

**University Students' Travel Motivation, Memorable Tourism Experience and
Destination Loyalty for Spring Break Vacation**

by

Cheng Wang

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Approved by

Imran Rahman, Chair, Assistant Professor of Nutrition, Dietetics & Hospitality
David Martin, Associate Professor of Nutrition, Dietetics & Hospitality
Yee Ming Lee, Assistant Professor of Nutrition, Dietetics & Hospitality

Abstract

The study examined the relationships among university students' travel motivation, memorable tourism experience, and destination loyalty for Spring Break vacation. It also explored the moderating effects of attribute satisfaction on the relationship between memorable tourism experience and destination loyalty. The research was conducted with 255 university students enrolled in Auburn University located in Auburn, Alabama, United States. Results indicated that university students' push travel motivation significantly and positively influenced their memorable tourism experience for Spring Break vacation, but pull travel motivation was not found to have a significant influence on memorable tourism experience. In addition, university students' memorable tourism experience significantly and positively influenced their revisit intention and intention to recommend. Furthermore, satisfaction with restaurant was found to moderate both relationship between memorable tourism experience and revisit intention and the relationship between memorable tourism experience and intention to recommend. Satisfaction with nightlife and satisfaction with hotel moderated the relationship between memorable tourism experience and intention to recommend. All these aforementioned moderating effects significantly weakened their respective relations under investigation. The present study provided tourism industry insights into how to attract the group of university student market segment at key times through positioning effective marketing strategy.

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Chapter 1

Introduction

Overview

With the tourism market becoming increasingly competitive, travel behavior and preferences of different market segments are at a greater interest to the tourism industry. Consequently, the need to create and deliver versatile products is becoming more and more critical (Field, 1999). Field (1999) defined segmentation as “the division of a market into distinct subsets of consumers who require specific products or services and marketing actions”. To be of strategic value, the segments must be accessible, substantial, measurable, and sufficiently different (Ahmed, Barber & Astous, 1998; Kotler, 1989). The growing youth travel market is likely to generate billions of dollars in potential revenue (Bywater, 1993; Hsu & Sung, 1997; Mattila, Apostolopoulos, Sonmez, Yu & Sasidharan, 2001). Undoubtedly, the growing number of college students is a dominant factor in this continued growth of youth-centric travel market (Mattila, et al, 2001). According to U.S. Census Bureau (2015), there were about 20.2 million students enrolled in American universities in 2015, which represents a large source of potential present and future revenue in tourism industry. In particular, university students are most highly motivated to travel for Spring Break vacation than any other vacations and they represent very interesting travel patterns and spending behavior. More than two million American college students travel per season with an average travel expenditure of \$1,200 per person during spring break, which is more than what most other tourists spend during trips of similar length (Bai et al., 2004; Reynolds, 2004). Because of the potential of university student travel market, it is crucial to study university students’ travel

behavior. The ability to determine university students travel behavior and travel needs is very important to a successful marketing campaign. Once these preferences are identified, the different stakeholders such as the government, destination management organization (DMOs), and business stakeholders can prepare a more efficient and fitting marketing strategy to improve their destination's competitiveness. Evidently, the industry believes that most university students are willing to travel during these specific and easily predictable time periods. Therefore, before spring break, college walls are generally festooned with flyers promoting destinations, events, cruises, and package tours.

In essence, travelers have their own internal and external motivations for traveling (McGehee, Loker-Murphy, & Uysal, 1996). It is a complex proposition to investigate why people travel and what they want to enjoy since a paradigm of tourism is always related to human beings and to human behavior (Yoona & Uysal, 2005). According to Pearce and Caltabiano (1983), travel motivation is one of the primary variables that can explain travelers' activities. Therefore, it is important for a tourism destination to comprehend travelers' motivations in order to meet their wants and requirements (Jang et al., 2009). Tourists' positive experiences of service, products, and other resources of destinations have been demonstrated to produce repeat visits (Bramwell, 1998). Remembered experiences are the best predictors of an individual's desire to take a similar vacation in the future (Wirtz et al., 2003). Consequently, it is important for destinations to have general understandings of the memorable tourism experience in order to develop future behavioral intentions of tourists to revisit a destination and create conditions that facilitate the realization of positive memorable tourism experiences.

