full structural model was tested. In

assessing the path model, hypothesized relationships (relative magnitudes and direction by path coefficients) were examined. Evaluation of a structural model is similar to conducting a path analysis but with latent variables instead of observed variables. Path analysis allows researchers to specify and test structural models that reflect *a priori* assumptions about direct or indirect causal effects among observed variables.

Multiple Group Analysis

Multiple group analysis is used to evaluate a whole model across independent samples, each of which represents one level of the categorical variable. This study used the analytical strategy of Singh (1995) to examine the existence of the moderating effects on the structural model in SEM.

First, for all moderating variables, a median-split approach was used to separate the data set into two groups. As a result, one group contained the study subjects scoring high on a respective variable, while the other consisted of those subjects scoring low. Second, an unconstrained structural model was estimated, in which path coefficients were allowed to vary across the cross-group datasets. Next, a fully constrained structural model was estimated by requiring that all path coefficients are constrained to be equal for cross-group datasets. The fully constrained structural model thus was based on the notion of cross-group variance in model relationships. The χ^2 difference test was performed to compare the unconstrained and fully constrained structural models. Finally, if a significant difference was found, the χ^2 difference test was used again to test for the moderating effects of individual paths. However, χ^2 statistics for the unconstrained and the partially constrained models are compared here. Partially constrained means that only target path coefficients are set to be equal for cross-group datasets. If the chi-square

difference is significant, the relative magnitude of target paths can be compared between

groups.

CHAPTER 4

RESULTS

Overview

Study results are presented in this chapter. First, survey response information is presented. Second, descriptive statistics are reported to include: sample characteristics, percent of past vacation experience with friends, group composition of college students who have taken a vacation trip with friends, and characteristics of planned future vacations with friends. Third, normality test results are presented prior to structural equation modeling (SEM). Fourth, confirmatory factor analysis results are presented to evaluate validation of study measures used in subsequent SEM. Fifth, hypotheses-testing results are discussed to assess the quality of the proposed structural model derived employing SEM analysis procedures. Finally, multiple group analysis results are presented to identify possible moderating effects in the proposed structural model.

Survey Response

Data Collection

As can be seen in Table 2, the survey was distributed to college students who enrolled in one of 21 courses at nine universities. Completed surveys were returned from 758 students. Of those, 61 incomplete or duplicate responses were identified and deleted. Thus, 697 responses were kept in the final sample (on-line 558, in-class 139) for analysis.

Table 2. Summary of data collection: total sample, returned sample, invalid sample, valid sample.

	On-line survey	In-class survey	Total
Returned sample	603	155	758
Invalid sample [a]	45	16	61
Valid sample	558	139	697

Note: [a] Invalid sample refers to sample with incomplete or double responses.

Characteristics of Survey Respondents

Institutions in which survey respondents were enrolled are presented in Table 3.

Michigan State University (31.6%) and the University of Missouri at St. Louis (25.6%)

were the main institutions in which they were enrolled. The distribution of their academic

majors was as follows: Tourism/Hospitality management 36.1%, Liberal

Arts/Communication 25.3% and Business 15.3%, as can be seen in Table 4. While

convenience sampling was employed in this study, considerable diversity was achieved

across the institutions and academic majors of respondents.

Table 3. Institutions in which survey respondents were enrolled (N = 697).

Category	Descriptions	Frequency	Percent
Institutions			
	Michigan State University (MI)	221	31.6%
	University of Missouri at St. Louis (MO)	179	25.6%
	Niagara University (NY)	85	12.2%
	University at Buffalo (NY)	63	9.0%
	Pennsylvania State University (PA)	46	6.6%
	Arkansas Tech University (AR)	38	5.4%
	Ferris State University (MI)	32	4.6%
	University of Minnesota (MN)	25	3.6%
	Ohio University (OH)	10	1.4%

Table 4. Survey respondents' academic majors (N = 697).

Category	Descriptions	Frequency	Percent
Majors			
	Liberal Arts / Communication	177	25.3%
	Tourism / Hospitality Management	253	36.1%
	Business (Management, Accounting, Marketing)	107	15.3%
	Social Science / Education	60	8.6%
	Natural Science / Engineering / Medical	43	6.1%
	Engineering	41	5.9%
	Agriculture / Environment / Natural Resources	13	1.8%
	Other	6	.9%

Study Subjects Selected from Survey Respondents

Survey respondents included not only college students who took a vacation trip

with a group of friends, the targeted study population, but also those who did not. The

sample screening procedure resulted in a final sample of 452 college students,

representing 67% of the 697 survey respondents, who took a vacation trip with a group of

friends at least once while at college prior to when the survey was conducted.

Demographic Comparisons of Study Subjects to Other Subjects and the Total College Population

Demographic characteristics of study subjects (N = 452) were compared with

subjects excluded in the full study sample (they are called "other subjects" below) and all

US four-year college students based on US census data to assess non-response bias and

generalizability of the sample respectively. Results of these comparisons are presented in

Tables 5 and 6.

Study subject's (N = 452) genders are found to be almost equal, being 45.6%

male and 54.4% female. These percentages are similar to other subjects (43.1% vs.

56.9%) and US four year college students (45.5% *vs.* 54.5%). Study subjects' ages were

20 to 24 years old (57%) followed by 19 or younger (29%) and 25 or older (15.3%).

Table 5. Demographic characteristics of study subjects and other subjects for all survey respondents, study subjects and other subjects.

Demographic variables	Descriptions	Study subjects [a] (N = 452)	Other subjects [b] (N = 245)	Test statistics [c]	
				χ^2	p
Gender					
	Male	45.6 %	43.1%	χ^2=.38	.538
	Female	54.4 %	56.9%		
Age					
	19 or younger	29.0%	29.3%	χ^2=.07	.966
	20 to 24	55.7%	56.1%		
	25 or older	15.3%	14.6%		
Academic year					
	Freshman	19.1%	19.8%	χ^2=.17	.982
	Sophomore	24.4%	23.2%		
	Junior	30.1%	32.1%		
	Senior	26.4%	25.9%		
Ethnicity					
	White / Caucasian	77.1%	75.4%	χ^2=1.5	.820
	Asian / Pacific Islander	17.2%	16.8%		
	Black / African American	3.2%	3.1%		
	Spanish / Latino	2.5%	2.4%		
Citizenship					
	U.S.A.	88.3%	89.1%	χ^2=.05	.997
	Asia	9.5%	9.1%		
	Other American nations	1.8%	1.5%		
	Europe	.5%	.3%		

Note: [a] Study subjects refer to respondents who have had vacation trip experience/s with a group of friends since becoming college students. This sample was used for main analyses, testing the proposed model and developing a profile of vacation trip market of college students in this study. [b] Other subjects refers to respondents who had no vacation experiences with a group of friends since becoming college students. Other subjects were excluded for main analyses in this study. [c] All demographic variables in the above table exhibit no significant differences between the two groups, at p<.05.

Table 6. Comparison of demographic characteristics of study subjects and all US four-year college students.

Demographic variables	Descriptions	Study subjects [a]	All US four year college students [b]
		(N = 452)	(N = 9,664,000)
Gender			
	Male	45.6 %	45.5%
	Female	54.4 %	54.5%
Age			
	19 or younger	29.0%	27.1%
	20 to 24	55.7%	49.3%
	25 or older	15.3%	23.6%
Academic year			
	First to second year	43.5%	45.6%
	Third to fourth year	56.5%	54.4%
Ethnicity			
	White / Caucasian	77.1%	67.5%
	Asian / Pacific Islander	17.2%	5.8%
	Black / African American	3.2%	13.5%
	Spanish / Latino	1.6%	11.2%
	Other	2.5%	2.0%

Note: [a] Study subjects refer to respondents who have had vacation trip experience/s with a group of friends since becoming college students. This sample was used for main analyses, testing the proposed model and developing a profile of vacation trip market of college students in this study. [b] Source: Four year college students in Table 10 "Type of College and Year Enrolled for College Students 15 Years Old and Over, by Age, Sex, Attendance Status, Race, and Hispanic Origin: October 2004", U.S. Census Bureau, Current Population Survey, October, 2004.

There is no age difference between study subjects and other subjects. Compared to the age of all US four year college students, study subjects are distributed as follows: younger: 20 to 24 years 49.3%, 19 or younger 27.1%, and 25 or older 23.6%. Fifty-seven percent of study subjects are academic juniors and seniors, and there are 43.5% freshmen and sophomores. This result is almost the same as for other subjects (58.9% juniors and seniors) as well as for all US four year college students (54.4% juniors and seniors). Regarding ethnic background, the majority of study subjects are White/Caucasian

(77.1%), followed by Asian/Pacific Islander (17.2%), Black (3.2%), and Spanish/Latino

(2.5%). Compared to other subjects, there is no statistical difference in ethnic background.

However, the Asian/ Pacific Islander component of study subjects comprised a much

higher percentage than those of all US four year college students (17.2% vs. 5.8%) while

the percent of Black and Spanish study subjects is slightly lower than that of all US four

year college students (13.5% vs. 11.3%). The citizenship of the majority of study subjects

are American (88.3%), followed by Asian (9.5%), other South- Central- and North-

American nations' citizens (1.8%) and from Europe (0.5%). Other subjects exhibited no

citizenship differences from study subjects. Unavailability of data precluded comparison

of the citizenship distribution of US four year college students and study subjects.

The subjects selected for this study (N = 452) have demographic characteristics

similar to those respondents who never took a vacation trip with a group of friends (N =

252) and to the total population of US college students. This supports concluding that

non-response bias is not due to any demographic differences and that generalizability of

results is unlikely to be problematic given the similar demographic profiles of subjects

and the overall US college population.

Profiling the Group Travel Market: Descriptive Analysis

Past Vacation Experience with Friends

As can be seen in Table 7, the majority of survey respondents (76.9%) have had

vacation experiences while at college (average: four trips). Their vacation trip/s was/were

taken mainly with friends (87.8%) or with a group of family/relatives (11.6%). Less than

one percent of these college students took a vacation trip alone.

Table 7. Past vacation trip experience of survey respondents.

Variables	Descriptions	Survey respondents
Have you taken vacation trip/s since becoming a college student?		(N = 697)
	Yes	76.9%
	No	23.1%
Main companion/s in travel party		(N = 530)
	Friends	87.8%
	Family/Relatives	11.6%
	Alone	.6%
Average number of vacation trips since becoming college student		(N = 527) 4.1 trips (3.9 SD)
Average number of vacation trips with friends since becoming college student		(N = 462) 3.3 trips (3.2 SD)

Group Composition on Past Vacation Trip with Friends

Information about with whom study subjects took a vacation trip in the past while

at college is presented in Table 8. Their friends' genders were either mixed (57.1%) or

the same (42.9%). Fifty-five percent of study subjects responded that 21 to 23 years old

was the average age of their group of friends. Their average group size was 5.2 members.

Regarding types of relationships among friends, the majority of respondents were long-

term close friends (65.4%), followed by previous middle/high school friends (48.3%),

class mates (38.9%), and boyfriends or girlfriends (35.6%), roommates (33.3%), friends

from clubs or student organizations in college (33.1%). Relationship duration among

friends was 5.3 years on average. Friends included in travel parties mainly were longer

time friends rather than shorter time friends (74.7% > 2 years).