Due to rising competition, it is becoming increasingly important to investigate the variables related to attracting and retaining tourists. Tourists who travelled to a destination consist of first-time visitors and repeaters, which together determine the total number of

tourists (Um, Chon & Ro, 2006). Therefore, attracting repeaters is an equally important means to sustain the competitiveness of those destinations (Huang & Hsu, 2009). The primary concern of many destinations is retaining existing tourists because of the lower costs associated with this strategy (Chen & Chen, 2010). Furthermore, those tourists are more likely to recommend a destination to their friends, relatives and other potential tourists by disseminating positive word-of-mouth (Shoemaker & Lewis, 1999). In order to attract repeat visitors, it is important that destinations go above and beyond to make sure the tourists are highly satisfied with their tourism experiences (Prayag & Ryan, 2012). Memory and remembered experiences need to be studied in order to further understand tourists' behavioral intentions (Lehto, O'Leary & Morrison, 2004; Kim, Ritchie & McCormick, 2010; Wirtz et al., 2003). This underscores the importance of memorable tourism experiences and their influence on tourists' destination loyalty.

Problem Statement and Purposes of the Study

Although there are abundant research in regards to memorable tourism experiences and destination loyalty, no study to our knowledge has looked into this relationship for university student travelers in the context of spring breaks. Moreover, research regarding the relationship between travel motivation and memorable tourism experiences is limited in the extant tourism literature. Therefore, the current study is designed to (1) examine the relationship between university students' travel motivations and their memorable tourism experience, (2) investigate the influence of university students' memorable tourism experience on their revisit intention and intention to recommend, and (3) investigate the moderating role of attribute satisfaction on the relationship between university students' memorable tourism experience and destination loyalty. The push and pull motivation classification has been utilized in this study. The popular classification of destination loyalty,

which refers to loyalty as a function of revisit intention and intention to recommend, is used in this study. In regards to the attribute satisfaction, satisfaction with nightlife, restaurant quality, and hotel quality are tested as individual moderating variables.

Research Questions

The study is guided by the following research questions:

1. To what extent does university students' travel motivations influence their memorable tourism experience for Spring Break vacation?
2. To what extent does university students' memorable tourism experience influence their revisit intention for Spring Break vacation?
3. To what extent does university students' memorable tourism experience influence their intention to recommend the destination for Spring Break vacation?
4. Does university students' attribute satisfaction moderate the influence of memorable tourism experience on revisit intention and intention to recommend for Spring Break vacation?

Significance of the Study

The present study represents the first attempt to investigate the relationships among university students' travel motivation, memorable tourism experience and destination loyalty for Spring Break vacation, and to examine the moderating effects of attribute satisfaction on the relationship between memorable tourism experience and destination loyalty. The results of the study are anticipated to contribute to knowledge on university student travel behavior in regards to their travel motivation, memorable tourism experience, revisit intention, intention to recommend, and attribute satisfaction. The current study also provides the tourism industry insights into how to attract the university-student market segment at key

times through properly positioned and targeted marketing campaigns and strategies. As such, destinations are expected to undertake more efficient planning, marketing, advertising, and overall management of their resources in peak vacation times such as the spring break.

Summary

In summary, the introduction chapter has provided the background to the study, problem statement, purpose of study, research questions, and significance of study. The rest of the study is organized in the following way:

Chapter 2 provides a review of relevant literature. Alongside, it explains the study constructs such as travel motivations which is reflected as push motivation and pull motivation, memorable tourism experience, destination loyalty including revisit intention and intention to recommend, and attribute satisfaction in the form of satisfaction with lodging, dining, nightlife, recreation, safety, and shopping. Chapter 2, based on a logical and comprehensive literature review, proposes the hypotheses that are tested in this study. Chapter 3, the methodology chapter, provides a detailed account of how the study was conducted. Particularly, study design, sampling and data collection, questionnaire design, and data analysis processes are explained in details as part of this chapter. Chapter 4 presents the findings of the study following the relevant methodological protocols proposed in chapter 3. Chapter 5 provides detailed discussions of the findings including implications of the study and any limitations the study had, and lastly a conclusion section that provides an overall summary and takeaway for the audience of this study.

Chapter 2

Literature review

Introduction

This chapter provides a review of the related literature to support the research model, research hypotheses and the theory on which this study is based. This chapter begins with a discussion of the concept of travel motivation. The literature on memorable tourism experience is discussed in the second section. The third section reviews the literature on destination loyalty. Six attribute satisfaction as moderating effects are discussed afterwards. Research model and hypotheses are developed as part of this chapter. The chapter concludes with a visual model for the audience.

Spring Break

Spring break is a one-week long vacation during February to April for university students provided by most universities in the United States. During this period, a majority of students from each university travel from their respective campuses to destinations where they can relax, have fun, take a rest, explore, and satisfy other motivations (Klenosky, 2002). Some studies looked at the student traveler demographic as a population of interest, while only a few have focused on the Spring Break leisure travelers specifically the domestic student populace. Early research on Spring Break travel, conducted by Hobson and Josiam (1993, 1996), sought to identify the characteristics of the Spring Break student market longitudinally at a single university. They looked at the travelers from the perspective of demographics, travel patterns, and activity participation in Spring Break. Many researchers

looked at Spring Break from more of an international perspective, either by investigating international students' travel or domestic students traveling internationally. For example, Sirakaya, Sonmez and Choi (2001) investigated U.S. students' perceptions of Turkey as a destination choice. Field (1999) compared domestic and international students' Spring Break travel decision patterns, while Hsu and Sung (1996, 1997), and Kim, Jogaratnam and Noh (2006) looked at Spring Break travel with regards to international students' travel specifically.

Travel Motivation

Motivation is defined as “a state of need, a condition that serves as a driving force to display different kinds of behavior toward certain types of activities, developing preferences, arriving at some expected satisfactory outcomes” (Backman et al., 1995, p. 17). Different researchers in tourism have made an attempt to establish what motivates different people to travel to different destinations and what engage them in tourism activities provided by different destinations. Dann (1981, p. 3) defined travel motivation as “a meaning state of mind which adequately disposes an actor or a group of actors to travel and which is subsequently interpretable by others as a valid explanation for such decision”. Moreover, Cohen (2004) provided a clear explanation of why people travel and what travel means to different people. Cohen (2004) pointed out that people who seek familiar destinations are motivated by need for relaxation and rest through recreation. Their needs and behaviors change as the individual seeks destinations that provide novelty where travel experience is usually at a higher emotional level (Cohen, 2004). In addition, individuals who travel to pursue novel experiences tend to choose destination that provide them with an opportunity to experience various lifestyles and culture. To satisfy this set of aspirations of travelers, destinations need to provide authentic tourism products and services.

In tourism research, the concept of travel motivation can be divided into two factors, which indicate that people travel because they are pushed and pulled to do so by “some forces” (Dann, 1977, 1981). A review of the literature on travel motivation reveal that people travel because they are “pushed” into making travel decisions by internal and psychological forces, and “pulled” by the external forces such as destination attributes (Crompton, 1979; Dann, 1977; Uysal & Jurowski, 1994). The push motivations are associated to the tourists’ desire, while pull motivations are related with the attributes of the destination choices (Cha, McCleary & Uysal, 1995; Crompton, 1979; Dann, 1981; Oh, Uysal & Weaver, 1995). Push motivation is considered as psychological needs that drive an individual to travel, and pull motivation attracts the individual to a specific destination after push motivation has been initiated. Push factors are internal to a person and establish the desire to travel, while pull factors are external to the person and are aroused due to destination attributes (Mohammad & Som, 2010). In the current study, the hypothetical model breaks down motivation into two constructs: push travel motivation, and pull travel motivation since most of the travel motivation studies have dealt with push and pull motivation.