Table 8. Group composition on past vacation trips with a group of friends. [a]

Demographic variables	Descriptions	Study subjects
Gender composition		(N = 446)
	Same gender (men only, women only)	42.9 %
	Mixed gender	57.1 %
Average age of group members		(N = 450)
	18-20	33.6%
	21-23	55.2%
	24 or older	11.2%
Average		21.3 (1.8 SD [b])
Group size		(N = 449)
	2	12.6%
	3	11.5%
	4	27.7%
	5	16.6%
	6	10.6%
	7-10	16.6%
	11 or more	4.4%
Average		5.2 (2.9 SD)
Relationship types among members [c]		(N = 447)
	Long-term close friend	65.4%
	Previous middle/high school friends	48.3%
	Classmates	38.9%
	Boyfriends/ girlfriends	35.6%
	Roommates	33.3%
	Friends from clubs / student organizations in college	33.1%
	Other	20.4%
Length of relationship among members		(N = 446)
	1-2 years	25.3%
	3-4 years	24.1%
	5-9 years	38.0%
	10 or more years	12.5%
Average		5.3 (3.6 SD)

Note: [a] Vacation trip group refers to the group of friends with whom study subjects took vacation trip/s in the past while at college. [b] SD in parentheses indicates standard deviation. [c] Percentages add to more than 100% due to multiple responses.

Vacation Trip Plans for Coming Year

As can be seen in Table 9, the majority of survey respondents (78%) planned to take a vacation trip in the coming year (2006). About 80% of those planning such a trip indicated that friends would be their main companions on their planned trip.

Table 9. Vacation trip planning intentions of survey respondents.

Variables	Descriptions	All respondents
Do you plan to take a vacation trip/s within this year?		(N = 697)
	Yes	77.7%
	No	22.3%
Main companion/s in travel party for next vacation trip		(N = 540)
	Friends	80.2%
	Alone	2.8%
	Family/Relatives	16.6%
	Other	0.4%

Characteristics of Planned Trips with a Group of Friends

In this section, a trip-related profile for future vacations is presented. It is summarized in Table 10. In terms of timing of the planned trip, more than half the target sample (55%) planned to take a vacation trip with a group of friends during their summer vacation, followed by spring break (36%), winter break (2.0%), and other holidays (0.9%). The reported average planned length of stay away from home was 6.7 days, with 5.8 days at their main destinations. As the main destination city or place, Las Vegas ranked as the top city (5.9%), followed by Cancun (4.7%), Chicago (3.6%), New York City (3.4%), Miami (3.2%), Orlando (2.9%), and San Francisco (2.5%). Regarding the main destination states or countries, Florida ranked first (18.8%), Mexico second (7.1%), followed by California (6.3%), Nevada (5.4%) and New York State (4.8%). Three-

fourths of the students planned to visit domestic (75.1%) rather than foreign destinations (24.9%). Among foreign destinations, Mexico ranked as the top country (7.1%), followed by Europe (6.1%), Canada (5.2%), Caribbean countries (4.0%), and Asia (2.5%). The majority of study subjects (61.5%) organized their own trips, i.e., by themselves or with several friends, rather than purchasing commercially organized trips such as package tours. Over 33% responded that pleasure activity was the main purpose of their vacation trips. Entertainment and recreation activity ranked second (21.7%) and third (14.8%) respectively. The primary source of information used was previous experience with the destination (34.2%). Recommendation of friends or colleagues (29.0%) was also an important factor in planning vacation trips, indicating the power of past experience and word of mouth in travel decisions. Internet search was the most important secondary information source used (27.6%).

Study subjects' main lodging type used was hotel/motel (52.5%). Over half (54.0%) of the study subjects used commercial air as transportation to their main destination. Another 39% used private auto/truck. Rental car was an important transportation mode at the main destination (24.0%). Individual expenditures on vacation trips averaged $719 with a standard deviation of $626. Approximately one-fourth (28.8%) of study subjects responded that they would spend over $1000 for their next vacation trip. A majority of study subjects planned to utilize personal employment earnings (69.4%) and savings (58.6%) to pay for their trips. Parents or relatives were also important funding sources for their next vacation trip (49.1%). The average number of activities participated in on their trips was 6.8, and shopping was their most popular activity (71.4%). More than half the study subjects planned to participate in city/urban

sightseeing (56.8%), visit a unique or themed restaurant/bar (56.4%), or participate in

beach activities (51.2%). Attending social events such as parties (49.8%), outdoor

recreation (48.1%) and water sports (44.0%) were also reported to be preferred activities

during vacations.

Table 10. Characteristics of planned future vacation trips with a group friends.

Trip-planning variables		
Time of planned trip		(N = 438)
	Summer vacation	55.0%
	Spring break	36.0%
	Winter break	2.0%
	Other holidays	0.9%
	Other	6.1%
Number of nights away from home		(N = 443)
	1-3 night/s	17.5%
	4-6 nights	43.2%
	7-9 nights	28.0%
	10 or more nights	11.3%
Average number of nights away from home		(N = 448)
		6.7 (5.5 SD[a])
Average number of nights spent at main destination		(N = 448)
		5.8 (4.7 SD)
Main destination by city or place [b]		(N = 446)
	Las Vegas	5.9%
	Cancun	4.7%
	Chicago	3.6%
	New York City	3.4%
	Miami	3.2%
	Orlando	2.9%
	San Francisco	2.5%
Main destination by state or country [c]		(N = 446)
	Florida	18.8%
	Mexico	7.1%
	California	6.3%
	Nevada	5.4%
	New York State	4.8%
Main destination by country		(N = 446)
	USA	75.1%
	Mexico	7.1%
	Europe	6.1%
	Canada	5.2%
	Caribbean countries	4.0%
	Asian countries	2.5%

Note: [a] SD in parenthesis indicates standard deviation. [b] Top seven cities or places which respondents gave as main destinations. [c] Top five US states or other countries which respondents gave as main destinations.

Table 10. Characteristics of planned future vacation trips with a group of friends (continued).

Trip-planning variables		
Trip organizer(s)		(N = 441)
	With several persons in a self-organized trip	61.5%
	By yourself or with one person in a self-organized trip	26.4%
	With several persons in a commercially organized trip (package tour)	7.5%
	By yourself or with one person in a commercially organized trip (package tour)	3.3%
	Other	1.2%
Main purpose of vacation trip		(N = 451)
	Pleasure activity	33.3%
	Entertainment	21.7%
	Recreation activity	14.8%
	Visiting friends	14.8%
	Sightseeing	3.4%
	Visiting home or family	3.0%
	Education activity	2.4%
	Cultural activity	1.7%
	Volunteering activity	0.6%
	Other	4.1%
Primary information source used		(N = 445)
	Previous experience with the same destination	34.2%
	Recommendations of friends or colleagues	29.0%
	Internet	19.6%
	Recommendations of parents or relatives	10.8%
	Recommendations of travel agents	2.8%
	Newspaper or magazine articles	1.3%
	TV programs	0.9%
	Other	1.5%
Secondary information source used		(N = 445)
	Internet	27.6%
	Recommendations of friends or colleagues	24.4%
	Recommendations of parents or relatives	18.0%
	Previous experience with the same destination	15.5%
	Recommendations of a travel agent	7.3%
	Newspaper or magazine articles	2.7%
	TV programs	2.1%
	Other	2.3%

Table 10. Characteristics of planned future vacation trips with a group of friends (continued).

Trip-planning variables		
Lodging type used		(N = 445)
	Hotel/motel	52.5%
	Private home	20.8%
	Condo/time share	11.5%
	Campground	8.1%
	Cruise ship	2.3%
	Youth hostel	2.3%
	Dormitory	1.9%
	Bed & breakfast	0.4%
	Organizational camp	0.0%
	Other	0.2%
Transportation to main destination		(N = 442)
	Airplane	54.0%
	Private auto/truck	39.0%
	Rental car	3.7%
	Bus/motor coach	2.1%
	Ship/boat	0.8%
	Train	0.4%
Transportation at main destination		(N = 442)
	Private auto/truck	44.9%
	Rental car	24.0%
	Bus/motor coach	9.9%
	Train	5.7%
	Taxi	4.4%
	Ship/boat	4.2%
	Airplane	2.9%
	Subway	0.7%
	Other	3.3%
Individual expenditures on trip (US$)		(N = 449)
	$199 or less	11.6%
	$200-399	23.3%
	$400-599	19.5%
	$600-799	11.8%
	$800-999	5.0%
	$1000 or more	28.8%
	Average	$719 (625.6 SD [a])

Note: [a] SD in parenthesis indicates standard deviation. * Percentages add to more than 100% due to multiple responses.

Table 10. Characteristics of planned future vacation trips with a group of friends (continued).

Trip-planning variables	
Main funding sources of trip expenses [a]	(N = 450)
Personal employment earnings	69.4%
Savings	58.6%
Parents or relatives	49.1%
Loan	3.9%
Grants or scholarship	2.9%
Other	2.7%
Average number of activities participated in	(N = 442)
	6.8 (3.6 SD [b])
Activities participated in [a]	(N = 442)
Shopping	71.4%
Sightseeing – City/Urban	56.8%
Visit a unique or themed restaurant / bar (e.g., wild west, rock 'n roll, rainforest)	56.4%
Beach activities	51.2%
Attend social events (party)	49.8%
Outdoor recreation (e.g., camping, hiking, hunting, golf, tennis)	48.1%
Participate in water sports (e.g., boating, canoeing, rafting, jet skinning etc.)	44.0%
Attend performing arts events (e.g., concert, plays, shows)	27.5%
Visit theme/amusement park	26.6%
Indoor recreation (e.g., tennis, swimming, bowling, rock climbing)	26.3%
Visit historic sites	25.9%
Sightseeing – rural	24.3%
Attend sports events	22.6%
Visit zoo or aquarium	19.9%
Visit national- or state park	19.7%
Attend festival	19.5%
Guided tour	17.2%
Visit art museum or gallery	15.6%
Visit history- or science museum	14.7%
Visit urban park or botanical garden	14.5%
Winter sports (e.g., skiing)	7.9%
Attend camp	5.0%
Attend lecture	4.8%
Volunteering program (e.g. conservation or helping project)	3.5%

Note: [a] Percentages add to more than 100% due to multiple responses. [b] SD in parenthesis indicates standard deviation.

Testing the Measurement Model: Confirmatory Factor Analysis in SEM

This section concentrates on assessing and refining the measurement model that represents relations between observed variables and factors. First, SEM assumption tests measuring normality of the data are discussed. Next, the measurement model was assessed and refined through confirmatory factor analysis (CFA). The procedures for improving model fit are presented, along with the discussions of reliability, convergent validity, and discriminant validity for the measurement model.

Normality Test

SEM is highly sensitive to distributional characteristics of data, and maximum likelihood estimation (MLE) used in SEM is based on the assumption of normality (Hair et al., 1998). Normality for each variable in the proposed model was examined to determine if the data meet the normality assumption for the MLE method. The normality test is an important preliminary analysis step since test results must fall within acceptable standards for subsequent SEM analyses to be meaningful. Skewness and kurtosis tests were performed to evaluate normality. Data in Table 11 show that the value for univariate skewness and kurtosis ranged from –2.36 (A1) to –0.28 (PBC2) and from –0.33 (SN3) to 8.0 (A1) respectively. Values of all variables in the model for univariate skewness and kurtosis were found to fall within conventional criteria (Kline, 1998) of normality (-3 to 3 for skewness and –10 to 10 for kurtosis).

Table 11. Normality[a] test results of observed variables included in the proposed model presented in Figure 3.

Constructs	Variable names	Skewness[b] (> | 3 | = extremely skewed)	Kurtosis[c] (> | 10 | extremely peaked)
Attitude	A1	-2.36	8.00
	A2	-1.70	4.29
	A3	-1.95	4.66
	A4	-2.09	5.86
	A5	-2.14	6.95
Subjective norm	SN1	-0.76	-0.06
	SN2	-1.20	2.40
	SN3	-0.73	-0.33
	SN4	-0.62	0.00
Perceived behavioral control	PBC1	-0.46	0.14
	PBC2	-0.28	-0.44
	PBC3	-0.87	-0.04
	PBC4	-0.79	-0.25
Cognitive social identity	CSI1	-0.59	0.37
	CSI2	-1.06	1.01
	CSI3	-1.21	1.81
	CSI4	-1.06	0.67
Affective social identity	ASI1	-1.18	1.70
	ASI2	-1.37	2.46
	ASI3	-2.06	3.58
	ASI4	-1.68	1.96
Evaluative social identity	ESI1	-1.21	1.42
	ESI2	-1.21	1.50
	ESI3	-1.84	2.50
	ESI4	-1.43	0.76
Desire	D1	-1.60	3.34
	D2	-1.89	4.43
	D3	-1.57	2.85
	D4	-0.94	0.21
We-intention	WI1	-1.41	1.36
	WI2	-1.33	1.52
	WI3	-1.21	1.16
	WI4	-1.12	0.65

Note: [a] Normality was examined in terms of skewness and kurtosis. [b] Skewness refers to the symmetry of the distribution. Skewness with a value above three is conventionally considered as extremely skewed. [c] Kurtosis indicates a relative excess of cases in the tails of a distribution relative to a normal distribution. A Kurtosis value of 10 is a conventional criterion indicating normality distribution in terms of its peakedness. Values above 10 are considered extremely peaked.

Model Specification

The proposed measurement model was specified for the relations between the observed variables and the factors through loadings of the observed variables and their error term. All factors and observed variables were specified based on previous empirical studies discussed in Chapter 3.

As shown in Figure 4, the proposed measurement model consisted of nine factors and 34 observed variables. Social identity was included as a second-order factor in the proposed model, which was specified by three factors comprising cognitive social identity, affective social identity, and evaluative social identity, each of which was specified by four observed variables. Attitude, subjective norms, perceived behavioral control, desire, and we-intention were each specified by four observed variables. All observed variables in the proposed measurement model were presented earlier in Table 1.

Model Testing and Modification Procedures

Overall fit indices for proposed and modified measurement models through modification procedures are presented in Table 12. In step 1, the proposed measurement model was tested. According to overall fit indices, the proposed model did not produce a good fit with the data, $\chi^2(477) = 2268.2$, $p < .001$ (χ^2/df = 4.76, CFI = .820, NNFI = .800, RMSEA = .091) in this initial step (χ^2/df small than 3.0, RMSEA small than .05, CFI and NNFI all greater than .90 as suggested by Kline(1998). Thus, the proposed model needed further modification.
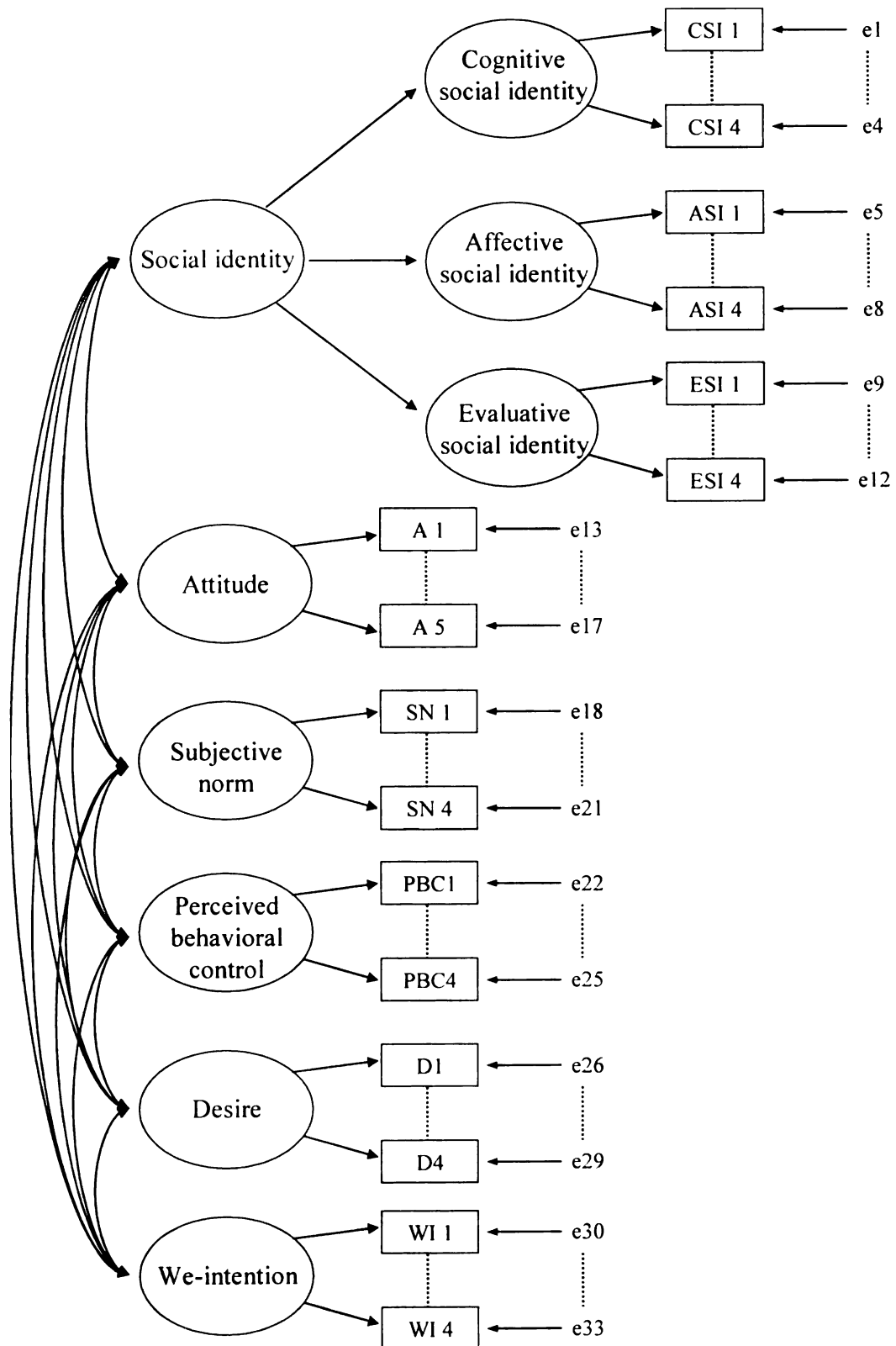
Figure 4. Proposed measurement model.

Model modification procedures was used to identify observed variables that had low factor loadings, significant cross-loadings, and large residuals using standardized factor loadings, modification index (MI) in factor loading, and modification index (MI) in covariance between two error term variables. As the minimum cut-off, it has been suggested that a standardized factor loading should be greater than .50, and each MI should not exceed 100 (Kline, 1998). After removing observed variables with above standardized factor loadings and MI , goodness of fit indices (CFI, NNFI and RMSEA) were iteratively used to determine how well the CFA model fit the data.

In the second step, six observed variables with low factor loadings (below suggested level of .50 for the expected constructs.) were removed from Model 1. The CFA test results showed that Model 1 was a significantly better fit than the proposed model in terms of chi-square difference ($\Delta\chi^2$ (171) = 739.1, p < .001). But this model still exhibited a poor fit to other indices (χ^2/df = 5.00, CFI = .862, NNFI = .842, RMSEA = .094). Five observed variables (WI3, WI4, SN3, D1, A1) shared factor loadings (above the MI suggested level of 100) with other observed variables. These five variables were deleted to create Model 2.

In step 3, Model 2 was tested. Even though Model 2 was a significantly better fit than Model 1 in terms of chi-square difference, it was determined that Model 2 needed further improvement, $\Delta\chi^2$ (115) = 562.3, p < .001 (χ^2/df = 5.06, CFI = .875, NNFI = .849, RMSEA = .095). Four observed variables (SN4, ASI3, ASI4, A4) were identified and deleted due to shared large residuals with other observed variable loadings (above the MI suggested level of 100) to create Model 3.

Table 12. Comparison of overall fit indices for proposed and modified full measurement models (n=452).

Model	X^2	df	χ^2/df	NNFI	CFI	RMSEA	$\Delta \chi^2$
Proposed model	2268.2	477	4.76	.800	.820	.091	-
Model 1[a]	1529.1	306	5.00	.842	.862	.094	739.1*
Model 2[b]	966.8	191	5.06	.849	.875	.095	562.3*
Model 3[c]	213.9	117	1.83	.974	.980	.043	752.9*

Note: NNFI = non-normed fit index; CFI = comparative fit index; RMSEA = root mean square error of approximation; $\Delta \chi^2 = \chi^2$ difference between two models (i.e., χ^2 of Model 1 minus χ^2 of Model 2 = 562.3). Criteria to accept model: χ^2/df should be small than 3; NNFI and CFI should be greater than .90; RMSEA should be small than .05. [a] Model 1: Proposed model minus (ESI3, ESI4, CSI1, CSI4, PBC1, PBC4). [b] Model 2 : Model 1 minus (WI3, WI4, SN3, D1, A1). [c] Model 3 = Model 2 minus (SN4, ASI3, ASI4, A4). * significant at p < .05

Finally, Model 3 was re-estimated. Results from assessing this model in the last step showed that all fit indices indicated a good fit to the data, $\Delta \chi^2$ (74) = 752.9, p<.01, χ^2/df = 2.6, CFI = .99, NNFI = .974, RMSEA = .043. The modified model (Model 3) exceeded the initial proposed model on all fit criteria, which confirmed that the modifications were meaningful and appropriate.

During this process to assess model fit, a total of 15 observed variables were removed from the proposed model as shown in Table 13. Every factor in the final measurement model (Model 3) was measured using at least two observed variables as shown in Table 14.

Reliability

The reliability test was conducted to evaluate the internal consistency and precision of the observed variables measuring a given factor. Results are presented in Table 14 to include means, standard deviations and reliabilities for factors in the final measurement model (Model 3). Reliability scores range from α = .66 to α = .91. Observed variables should have a Cronbach's alpha of .7 or higher to be judged reliable

measures (Nunnally, 1978). All scales demonstrate generally good reliability except for

perceived behavioral control (α = .66).

Table 13. Variables removed from the proposed measurement model based on the examination of low factor loadings, multiple loadings and large residuals.

Model	Variables removed	Reasons for removing from proposed model		
		Low factor loadings (Standardized loading[a] <.50)	Multiple loadings (MI of regression weight[b] >100)	Large residuals (MI for covariance of error term[c] >100)
M1	ESI3	×		
	ESI4	×		
	CSI1	×		
	CSI4	×		
	PBC1	×		
	PBC4	×	×	
M2	WI3		×	
	WI4		×	
	SN3		×	
	D1		×	
	A1		×	
M3	SN4			×
	ASI3			×
	ASI4			×
	A4			×

Note: [a] Standardized loadings indicate relationships between observed variables and their associated factors. [b] Modification index (MI) for regression weights is the change in chi-square if the path between two variables is correlated. [c] Modification index for covariance of error term variables is the decrease in chi-square if two error term variables were allowed to correlate.

Convergent Validity and Discriminant Validity

Convergent validity. Convergent validity is used to determine if different

observed variables used to measure the same factor are highly correlated. In SEM,

convergent validity can be assessed by reviewing the t-test for the factor loadings

(Hatcher, 1994). As can be seen Table 15, all factor loadings for the observed variables

measuring the same factor are statistically significant, showing that all observed variables

Table 14. Means, standard deviations and reliabilities for factors in Model 3 (N = 452).