Travel motivations have also been investigated in the context of decision-making processes, market segmentation, and destination choice. Mansfeld (1992) studied the role of motivation in understanding travel behavior and claimed that once motivated to travel, people gathered information on their planned trips. Mansfeld (1992) skipped the formation of travel intention in the travel-decision process but conclusively consented that travel motivation is a key stage that triggers travel decision before actual travel. Weaver, Lepisto, and Damonte (1994) identified distinct market segments based on motivation factors in a vacation destination and stated that motivation could serve as a basis for segmentation. Similarly, Bieger and Laesser (2002) argued that the clustering of motivations proved to be a valuable measure to segment markets. Their study also indicated that destination choices were related

to motivation because pull factors were aroused when potential tourists think of certain destinations and/or activities provided by the destinations.

According to Pearce and Caltabiano (1983), traveler motivation is one of the primary variables that can explain travelers' activities and behavior. In this view, it is important for a destination marketer to comprehend travelers' motivations in order to meet their wants and requirements. Subsequently, many other studies attempted to apply pull and push motivational factors in diverse settings such as different nations, destinations, and events (Jang & Wu, 2006). Analysis of literature related to Spring Break travel revealed that motivations for going on a Spring Break vacation have remained remarkably consistent through the years. The primary reasons for going on a Spring Break vacation are: to escape from school and school-related responsibilities (Gerlach, 1989); for adventure (Apostolopoulos et al., 2002); to experience warmer weather (Josiam et al., 1999); to seek fun and enjoyment (Klenosky, 2002); and, to a lesser extent, to explore opportunities for drinking, sex, and drug-taking (Sönmez et al., 2006). Many spring breakers travel to be with their friends and/or family (Josiam et al., 1994; Josiam et al., 1998), and a small percentage also travel because going on Spring Break is "the thing to do" (Josiam et al., 1999).

Although travel motivation is clearly a popular variable in tourism studies, its relationship with memorable tourism experience deserves researchers' attention.

Memorable Tourism Experience

It is difficult to define the tourism experience because it is multi-faceted. Clawson and Knetsch (1966) demonstrated that the tourism experience should contain the influences and personal outcomes both before the trip and after the trip. Stamboulis and Skayannis (2003) indicated that a tourism experience is generated through the act of travelling to a destination away from the tourist's home, learning about its attributes, and enjoying its

activities. Tung and Ritchie (2011, p. 1369) defined tourism experience as “an individual’s subjective evaluation and undergoing (i.e., affective, cognitive, and behavioral) of events related to his/her tourist activities which begins before (i.e., planning and preparation), during (i.e., at the destination), and after the trip (i.e., recollection)”. The components of tourism experience are complicated. Gomez-Jacinto, Martin-Garcia, and Bertiche-Haud’Huyze (1999) demonstrated that tourist experiences include intercultural tourist activities, intercultural influences, holiday satisfaction, and service quality. Stamboulis and Skayannis (2003) indicated that tourism experiences have four realms, which are aesthetics, entertainment, education, and escapism. On the other hand, some studies pointed out emotional (Otto & Ritchie, 1996), social (Morgan & Xu, 2009), cognitive (Gopalan & Narayan, 2010), and sensescape (Dann & Jacobsen, 2003) as the common dimensions of a tourism experience. According to Ooi (2005), tourists’ diverse interpretations of a single tourism product are influenced by tourists’ different interests and. Moreover, since their personal feelings and moods at a particular moment affect their interpretations of the experiences, tourists have different experiences even if they are doing the same activity in the same destination. Even if all tourists said that they enjoyed and satisfied their travel experience, it does not necessarily mean that they all had same memorable experiences (Ooi, 2005).