Factors	Number of variables	Mean	SD	Reliability (Cronbach's α)
Attitude	3	19.1	2.3	.889
Subjective norm	2	11.4	2.2	.809
Perceived behavioral control	2	9.7	2.7	.657
Social identity				
Cognitive social identity	2	11.4	2.3	.773
Affective social identity	2	11.9	2.0	.763
Evaluative social identity	2	11.6	2.4	.905
Desire	3	17.6	3.5	.843
We-intention	2	11.2	3.0	.909

Note: Cronbach's α provides an estimate of the inter-item reliability or consistency.

effectively measure their corresponding factor thereby supporting the convergent validity of the results. Observed variables that were specified to measure each of the factors in the revised final model (modified model 3) all have relatively high loadings (statistically significant at $p < .05$), ranging from .62 to .93, which is also evidence of convergent validity.

Discriminant validity. Discriminant validity was assessed in two ways. First, inspection of the correlations among factors was conducted. As can be seen Table 16, estimated correlations between factors were not excessively high, and none of the pairs for the 95% confidence interval approach 1.00, thus providing support for discriminant validity (Anderson & Gerbing, 1988).

Table 15. Confirmatory factor analysis results for the Model 3 (15 of original 34 observed variables removed) (N = 452).

Factor	Observed variables retained in the Modified model 3	Standardized loading [a]	t-value
Attitude	A2	.902*	-
	A3	.802*	21.0
	A5	.865*	23.2
Subjective norm	SN1	.824*	-
	SN2	.828*	12.7
Perceived behavioral control	PBC2	.615*	-
	PBC3	.636*	9.7
Social identity			
Cognitive social identity	CSI2	.735*	-
	CSI3	.871*	15.6
Affective social identity	ASI1	.732*	-
	ASI2	.848*	14.8
Evaluative social identity	ESI1	.854*	-
	ESI2	.969*	23.6
Desire	D2	.873*	-
	D3	.873*	24.0
	D4	.715*	17.6
We-intention	WI1	.900*	-
	WI2	.929*	26.0
Social identity	CSI	.872*	-
	ASI	.853*	11.0
	ESI	.808*	11.9

Note: [a] Standardized loadings indicate relationships between observed variables and their associated factors in order to examine convergent validity. Convergent validity refers to the degree of association between observed variables of a factor. * Factor loadings were all significant at $p < .01$.

Table 16. Correlations among exogenous factors in the Model 3 for examining discriminant validity (N = 452).

	1	2	3	4
1. Attitude	1	-	-	-
2. Subjective norm	.264	1	-	-
3. Perceived behavioral control	.039	.536	1	-
4. Social identity	.431	.476	.288	1

The second method used is a stronger test of discriminant validity. A series of chi-square difference tests were conducted (Anderson & Gerbing, 1988; Bagozzi & Phillips, 1982). The chi-square difference test can be used to assess the discriminant validity of two constructs by calculating the difference of the chi-square statistics for the constrained and unconstrained measurement model (Hatcher, 1994). The constrained model is identical to the unconstrained model, in which all factors are allowed to co-vary, except that the correlation between the two constructs of interest is fixed at one.

A significant chi-square difference indicates discriminant validity between the pair of factors (Anderson & Gerbing, 1988). Discriminant validity is demonstrated if the chi-square difference (with 1df) is significant indicating that the chi square of the constrained model is significantly lower than that of the unconstrained model, implying that the model in which the two factors are viewed as distinct (but correlated) factors is superior. As shown in Table 17, all chi-square differences ranged from 26.0 to 153.7 which all exceed 11.58 (p < .01), demonstrating adequate discriminant validity for all factors.

Table 17. Chi-square difference tests for evaluating discriminant validity: Model 3 (N = 452).

	Unconstrained model [a] χ^2 (117) = 213.9	
Factor pair	Constrained model [b] χ^2 (118)	$\Delta \chi^{2}$ [c]
(A, SN)	339.8	125.9*
(A, PBC)	377.6	163.7*
(A, SI)	313.0	99.1*
(SN, PBC)	239.9	26.0*
(SN, SI)	256.4	42.5*
(PBC, SI)	286.3	72.4*

Note: [a] Model 3. [b] Constrained model having correlation between two factors that set to 1.0. [c] χ^2 difference between unconstrained model (Model 3) and constrained model * Significant at the .05 overall significant level. A significant χ^2 difference $(\Delta\chi^2)$ indicates discriminant validity between the pair of factors.

Testing the Hypothesized Structural Models

Goodness-of-fit of the Structural Model

In this study, the proposed structural model presented earlier in Figure 3 was analyzed using measures resulting from the measurement model analysis. Results of the analysis of path coefficients for this structural model are shown in Table 19.

As can be seen in Table 18, the proposed structural model adequately fits the data with RMSEA equal to .04 (which is smaller than .08) and χ^2/df equal to 1.81 (which is smaller than 3). Other fit indices included: χ^2 = 215.0 (df = 119, p < .001), CFI = .98, and NNFI = .97.

Table 18. Overall fit indices for the proposed structural model (N = 452)

Model	χ^2	df	χ^2/df	CFI	NNFI	RMSEA
Proposed model	215.0	119	1.81	.980	.974	.04

Note: CFI = comparative fit index; NNFI = non-normed fit index; RMSEA = root mean square error of approximation. Criteria to accept model: χ^2/df should be small than 3; NNFI and CFI should be greater than .90; RMSEA should be small than .05.

Path Coefficients and Hypothesis Testing

Path coefficients estimated by SEM and hypothesis testing results are presented in Table 19. The path coefficient from subjective norms to desire (SN → D) was not significant at the .05 level, indicating a weak and positive relationship (β = .010, t = 0.01, p < .05). But, the path coefficients from social identity to desire (SI → D: β = .733, t = 11.2, p < .01), from social identity to we-intention (SI → WI: β = .319, t = 4.2, p < .01), and from desire to we-intention (D → WI: β = .677, t = 5.3, p < .01) were significant at .01 with strong and positive relationships. Further, path coefficients from attitude to desire (A → D: β = .132, t = 2.6, p < .05) and from perceived behavioral control to desire (PBC → D: β = .163, t = 4.5, p < .05) were significant at .05 level with strong and positive relationships.

The significant test results for path coefficients support all hypotheses (H1, H3, H4, H5, and H6) excepting one (H2) (SN → D).

Based on the relative values of path coefficients that are shown in Figure 5, social identity (β = .733) has the highest level of explanatory power for desire when compared to perceived behavioral control (β = .163), attitude (β = .132) and subjective norm (β = .010). These factors explain 74% (R^2 = .74) of the variance in desire, as can be seen in Figure 5. Regarding factors influencing we-intention, desire among three factors had the strongest effects on we-intention (β = .733). The effect of perceived behavioral control on we-intention is shown by its high level of explanatory power (β = .622). Compared to the other two factors, effect of social identity on we-intention is somewhat weak (β = .319). Perceived behavioral control, social identity, and desire explained 79% (R^2 = .75) of the variance in we-intention.

Table 19. Path coefficients in the hypothesized structural model and hypotheses testing results.

Path	Standardized coefficient (β)	t-value	Standard error	Hypotheses testing results
A → D	.132*	2.56	.058	Supported
SN → D	.010	.05	.056	Not supported
PBC → D	.163*	4.51	.068	Supported
SI → D	.733**	11.2	.078	Supported
PBC → WI	.622**	9.12	.121	Supported
SI → WI	.319*	4.18	.179	Supported
D → WI	.677**	5.34	.162	Supported

Note: A=attitude; SN=subjective norm; PBC=perceived behavioral control; SI=social identity; D=desire; WI=we intention. *Coefficients were significant at p < .05, **Coefficients were significant at p < .01,
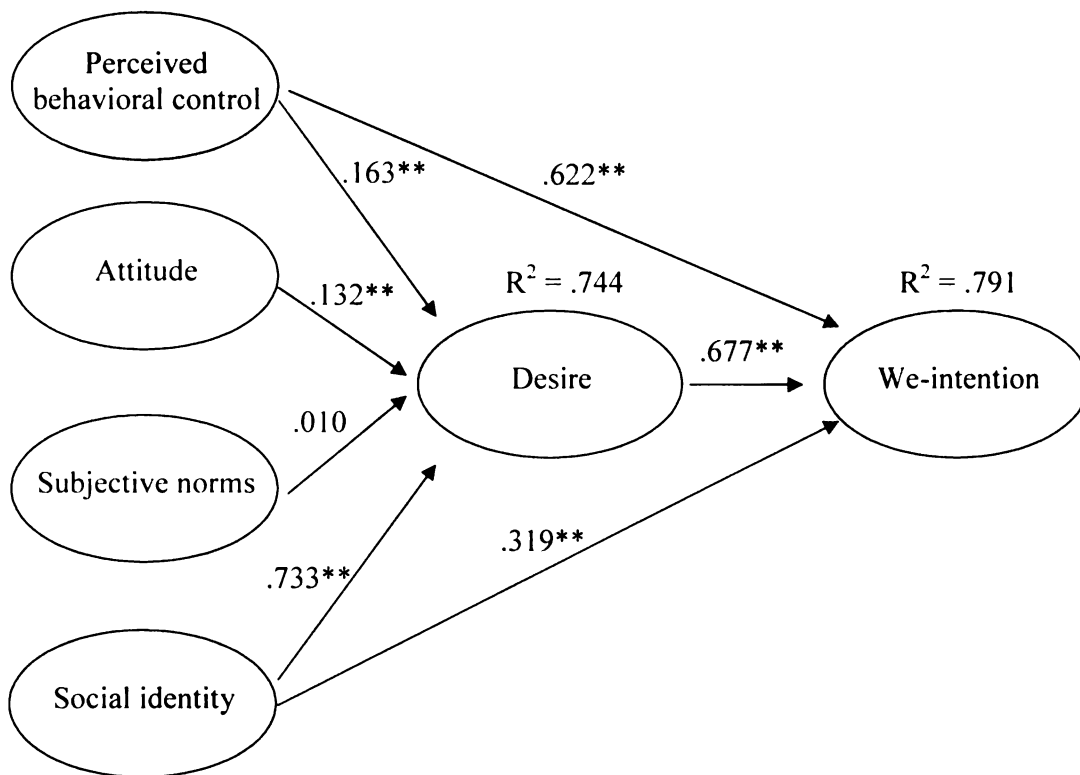
** Significant at p < .01

Figure 5. Test results for the proposed structural model: standardized path coefficients and squared multiple correlations (R^2).

Comparison with the theory of planned behavior. The first row data in Table 20

indicate the goodness-of-fit results for the model depicted in Figure 5. It also indicates for

two nested models, so that the theory of planned behavior can be compared with models

in which desire and social identity respectively were included. The significance of the

added paths corresponding respectively to the introduction of desire and social identity

were examined using the chi-square difference test.

The second row of data in Table 20 shows the goodness-of-fit indices for the

model with removal of the paths from social identity to desire and we-intention (SI $\rightarrow$ D

and SI $\rightarrow$ WI) from the proposed model. Because this modification produces a model

nested in the full model (the proposed model) displayed in Figure 5, the two can be

compared via the chi-square values for the two models (full model *vs.* nested model). The

purpose of this comparison is to test for the significance of both paths from social identity

to desire and we-intention. The chi-square difference tests revealed that the effects for

social identity were highly significant ($\Delta\chi^2 (2) = 189.3$, p < .001). In other words, social

identity increases the explanatory power of the theory of planned behavior.

Table 20. Comparison of goodness-of-fit tests for the proposed model and nested models
with paths dropped from the proposed model.

Model	χ^2	df	χ^2/df	NNFI	CFI	RMSEA	$\Delta\chi^2$
Proposed model	215.0	119	1.81	.974	.980	.042	-
Proposed model with paths from *SI* removed	404.3	121	3.34	.925	.941	.072	189.3**
Proposed model with paths from *D* and *SI* removed	688.0	123	5.59	.854	.882	.101	283.7**

Note: SI=social identity; D=desire; NNFI = non-normed fit index; CFI = comparative fit index;
RMSEA = root mean square error of approximation. $\Delta \chi^2 = \chi^2$ difference between two models
(i.e., χ^2 of proposed model minus χ^2 of nested model). Criteria to accept model: χ^2/df should be
small than 3; NNFI and CFI should be greater than .90; RMSEA should be small than .05. **Chi
square differences ($\Delta\chi^2$) were significant at p < .01.

The third row of data in Table 20 summarizes results for the model with paths from both social identity and desire removed. This model, too, was nested in the full model; the chi-square value for this model can be compared with the chi-square values for the model summarized in the second row of data in Table 20, to test for the significance of paths from attitude, perceived behavioral control, subjective norms, and social identity to desire (A → D, SN → D, PBC → D and SI → D and from desire to we-intention (D → WI). The chi-square difference tests showed that the effects of desire are highly significant ($\Delta\chi^2 (2) = 283.7$, p < .001). Thus, desire enhanced the explanatory power of the theory of planned behavior.

Further indications of the contributions made by social identity and desire were evident in comparisons of explained variances for we-intentions across the three models of interest. Table 21 shows a summary of explained variance in we-intention. The addition of desire increases the explained variance in we-intention. R^2 increases from .696 to .740, when desire is added to the model of the theory of planned behavior. Further, Table 21 also shows that the inclusion of social identity also has more effect on the explained variance of we-intention: R^2 increase from .740 to .791, when social identity is added to the model of the theory of planned behavior plus desire. Based on the results, it was concluded that the proposed model is an improvement on the model of the theory of planned behavior to explain taking a vacation trip with a group of friends.

Table 21. Comparison of explained variance in we-intention for 1) the theory of planned behavior, 2) the theory of planned behavior plus desire, and 3) the theory of planned behavior plus desire and social identity.

Model	We-intention
Theory of planned behavior	.696
Theory of planned behavior plus desire	.740
Theory of planned behavior plus desire and social identity	.791

Direct, Indirect and Total Effects on We-intention

Table 22 summarizes indirect, direct and total effects of factors on we-intention based on test results of the proposed structural model presented in Table 19. In the model, indirect effects worked through only desire since desire played a mediating role as well as being a main influence on we-intention. Indirect effects through desire were estimated by production of standardized path coefficients obtained by SEM. For example, the product for a path (A → WI) through desire was .089 by .132 of A → D multiply .677 of D → WI. The indirect effect of social identity on we-intention through desire (.496) was substantially stronger than that of perceived behavioral control (.110) and attitude (.089).

Direct effects were standardized path coefficients which already were obtained by SEM. Attitude and subjective norm had no direct effects on we-intention while perceived behavioral control and social identity had both direct and indirect effects in the proposed structural model. Perceived behavioral control and desire had substantial direct effects on we-intention (.677 and .622). Social identity also had a moderate direct effect on we-intention (.319).

Total effects were estimated by summing the indirect effects and direct effects. Table 22 indicates that total effect of social identity was high (.815). Perceived behavioral control also was a significant factor for we-intention (.732). Further, desire had a strong total effect on we-intention (.677), indicating that it played a significant role

of mediation in the model, especially, between social identity and we-intention (desire is

the key consideration with respect to social identity).

Table 22. Summary of indirect and direct effects of factors on we-intention to take a vacation trip with a group of friends in the hypothesized structural model in SEM.

Path	Indirect effect through desire	Direct effect	Total effect
A → WI	0.089	-	0.089
SN → WI	0.007	-	0.007
PBC → WI	0.110	0.622	0.732
SI → WI	0.496	0.319	0.815
D → WI	-	0.677	0.677

Note: A=attitude; SN=subjective norm; PBC=perceived behavioral control; SI=social identity; D=desire; WI=we intention.

Testing for Moderating Effects on the Proposed Structural Model

The moderating effects of group size on several paths were investigated in this

stage. The purpose of this analysis was to see whether there are differences in paths in the

tested model across groups by group size.

Moderating Effect of Group Size

The role of group size as a moderator of the relationships in the proposed

structural model was assessed with the multiple group analysis in SEM. To determine a

moderating influence, the four steps discussed in Chapter 3 were employed for this

analysis in SEM.

Table 23. Testing for moderating effects based on the proposed structural model

	χ^2		
	Unconstrained [a] $(df = 238)$	Fully constrained [b] $(df = 257)$	$\Delta\chi^2$ [c]
Model	465.19	526.78	61.58*

Note: [a] Unconstrained model is estimated, in which path coefficients were allowed to vary across the cross-group datasets (small vs. large group). [b] Fully constrained model is estimated by requiring that all path coefficients were constrained to be equal for cross-group datasets. [c] χ^2 difference between unconstrained model and fully constrained model *The significant difference (at p < .05) indicates that moderating effects do exist in group size.

Based on median group size, data were divided into two groups – one, a large group of friends with more than five members in travel party and the other, a small group of friends with fewer than five members in travel party. The indicators retained in both groups were identical, to enable a comparison.

Group size difference in overall model. The χ^2 difference test was performed to compare the unconstrained and fully constrained structural model. Results are presented in Table 23. The χ^2 statistics for the unconstrained model and constrained structural models were 465.19 ($df = 238$) and 526.78 ($df = 257$), respectively. The difference is 61.58, with 19 degrees of freedom. The significant difference (at $p < .05$) indicates that moderating effects exist with respect to group size.

Group size differences in individual paths. The χ^2 difference test was used again to test for the moderating effects on individual paths. Table 24 presents chi-square difference results for path coefficients between the small and the large group. The chi-square difference tests showed that the paths of SI → D, PBC → WI, D → WI, and SI → WI were highly significant as indicated in the following: $\Delta\chi^2(1) = 3.99$, $p<.01$, $\Delta\chi^2(1) = 2.67$, $p < .05$, $\Delta\chi^2(1) = 2.95$, $p < .05$, $\Delta\chi^2(1) = 2.90$, $p<.05$. These results mean that there were differences in four paths across group size. But no statistically significant difference could be found for the paths from attitude, subjective norms, and perceived behavioral control to desire (A → D, SN → D, and PBC → D).

Comparison of path coefficients between two groups. Test results provided in Table 25 indicate that the effect of social identity on desire was stronger when group size was small than when large. We-intention was also more strongly influenced by social identity when group size was small. But, the relationship between perceived behavioral

control and we-intention was significantly weakened by small group. The effect of desire

on we-intention was stronger for the small than the large group due to stronger effects of

social identity on desire for the small groups.

Table 24. Results of testing for moderating effects based on the proposed model (Figure 3): test of invariance for path coefficients.

Path	Unconstrained [a] ($df = 238$)	Partially constrained [b] ($df = 239$)	$\Delta\chi^2$ [c]
A → D	465.19	465.36	.17
SN → D	465.19	465.62	.43
PBC → D	465.19	465.97	.78
SI → D	465.19	469.19	3.99*
PBC → WI	465.19	465.86	2.67*
D → WI	465.19	466.14	2.95*
SI → WI	465.19	467.09	2.90*

Note: [a] The unconstrained model was estimated, with path coefficients allowed to vary across the cross-group datasets (small vs. large group). [b] Partially constrained means that only the target path coefficients were set to be equal for cross-group datasets. [c] χ^2 difference between the unconstrained models and partially constrained models * The significant difference (at p < .05) indicates a difference in path coefficient across group size.

Table 25. Multiple group path analysis: comparison of path coefficients and t values for the proposed model.

Paths	Small group (N = 234) Standardized coefficient	t value	Large group (N = 218) Standardized coefficient	t value	S vs. L [a]
A → D	.100	1.48	.113	1.89	S = L
SN → D	.012	.15	.072	1.02	S = L
PBC → D	.130	1.83	.092	1.06	S = L
SI → D	.757	7.49*	.742	6.85*	S > L
PBC → WI	.536	6.28*	.698	6.07*	S < L
D → WI	.798	5.30*	.518	3.38*	S > L
SI → WI	.404	2.72*	.178	1.19	S > L

Note: [a] S: small group with fewer than 5 companions in travel party, L: large group with more than five companions in travel party. * Significant at p < .05

CHAPTER 5

DISCUSSION AND CONCLUSIONS

Overview

A summary of key findings is presented in this chapter including: 1) characteristics of college students' group vacation trips, 2) the valid and reliable measurement model developed, and 3) the mediating path model, with an explanation of the non-significant path between subjective norm and desire. Theoretical and practical implications and contributions are discussed, and limitations of the study and directions for future study are addressed.

Summary of Key Findings

Characteristics of College Students' Group Vacation Trips

Group vacation trip. It was found that college students mostly take their vacation trips with others (99.4% of past trips and 96.6% of planned trips) rather than alone. Their main companions on vacation trips are friends (about 80%) rather than family/relatives (about 12%). These results supported previous studies which have found that group behavior is the most common phenomenon in the tourism decision-making setting (Burch, 1969; Cheek et al., 1976; Field, 1971; Kim & Jogaratnam, 2002; Pizam et al, 2004; Shoham, Schrage, & Eeden, 2004). It was found that college students' travel in groups of mainly friends with longer relationships (i.e., middle or high school classmates or hometown friends) rather than with groups involving shorter relationships (i.e., classmates or roommates in college). The average size of these groups was reported to be

about five members, and the majority of group trips taken include both male and female members.

Characteristics of planned group vacation trips with friends. College students' group vacation trips occur during their summer vacations (55% of group vacation travelers). This result was consistent with other tourism studies regarding college students' general travel behavior (Hobson & Josiam, 1992; Shoham et al., 2004). Their planned average length of stay at the main destination was found to be about six days. Their most popular destination is Florida (18.8%) followed by Mexico (7.1%) and California (6.3%). The purposes of their trips are pleasure and entertainment activity (55.0%). The main lodging type which will be used is hotel/motel (52.5%). Their planned main transportation to their destination is commercial air (54.0%), and rental cars are often (24%) used at their destinations. They planned spending is $719 on average for the vacation trip while some 30% of them planned to spend over $1000 on their trips. Trips are funded primarily from personal employment earnings and savings. Parents or relatives were also found to be an important source of trip funding. They typically participate in about seven activities, the most popular being: shopping, city or urban sightseeing, visiting unique or themed restaurants/bars, and participating in beach activities. Attending social events also was a preferred activity.

The role of friends in vacation trip planning among college students. Most college students plan their trips with several friends (61.5%) rather than relying on a packaged tour (1.2%) or planning alone (26.4%). The Internet was identified as an important information source (19.6%), but previous vacation experience at the same destination (34.2%) and recommendations of friends or colleagues(29.0%) were the two most

important sources. Overall, these findings show that "friends" play important roles as main travel companions as well as information sources for college students' vacation trips. These findings are consistent with the tourism literature, which suggests that word of mouth or personal communication from an immediate and trusted source (i.e., advice of friends and relatives) is typically more influential than media communications (i.e., Internet) (Berestein & Steiner 1964; Nolan, 1976; Pizam et al., 2004).