Based on the above discussion, it is now appropriate to switch our attention to the relationship between memory and experiences. This link is not new; as Cutler and Carmichael (2010) noted, this link dates back to early work in environmental psychology (Fridgen, 1984). Since then, researchers have investigated the effects of tourism experiences in terms of cognitive (Pearce & Foster, 2007), affective (Noy, 2004) and psychomotor (Arnould & Price, 1993) changes at the individual-level. Tung and Ritchie (2011) suggested that affect, expectations, consequentiality, and recollection are four dimensions of tourism experience that enable them to be memorable. A memorable tourism experience is selectively

constructed from tourism experiences based on the individual's evaluation of the experience (Kim, Ritchie & McCormick, 2010). In other words, the tourism experience, which has been defined as the subjective mental state felt by tourists during a service encounter (Otto & Ritchie, 1996), does not necessarily translate into a memorable tourism experience (Kim, Ritchie, & McCormick, 2010). A memorable tourism experience is defined as "a tourism experience remembered and recalled after the event has occurred" (Kim, Ritchie & McCormick, 2010, p. 2). The significance of studying memorable tourism experience originates from the significant influence of past memory on tourists' decision-making process (Chandralal & Valenzuela, 2013). In fact, past memory is considered to be the most valuable information source for tourists' post-visit behavior (Chandralal & Valenzuela, 2013). Hoch and Deighton (1989) provided three facts to describe the importance of memorable experience: First, the motivation to purchase is high when the information is drawn from consumers' past experiences; second, consumers tend to perceive past experiences as valuable and reliable information sources; third, past experience has great influencing power on future behavioral intentions.

Brewer (1988) found that affective thoughts are a significant part of memory and events that are associated with emotions are more likely to be remembered. In corroborating the above discussion, tourism scholars, who investigated memorable tourism experience, observed that affective feelings, such as being happy, excited, sociable, irritated, guilty, sad, and worried, are included in an individual's memorable tourism experience (Larsen & Jenssen, 2004; Wirtz et al., 2003). Researchers also observed that even though people could not vividly recall their experiences (i.e., where they went and when they came back home), they remembered both positive and negative emotions about a trip (Kim, Ritchie & McCormick, 2010).

Mckercher (2008) argued that travel motivation factors related to psychological needs play an important role in causing imbalance with people, which can be corrected through having a tourism experience. Kim and Lee (2002) argued that it is worthwhile for destination managers to provide a series of experiences that are aimed to fill the gap created by travel motivations rather than having a series of tourism products that can be purchased. Since motivation is regarded as an initial driving force governing behavior and regulating behavior directed towards achieving goals (Kurtzman & Zauhar, 2005; Pyo, Mihalik & Uysal, 1989), the evaluation of destination performance is likely to be affected by the initial reason to travel, which meant that travel motivation might reflect the way individuals evaluate destination attributes. Thus it is probably that travel motivation will affect the formation of tourism experience. Therefore, the following hypotheses are proposed:

H1: University students' push travel motivation positively and significantly influences their memorable tourism experience for Spring Break vacation.

H2: University students' pull travel motivation positively and significantly influences their memorable tourism experience for Spring Break vacation.

Destination Loyalty

The concept of loyalty has been considered as one of the critical indicators of corporate success in the marketing literature (LaBarbara & Mazursky, 1983). Repeat purchases and recommendations to other people are most commonly referred to as consumer loyalty in the marketing literature (Turnbull & Wilson, 1989; Pine et. al., 1995; Bauer et. al., 2002). The degree of loyalty is one of the important indicators employed to measure the success of marketing strategy (Flavian, Martinez & Polo, 2001). Similarly, travel destinations can be defined as products, and the degree of tourists' destination loyalty is reflected in their

intention to revisit the destination and in their willingness to recommend it to others (Oppermann, 2000). Destinations are concerned with the reasons underlying tourists' revisit intention, because the cost of retaining repeaters is much less than that of attracting new tourists (Um et al., 2006). Repeat visitation is a natural phenomenon for mature holiday destinations (Alegre & Cladera 2006). Thus, ensuring repeat visitations is an important measure to maintain the competitiveness of these destinations. Furthermore, loyal tourists are more likely to be free word-of-mouth advertising agents that informally bring networks of friends, relatives and other potential tourists to a destination (Shoemaker & Lewis, 1999). Therefore, destination loyalty becomes a fundamental strategic component for destinations. Studying behaviors of loyal tourists will elicit valuable market information for a mature destination in order to maintain competitive advantage.