Valid Measurement Model

In the first stage of structural equation modeling, confirmatory factor analysis was employed to test measurement validity. Modification procedures were performed since the proposed measurement model did not adequately fit the data set. A total of 15 observed variables were deleted from the full measurement model. The size of standardized factor loadings and modification indices were used in selecting the variables that were deleted. The modified measurement model was found to fit the data well. CFA results established evidence of reliability, convergent validity, and discriminant validity in the modified measurement model. The factor structure of social identity is inconsistent with the literature, showing either three separate first-order factors or a second-order three-factor structure. After conducting a series of CFAs, it was found that the second-order three-factor model of social identify had the most parsimonious and better fit, among all alternatives. The second-order three-factor model of social identify consisted of three constructs – cognitive, affective, and evaluative social identifies, which are separate but related. This second-order three-factor structure of social identity provides a parsimonious picture of how college students' perceptions of overall social identity influence group vacation trip behavior. These results are consistent with other studies

(Bagozzi & Dholakia, 2002; Bagozzi & Dholakia, 2006; Bagozzi & Lee, 2002; Dholakia,

Bagozzi & Pearo, 2004))

Mediating Path Model, with an Explanation of a Non-significant Effect

In the second stage of structural equation modeling, the structural model was

evaluated to assess the hypothesized relationships among variables. The main objective

of this study was to examine individual and social effects on a college student's desire

and we-intention to take a vacation trip with group of friends. Desire to take a vacation

trip with a group of friends was identified as a central factor that mediates relationships

between identified antecedents (attitude, perceived behavioral control, subjective norms,

and social identity) and the outcome variable (We-intention). More specifically, desire to

take a vacation trip with a group of friends was proposed as both a full mediator and a

partial mediator in the proposed model. Findings showed that overall fit for this

mediating construct was adequate. Findings were generally consistent with the proposed

hypotheses. All hypothesized relationships were strong and positive, as predicted, except

for the hypothesized relationship between subjective norm and desire to take a vacation

trip with a group of friends. The link between these two was identified as positive, but not

statistically significant. In fact, the path coefficient linking subjective norms and desire

almost approached zero ($\beta = .01$), indicating there is almost no relationship between

these two variables. Some possible explanations for this finding are discussed below.

One problem is how this construct of subjective norms was conceptualized and

measured. Subjective norms reflect social pressure or expectations from significant

others to perform a focal act (Ajen, 1991). Generally speaking, significant others may

include many different reference groups. For example, for the college student, such

"significant others" could include all important people, including those in romantic relationships, parents, relatives and/or group vacation trip members. Thus, a particular group influence is not singled out, so the interpretation of significant others may have differed across college students. Since this study focused on interpersonal influences, and since this reference group was allowed to vary across respondents, inconsistency in the make up of reference groups selected could have masked an existing relationship between subjective norms and desire.

Furthermore, the finding of non-significant path between subjective norms and desire is somewhat consistent with other studies. Several social psychology researchers have found that subjective norms are inadequate and rarely predict intentions (Ajzen & Driver, 1992; Amitage & Conner, 2001; Goldin & Kok, 1996; Shepperd, Hartwick, & Warshaw, 1988;). Furthermore, according to the study by Bagozzi and Lee (2002) examining the group activity of going for lunch together with a group of friends, subjective norms were not pervasive determinants of an outcome, in both Korean and American samples, compared to other predictors. In several other examples in the tourism and leisure literature (Ajzen & Driver, 1992; Lam & Hsu, 2004), subjective norms have not been found to contribute significantly to the behavioral outcome variable.

Theoretical Implications

Conceptual Development and Empirical Validation

One of the fundamental theoretical contributions of this study is the conceptual development and empirical validation of each factor in the proposed model. The concepts of social identity and a shared intention or collective intention (called We-intention) were

introduced to the context of travel decision-making in this study. Applicability of social identity and We-intention to the tourism setting was evaluated through a series of measurement model tests. Results provide evidence of construct validity for both factors. This evidence suggests that they should be more widely included in tourism research studies.

The concept of social identity, grounded in social psychology theory, has been used in consumer and marketing research to determine social intentions or group behaviors relating to selecting and purchasing a particular brand or product. In this study, social identity was applied successfully regarding taking a vacation trip with a group of friends among college students. People achieve social identity through self-awareness of their membership in a group and the emotional and evaluative significance of this membership (Tajfel, 1978). In this study, a group of friends, with whom a college student took a previous vacation trip, was identified as an important social group for college students. In line with social identity theory, it was confirmed that the factor structure of social identity is a second-order three-factor, comprising cognitive (a cognitive awareness of one's membership in a social group – self categorization), evaluative (a positive and negative value connotation attached to this group membership – group self-esteem), and emotional (a sense of emotional involvement with the group – affective commitment) components of social identity (Ellemers et al., 1999).

Traditional travel-decision making frameworks have emphasized *individual* traveler's intention to take a vacation trip or why *individual* travelers choose a particular destination. In this study, as a main outcome variable, intention was conceptualized as a shared or collective intention, instead of personal intention. Bagozzi and his colleagues

(Bagozzi & Dholakia, 2000; Bagozzi & Dholakia, 2006; Bagozzi & Lee, 2002; Dholakia et al., 2004) define this shared intention as intentional social action, and call it We-intention. In this study, their conceptualization of We-intention proved to be applicable to explaining taking a vacation trip with a group of friends identified by an individual traveler. Measures of We-intention used in this study proved to be reliable and valid. Application of a shared-intention or collective intention in the context of travel-decision making was successful in this case.

Incorporating Both Social and Personal Factors

Findings from this study help explain why college students continue to take vacation trips with the same group of friends. Traditionally, studies of college student travel have focused mainly on identifying their planning tools, travel patterns, activities, and travel involvement levels. Furthermore, the traditional framework of push and pull factors has been applied to explain college student motivations. In this study, findings showed that college students take and plan the majority of their vacation trips with a group of friends, rather than alone. In this study, social influences as well as psychological influences were investigated to examine college students' unique motivation to taking vacation trips with a group of friends. In particular, social influences - specifically, social identity – rarely have been addressed in previous tourism research investigating travelers' decision-making processes. Understanding of both effects on college students' decision-making has important theoretical implications for examining college students' group travel motivations.

When compared to perceived behavioral control, attitude and subjective norm, social identity was found to have the highest level of explanatory power for predicting a

college student's desire to take a vacation trip with a group of friends. When examining the total effect of each variable on predicting the main outcome variable, a college student's We-intention to take a vacation trip with a group of friends, social identity was shown to be the most important decision motivator. That is, a college student's social identity is the main motivating factor predicting a shared intention or collective intention to take a vacation trip with a group of friends.

Sirakaya and Woodside (2005, p. 829) posited that "tourism is a social activity that involves family, relatives, friends and others (if in a group travel setting), thus a different approach is needed. Existing models lack the integration of these issues into a single, unique model that is theoretically sound, complex, and still useful for practical purpose." This study represents an attempt to respond to their suggestions by integrating both personal and social factors in an integrated model and empirically testing it to identify the relative importance of these factors on travel decision-making among college students. The findings of this study are consistent with other empirical marketing studies . In summary, social identity is a salient variable in explaining a college student's desire and a shared intention (We-intention) to take a vacation trip with a group of friends. Thus, among college students, both sociological and psychological variables enter their travel decision-making.

Managerial Implications

Understanding the College Student Travel Market

The college student population is steadily increasing (for example, college students enrolled in US colleges and universities will exceed 17 million by 2012 (US

Census Bureau, 2004) and the economic impact of the college student market should not be underestimated. The college student market segment is especially important to tourism marketers, since college students tend to travel more than other market segment (Shoham, Schrage, & van Eeden, 2004; Schrage et al., 2001). Given rapidly increasing competition in the tourism market, marketers should adapt their marketing strategies to address the unique needs of college students. Thus, understanding the nature and characteristics of this travel market segment is the first important step in developing an effective marketing strategy targeting college students.

Targeting Friendship Group Rather Than Individual College Students

For college students, it was found that friends play important roles as main travel companions as well as information sources when planning and taking vacation trips. College students often make joint commitments to participate in group travel, rather than deciding to take a vacation trip, or where to go, alone. A travel decision with a group of friends has important tourism marketing implications since such groups, once formed, are extremely influential in shaping and changing individual college student preferences, attitudes and behavior. Accordingly, when developing tourism marketing programs, tourism marketers need to place emphasis on the wants and needs of group travelers rather than on those of individual travelers'. Accordingly, when tourism marketers target college students' vacation trips during spring- or summer breaks, marketing programs should target groups of students rather than individual students. And, marketers need to encourage college students to take a vacation trip with friends; perhaps promotional events such as "bring your friends with you" or "discount program when five people

book at the same time" could be used to encourage more such group vacation trips among college students.

Connecting Social Identity to Vacation-Related Products and Services

People gain a sense of whom they are and derive much of their esteem from their memberships in their social groups and categories (Tajfel & Turner, 1979; 1986). This is a key concept of social identity theory. Social identity is when individuals conform to standard roles and rules defined and borrowed from society (Treholm & Jensen, 1996). In consumer behavior and marketing research, social identity has been found to influence a wide variety of consumer attitudes and behaviors. Since people are motivated to maintain a positive social identity, consumers often are attracted to products and brands linked to their social identity (Forehand, Desphpande, & Reed, 2002; Stayman & Desphpande, 1989). That is, a consumer conforms to social expectations and presents himself or herself as "one of the group members," including when he or she considers product- and/or brand selection.

College students may identify with group memberships or categories that meaningfully distinguish various forms of social identity(SI), depending on their interests and preferences. In this study, college students identified themselves as related to a friendship group which took a vacation trip together previously. This type of vacation friend SI was shown to be a most important factor in motivating group vacation trip behavior among college students. An important question is: what lessons can tourism marketers learn from this important finding? Tourism and destination marketers need to understand how such college students' social identities potentially provide valuable insights into developing tourism-related products and services targeting college students.

Tourism marketers need to explore ways of enhancing social identity among college students. Bond and Baer (2001) suggested social identity can be enhanced by offering environmental characteristics linking to social identity in service industries. For example, the Hard Rock Café targets young adults such as college students, and provides their social identity with its themes of rock music and décor. College students who take a vacation trip with a group of friends may relate this Hard Rock Café to their identification through group membership and strengthen their "vacation friends" social identities.

Using Online Travel Community Enhancing Social Identity

Marketers can create meaningful connections between their products and consumer social identities (Oliver, 1999). In this study, shopping was found to be the most preferred activity at main destinations. When college students take a vacation trip, they are likely to purchase tourism-related products that can enhance social identity with a group of friends, such as logos, badges, bumper stickers, special uniforms, or group pictures with special destination/venue frames. Gift shops in tourism destinations promote sales of these symbolic items enhancing social identity among the travel party. When tourism marketers advertise a particular destination targeting college students, they should emphasize aspects enhancing the social identity (e.g., recreational activities a group of friends can enjoy together) among a group of friends with whom a college student plans a vacation trip, rather than simply focusing on the attributes of the destination. A finding of this study was that word-of-mouth communication from friends or significant others and their own previous experience at the same destination were the most important primary information sources, while the Internet was the most important

secondary information source. Based on these findings, tourism marketers should consider using word-of mouth communication via the Internet medium to enhance social identity among college student travelers. Social interactions occur not only personally - such as interacting with a group of friends, as in this study, but also online or in the virtual travel community. Sharing information about their personal experiences at a particular destination or vacation-related products or services can facilitate social interaction among the members. Currently, many existing virtual travel communities exist on the Internet, and tourism marketers should consider how they can utilize these online community mediums to encourage group travel by enhancing social identity.

Building Group-Friendly Environments Enhancing Social Identity

To increase group travel motivation among college students, tourism marketers should emphasize in their destination advertising, group-friendly environmental characteristics that enhance social identity in the group of friends with whom a college student will travel. Furthermore, tourism marketers need to develop events, programs, and facilities emphasizing social activities among friends. Tourism marketers can develop recreational programs delivering group experiences to enhance social identity. For example, vacation marketers can offer group-based activities (e.g., rafting, beach volleyball, hiking, etc.), which allow participants to develop feelings of communion with their friends with whom they travel. It is expected that the greater the degree to which the tourism marketers provide recreational activities enhancing social interaction and social cohesion, the greater will be the enhancement of the social identity.

Limitations and Future Research

Despite its theoretical and practical contributions to the field of tourism marketing and tourism consumer behavior, several limitations of the present study need to be addressed. These include: 1) the measurement issue associated with subjective norm, 2) generalizability of results and external validity, 3) the limited number of social factors considered, 4) only past and not new travel partners were allowed, and 5) investigating other moderators. Future studies need to address these identified issues and limitations to extend the body of knowledge on the effects of social and individual factors on group travel behavior.

The Subjective Norm Measurement Issues

In this study, the hypothesized relationship between subjective norm and desire to take a vacation trip with a group of friends was not found to be significant. It is believed that the conceptual definition and measurement of this construct could be changed to better capture its influence. Researchers have argued that the way in which subjective norms are conceptualized within the TPB framework fails to tap important facets of social influences (e.g. Conner & Armitage, 1998; Terry, Hogg, & White, 1999). According to the Theory of Reasoned Action (Ajzen & Fishbein, 1980) and the Theory of Planned Behavior (Ajzen, 1992), subjective norm was originally conceptualized as perceived social pressure from significant others to perform a focal act. "Significant others" may include family, relatives, co-workers, friends, etc. An important objective of this study was to examine the social influence of a group of friends on group travel behavior. Unfortunately, the respondents in this study were not required to reference only "a group of friends" in questions relating to "significant others." This flaw in

questionnaire design confounded interpretation of the results related to subjective norms. Once recognized, it can be mitigated easily through appropriate future questionnaire design. Thus, in future studies, a reconceptualization of subjective norms is required, to distinguish the scope of subjective norm between a particular group of friends, and significant others (i.e., family and/or coworker/s), in examining college students' desire and intention to take a vacation trip.

Identifying More Social Factors

Only two social factors were included in this study: 1) subjective norm and 2) social identity. The findings of this study have demonstrated that social identity is an important factor influencing a college student's desire and intention to take a vacation trip with a group of friends. Since group travel is the most common travel phenomenon among college students, it is important to assess other social influences to deepen understanding of the social factors that influence college students' travel decisions. Adding more social/group variables such as group norms, social normative perception, attention to social comparison information and susceptibility to interpersonal influences could prove useful in extending understanding of the college students' group travel decision-making process.

Generalizability of Results and External Validity

Convenience sampling targeting only nine universities in the US may limit the generalizability of the findings of this study to the entire travel market of college students. Instructors at nine universities were contacted by the researcher and study participants were self-selected rather than randomly selected. Western US universities were not included. However, this study focuses primarily on relationships between variables, thus

this type of research question is typically less vulnerable to generalizability problems (Burnett and Dunne, 1986; Sears, 1986).

Future studies are needed that apply the same theoretical framework to other age populations to achieve external validity. For example, it would be interesting to examine the effects of individual and social factors on the vacation decision-making process among youth groups (age 12-17) or among older population segments.

Comparison Between Past and Potential New Partners

The main outcome variable in this study was a college student's We-intention to take a vacation trip with a group of friends. This reference group of friends was identified by each college student and was specified to be a group with whom the respondent had taken a vacation trip previously. Thus, the focus was on past travel partners and not on potential new travel partners. The choice of past travel partners was consistent with Bagozzi and his colleague's We-intention literature (Bagozzi & Dholakia, 2000; Bagozzi & Dholakia, 2006; Bagozzi & Lee, 2002; Dholakia et al., 2004). They argued that restriction to an on-going (i.e., past travel partners) was deemed necessary for manageability and to control boundary conditions.

This study only investigated the effects of social and individual influences on a college student's desire and intention to take a vacation trip with an on-going group of friends. Thus, it would be informative to compare the relative effects of social and individual influences on a college student's desire and intention to take a vacation trip with friends including both past and potential new travel partner groups. It is quite possible that social factors may play different roles depending on the length of relationships within groups.

Extending the Mode of Intentions to Actual Participation Behavior

The travel decision process is complex involving many different stages from need recognition to post evaluation. In this study, data collection was conducted during the planning stage among college students. Thus, the main outcome variable for this study was not actual tourism behavior, but rather behavioral intention to take a vacation trip with a group of friends. Although behavioral intention is the most proximate measurement of actual behavior, it would be meaningful to extend this proposed framework to link behavioral intention to actual travel participation behavior. To do so, data would need to be collected twice, i.e., prior to taking a vacation trip and after taking a vacation trip.

Travel decision models generally deal with one of two aspects of travel behavior: whether to go and where to go. This study focused on whether or not a college student intended take a vacation trip with a group of friends identified by him or her, namely an on-going group. Social factors may also be important determinants of college students' destination choices, although empirical studies to test this proposition do not exist. The existing literature suggests that destination choice is largely determined by pull-factors, namely attributes of a destination. Since group travel is a social act, college students are less likely to be influenced by pull-factors than by friends when making destination choices.

Investigating Other Moderators

The traveler's decision process does not end once the vacation is completed. Previous literature has suggested that experiences at and with the destination tend to influence revisit decisions. By the same token, experiences (satisfaction or

dissatisfaction) may contribute to future travel behavior. In the proposed framework, social identity was proposed as an independent variable influencing a college student's desire and intention to take a vacation trip with a group of friends. Interestingly, positive travel experiences with a group of friends (i.e., group experience) likely strengthen one's level of identity with that group, which means that social identity now becomes the main outcome variable.

Study findings indicate that group size moderates the relationships between social identity and desire and between social identity and intention to take a vacation trip with a group of friends. The magnitudes of these relationships were found to be stronger for small group sizes than for large group sizes. Future studies need to evaluate other potential moderating variables besides group size. Perhaps cultural background could be investigated. Due to the small number of international students in the current study, international students could not be compared to American students to investigate the relative effects of cultural / ethnic background on college students' group travel decision –making. Previous literature is consistent in indicating that cultural background is a major determinant of group behavior (Bagozzi & Lee, 2002; Markus & Kitayama, 1991; Shoham, Schrange, & Van Eden, 2004).

APPENDICES

Appendix A.

Consent Form For Main Study

You are invited to participate in the study, "Intention to take a vacation trip with a group of friends." The purpose of this study is to examine personal and social influences on college students' decision-making in taking a vacation trip with a group of friends. This survey asks you for information about your attitudes, desires, and intentions toward taking a vacation trip with a group of friends. This survey also seeks general demographic information and questions relating to travel information search, and travel planning.

The survey will take 20-30 minutes. This study is for research purposes only. Your responses will not be associated with you in any way and will remain strictly **confidential.** Your privacy will be protected to the maximum extent allowable by law. Your identity will not be linked to the data you provide. There are no anticipated risks associated with participation.

You will receive extra credit in your class in exchange for your participation if your instructor has previously agreed to provide extra credit. If you choose not to participate in this study, you can earn equivalent extra credit by doing an alternative project. Providing your email address on the last part of the survey is completely voluntary, but is used for drawing prizes. At the close of the survey, each of six respondents selected by random pick will receive an Amazon.com electronic gift certificate or money order in the amount of US$50. This gift certificate or money order will be emailed to the email address provided by you. After selecting and sending to six respondents, all email addresses in the data will be deleted to protect your identity.

Participation in this study is voluntary, and you may choose not to participate at all, you may decline to participate in certain procedures or answer certain questions, or you may discontinue your participation at any point without penalty or loss of benefits. You also have the right to withdraw your consent to participate from this study at any time without penalty.

Please direct any questions about this study to Dr. D. Holecek at dholecek@msu.edu, phone: (517) 353-0793, fax: (517) 432-2296 or to Seunghyun Kim at kimseun8@msu.edu, phone (517) 803-6536. For questions regarding your rights as a human subject of research, please contact Peter Vasilenko, Ph.D., Director of Human Research Protection, (517) 355-2180, fax (517) 432-4503, e-mail irb@msu.edu, mail 202 Olds Hall, Michigan State University, East Lansing, MI 48824-1047.

You indicate your voluntary agreement to participate in this study by signing below:

_____
Your signature

Appendix B.

Survey Instruments

VACATION TRIP SURVEY

Vacation trip is defined as an _overnight trip_ *(A NIGHT OR MUCH LONGER)* during vacation time (spring or winter break, summer vacation, holidays)

Section I. Vacation Trip Experience

1. Have you taken any vacation trip/s *since becoming a college student*?
   □ No (If no, continue to question #2)
   □ Yes ➡️

   1-1. If yes, how many trips? _____ trips (continue to **question #2**)

2. Have you ever taken any vacation trip/s *with your friend/s since becoming a college student*?

   □ No ➡️

   □ Yes

   2-1. If no, your main companion/s in your travel party was/were? (check only ONE)
   □ I traveled alone □ Family / Relatives □ Other (please specify)_____
   (continue to **question #3**)

   2-2. If yes, how many trips with your friend/s? _____ trips (continue to **question**

Section II. Group Members for Vacation Trip

3. Please read carefully the following situation:

IMAGINE that you and your FRIEND/S (one friend or more) are deciding (or have decided) where to travel together in the coming vacation. Now, in your mind, picture that friend or those friends, while you answer the following questions.

3-1. In your mind, and including yourself, how many *persons* might be in your group for this vacation trip?
   Including yourself, _____ persons

3-2. Please provide the requested information in the table below about *each friend.*

Friend	Gender	Age	How many years have you known each other?
Yourself	□ M □ F		N.A.
Friend 1	□ M □ F		_____ year/s
Friend 2	□ M □ F		_____ year/s
Friend 3	□ M □ F		_____ year/s
Friend 4	□ M □ F		_____ year/s
Friend 5	□ M □ F		_____ year/s
Friend 6	□ M □ F		_____ year/s
Friend 7	□ M □ F		_____ year/s
Friend 8	□ M □ F		_____ year/s
Friend 9	□ M □ F		_____ year/s
Friend 10	□ M □ F		_____ year/s
Over 10	If you have more than ten, please skip to NEXT question.		

3-3. How would you classify your friend/s you listed above? (check **ALL** that apply)

- ☐ Classmates
- ☐ Boyfriend / girlfriend
- ☐ Roommates
- ☐ Religion-related friends

- ☐ Long-term close friend
- ☐ Previous school friends (middle or high school)
- ☐ Friends from recreational / sports / hobby clubs in college
- ☐ Friends from student organizations in college
  (e.g., sororities, fraternities, student groups, and clubs)

- ☐ Other (please specify) _____

3-4. Since you became a college student, have you taken any vacation trip with your friends you listed on page 1?

- ☐ No (if "No", continue to **question #4**)
- ☐ Yes

> 3-4-1. If yes, how many trips with this group of friend/s *since becoming a college student*? _____ trips (continue to **question #4**)

4. What is the main destination you *might* visit with your friend/s you listed within this year?

City or Place	
State or Country (if other than U.S)	

Section III. Opinions of Vacation Trip with Group of Friend/s

The following questions relate to your *vacation trip with friend/s WITHIN THIS YEAR*. Please answer each of the following questions by circling the number that best describes your opinion. In this section, **"YOUR FRIEND/S YOU LISTED"** refers to the *SAME FRIEND/S* you identified at the beginning of the survey.

5. Forgetting what others think you should do and their reactions, how do you **PERSONALLY** feel about taking a vacation trip with your friend/s you listed *within this year*. (please circle a number you choose for each)

(For example, if you choose "*Extremely negative*", circle "*1*", or if "*Slightly positive*", circle "*5*")

	Extremely	Quite	Slightly	Neither	Slightly	Quite	Extremely	
negative	1	2	3	4	5	6	7	positive
unpleasant	1	2	3	4	5	6	7	pleasant
bored	1	2	3	4	5	6	7	fun
not enjoyable	1	2	3	4	5	6	7	enjoyable
unfavorable	1	2	3	4	5	6	7	favorable

6. How much control do you believe you have over taking a vacation trip, with your friend/s you listed?

no	1	2	3	4	5	6	7	Complete
control								Control

7. For you to take a vacation trip, with your friend/s you listed within this year, is

extremely	1	2	3	4	5	6	7	Extremely
difficult								Easy

8. Most people who are important in your life think you

should not 1 | 2 | 3 | 4 | 5 | 6 | 7 *Should*
--------- --------- --------- --------- --------- --------- ---------

take a vacation trip with your friend/s you listed within this year.

9. Your desire for taking a vacation trip with your friend/s you listed can be described as

no desire 1 | 2 | 3 | 4 | 5 | 6 | 7 *Strong*
at all --------- --------- --------- --------- --------- --------- --------- *desire*

10. People in your life whose opinions you value would

strongly 1 | 2 | 3 | 4 | 5 | 6 | 7 *strongly*
disapprove --------- --------- --------- --------- --------- --------- --------- *approve*

of your taking a vacation trip with your friend/s.

11. Please indicate the degree to which your self-image *overlaps* with the identity of your friend/s you listed, as you perceive it.

not at all 1 | 2 | 3 | 4 | 5 | 6 | 7 *overlapped*
overlapped --------- --------- --------- --------- --------- --------- --------- *very much*

12. How strong are your feelings of belonging to the group you indicated?

Not at all 1 | 2 | 3 | 4 | 5 | 6 | 7 *very strong*
strong --------- --------- --------- --------- --------- --------- ---------

13. How attached are you to the group you indicated?

not at all 1 | 2 | 3 | 4 | 5 | 6 | 7 *attached*
attached --------- --------- --------- --------- --------- --------- --------- *very much*
Not at all attached: you have no positive feelings toward group,
Attached very much: you have substantial positive feelings toward the group

14. Please indicate whether the following statements are likely or unlikely for you. (circle a number you choose for each)

	Extremely unlikely		Neither			Extremely likely
We (I and my friend/s I listed) intend to take a vacation trip together within this year.	1	2	3	4	5	6	7
It is expected of me that I take this vacation trip with my friend/s I listed within this year.	1	2	3	4	5	6	7
I intend to take a vacation trip with my friend/s I listed within this year.	1	2	3	4	5	6	7

15. Please indicate whether the following statements are true or false. (circle a number you choose for each)

	Definitely False		Neither			Definitely true
My behavior often depends on how I feel others wish me to behave.	1	2	3	4	5	6	7
My most important friends take a vacation trip with friend/s within this year.	1	2	3	4	5	6	7
We (I and my friend/s I listed) will try to take a vacation trip together within this year.	1	2	3	4	5	6	7
When I am uncertain how to act in a social situation, I look to the behavior of others for cues.	1	2	3	4	5	6	7
I believe I have the resources required to take this vacation trip, with my friend/s.	1	2	3	4	5	6	7
When in a social situation, I tend not to follow the crowd, but instead behave in a manner that suits my particular mood at the time.	1	2	3	4	5	6	7
It is my feeling that if everyone else in a group is behaving in a certain manner, this must be the proper way to behave.	1	2	3	4	5	6	7

16. How would you rate each of following statements regarding a vacation trip with your friend/s you listed? (circle a number you choose for each)

	Very strongly disagree		Neutral			Very strongly agree
I desire to take a vacation trip with my friend/s I listed.	1	2	3	4	5	6	7
I intend that I and my friend/s I listed take a vacation trip together within this year.	1	2	3	4	5	6	7
It is mostly up to me whether or not I take a vacation trip with my friend/s I listed.	1	2	3	4	5	6	7
We (I and my friend/s I listed) plan to take a vacation trip together within this year.	1	2	3	4	5	6	7

17. Please circle the number that best describes you in each of the following statements. (In these questions, "**THE GROUP I INDICATED**" refers to the **SAME FRIEND/S** you listed at the beginning of the survey.)

	Does not describe me at all			Describes me moderately well			Describes me very well
I want to take a vacation trip with my friend/s I listed.	1	2	3	4	5	6	7
I feel an urge or need to take a vacation trip with my friend/s I listed.	1	2	3	4	5	6	7
I am like other members of the group I indicated.	1	2	3	4	5	6	7
I identify with other members of the group I indicated.	1	2	3	4	5	6	7
I dislike being a member of the group I indicated.	1	2	3	4	5	6	7
I would rather belong to the other groups.	1	2	3	4	5	6	7
I am a valuable member of the group I indicated.	1	2	3	4	5	6	7
I am an important member of the group I indicated.	1	2	3	4	5	6	7
I would rather not tell that I belong to the group I indicated.	1	2	3	4	5	6	7
I think the group I indicated has little to be proud of.	1	2	3	4	5	6	7
The group I indicated is an important reflection of who I am.	1	2	3	4	5	6	7

18. Between you and the friend/s you listed, who might make the following decision for the vacation trip? (circle a number you choose for each)

	My friend/s entirely			Jointly			Myself entirely
Selecting a destination (where to go)	1	2	3	4	5	6	7
Vacation budget	1	2	3	4	5	6	7
Information collection	1	2	3	4	5	6	7
Overall vacation decisions	1	2	3	4	5	6	7

Please answer the following questions about the next vacation trip you plan to take.

19. Do you plan to take any vacation trip/s within this year?
    □ Yes (if "Yes", continue to **question #20**)   □ No (if "No", go to **question #33**)

20. Your next vacation trip is likely to be made with you and your friend/s you listed at the beginning of the survey?
    □ Yes (if "Yes", continue to **question #21**)
    □ No ➔

> 20-1. If No, who might be in your travel party on this vacation trip?
>   □ Other/another friend/s □ Family / Relatives □ Other (please specify)_____
>
> 20-2. If No, including yourself, how many persons might be in your travel party on this vacation trip? _____ persons (continue to **question # 21**)

21. When might you take the next vacation trip (check only ONE)
    □ Spring break   □ Holidays (please specify) _____
    □ Summer vacation   □ Other (please specify) _____

22. How many nights are you likely to be *away from home* on this vacation trip? _____ nights

23. How many nights are you likely to be *at the main destination* for this vacation trip? _____ nights

24. What is the main destination you might visit on your next vacation trip

City or Place	_____
State or Country (if other than U.S)	_____

Example of "City or Place": Daytona Beach, New Orleans, Disney World, Aspen resort, Cancun

25. How likely is your next vacation trip to be mainly organized? (please check only ONE)
    □ By yourself or with one person in a self-organized trip
    □ With several persons in a self-organized trip
    □ With several persons in a commercially organized trip (package tour)
    □ By yourself or with one person in a commercially organized trip (package tour)
    □ Other (please specify) _____

26. What is likely to be the main purpose of the next vacation trip?
    (Please check **ONE** at *primary purpose*, and **ONE** at *secondary purpose*)

Primary purpose	Secondary purpose	
□	□	Recreation activity (Indoor or Outdoor)
□	□	Entertainment
□	□	Pleasure activity
□	□	Cultural activity
□	□	Sightseeing
□	□	Educational activity
□	□	Visiting friends or relatives
□	□	Volunteering
□	□	Other (please specify) _____

27. When organizing this trip, what is likely to be the main sources of information you might use?
(please check **ONE** at *primary source*, and **ONE** at *secondary source*)

Primary source	Secondary source	
□	□	Recommendations of friends or colleagues
□	□	Recommendations of parents or relatives
□	□	Previous experience with the same destination
□	□	Articles in newspapers or magazines
□	□	Search on the Internet
□	□	TV program
□	□	Recommendations of a travel agent
□	□	Other (please specify) _____

28. Primarily where would you likely stay? (check only **ONE**)

□	Hotel/motel	□	Bed & Breakfast	□	Campground
□	Dormitory	□	Condo / time share	□	Cruise ship
□	Youth hostel	□	Private home	□	Organizational camp
□	Other (please specify)_____				

29. What might be the primary mode of transportation? (please check **ONE** *to destination*, and **ONE** *in destination*) (For example: if you take an airplane to Orlando, and you use rental car in Orlando, you check "airplane" **to destination** and "rental car" **in destination**)

To Destination	In Destination	
□	□	Private Auto / Truck
□	□	Ship / Boat
□	□	Bus / Motorcoach
□	□	Rental car
□	□	Airplane
□	□	Train
□	□	Other (please specify) _____

30. Please estimate the total dollars you might spend *individually* on the next vacation trip (including transportation, meals, lodging, etc.) $_____ .00

31. Please complete the following with regard to **MAIN funding sources** of trip expenses.
(check ALL that apply)

□ Parents or relatives	□ Grants or scholarships
□ Savings	□ Jobs
□ Loan	□ Other (please specify) _____

32. Please check the following activities you are likely to participate in during your next vacation trip. (check ALL that apply)

☐ Attend sports events	☐ Attend performing arts event (e.g., concert, plays, shows)
☐ Attend a festival	☐ Participate in outdoor recreation (e.g., camping, hiking, hunting, golf, tennis)
☐ Attend a camp	☐ Participate in indoor recreation (e.g., tennis, swimming, bowling, rock climbing)
☐ Attend a lecture	☐ Participate in water sports (e.g., boating, canoeing, rafting, jet skinning etc.)
☐ Participate in beach activities	☐ Participate in winter sports (e.g., skiing)
☐ Participate in a guided tour	☐ Participate in volunteering program (e.g. conservation or helping project)
☐ Sightseeing – City/Urban	☐ Visit a unique or themed restaurant/bar (e.g., wild west, rock'n'roll, rainforest)
☐ Sightseeing – Rural	☐ Visit an urban park or botanical garden
☐ Shopping	☐ Visit a theme/amusement park
☐ Visit a zoo or aquarium	☐ Visit a history or science museum
☐ Visit a national or state park	☐ Visit an art museum or gallery
☐ Visit historic place or sites	☐ Attend social events (e.g., party)
☐ Other (please specify) _____	

Section V. Demographics

33. What university / college are you enrolled in? _____

34. What is your major? _____

35. Please indicate your year, now?
   ☐ Freshman   ☐ Sophomore   ☐ Junior   ☐ Senior   ☐ Graduate

36. Your ethnic background? (check ALL that apply)

☐ White/Caucasian	☐ Black / African American
☐ Mexican American	☐ Hispanic / Spanish American
☐ American Indian / Native American	☐ Asian / Pacific Islander

37. Of which country are you a citizen? _____

38. Please provide the name of your instructor who introduced this survey. _____
   This question will be used only for awarding you extra credits if your instructor has agreed previously. If not, please go to NEXT question.

39. What is your **email address**? _____ *(providing your email address is **completely optional and voluntary**. Your email address will be used only for awarding you extra credits (if your instructor has agreed previously) and/or drawing the prizes in the amount of either US$50 money order or US$50 Amazon.com e-gift certificate).*

Thank you for your participation!!

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