Research has commonly considered tourists' positive memorable tourism experience as outcome factors such as revisiting a destination and spreading positive word-of-mouth (Woodside, Caldwell & Albers-Miller, 2004). Tourists' revisit intentions may be influenced largely by efforts to recall their positive memory (Um, Chon & Ro, 2006). In addition, revisit intentions and willingness to recommend are shown as positive outcomes of a positive tourism experience (Woodside, Caldwell & Albers-Miller, 2004). Mitchell (2006) and O'Mahony et al. (2006) both demonstrated that the past tourism experience and memories are influential in the future behavioral intentions of tourists. Thus, a memorable tourism experience is more likely to result in a future repeat visitation and recommendations to others. Based on these evidences, we propose the following two hypotheses:

***H3:** University students' memorable tourism experience positively and significantly influences their revisit intention for Spring Break vacation.*

H4: University students' memorable tourism experience positively and significantly influences their intention to recommend for Spring Break vacation.

Attributes Satisfaction

Satisfaction is another important concept that has received much attention in consumer behavior research as well as tourism research since satisfaction can bring positive behavioral outcomes (Danaher & Haddrell, 1996; Kozak, 2001). The investigation of satisfaction has provided much managerial guidance in the industry. Oliver (1997) defined satisfaction as “customer judgment about product or service fulfillment”. Similarly, Engel, Blackwell, and Miniard (1995) defined satisfaction as “the outcome of the subjective evaluation about whether or not the chosen alternative meets or exceeds the expectation”. Overall satisfaction and attribute satisfaction are different but related constructs (Oliver, 1997). Spreng, MacKenzie and Olshavsky (1996) defined attribute satisfaction as “the consumer's subjective satisfaction judgment resulting from observations of attribute performance”. Attribute satisfaction positively and significantly influence overall satisfaction; and it captures a significant amount of variation in overall satisfaction (Bolton & Drew, 1991; Spreng, Mankenzie & Olshavsky, 1996). Research has indicated that tourists' satisfaction with individual attribute of the destination leads to their overall satisfaction with the destination (e.g. Danaher & Arweiler, 1996; Hsu, 2003; Mayer et. al., 1998; Ross & Iso-Ahola, 1991). It is important to distinguish overall satisfaction from satisfaction with individual attributes, because the particular characteristics of destination have a significant influence on tourist satisfaction (Seaton & Benett, 1996). In tourism industry, it is commonly argued that satisfaction is an important indicator of their revisit intention and intention to recommend (Beeho & Prentice, 1997; Kozak, 2001; Kozak & Rimmington, 2000; Yau & Chan, 1990; Yoon & Uysal, 2005).

Obviously, satisfied tourists are more likely to return to the same destination, and are more willing to share their positive word-of-mouth about their tourism experience with their friends and relatives. Thus, it is possible that attribute satisfaction will strengthen the relationship between memorable tourism experience and destination loyalty. Since tourists are attracted to a destination by the special attributes provided by destinations, it is thought that the destination with more attractive attributes will have a higher probability of being chosen and revisited. However, there are many attributes related to specific types of tourist destinations. Some attributes may be attractive, but others may not be. This raises a need to identify what attributes can lead tourists to choose or revisit one destination.

Nightlife can be regarded as a form of entertainment. Travel to vacation destination with large nightlife scenes became a leisure activity for young people, and millions of young people selected their holiday destination based on the perceived quality of a destination's nightlife (Sellars, 1998). For example, in North America, thousands of college students travel to the South every Spring Break season for vacationing at popular nightlife destinations such as Cancun in Mexico and Panama City Beach in Florida (Mattila, Apostolopoulos & Sonmez, 2001; Josiam, Hobson & Dietrich, 1998; Maticka, Herold & Mewhinney, 1998). For many university students, especially those who travel with peers, Spring Break is associated with elevated levels of alcohol consumption. In fact, opportunities to drink alcohol have been shown to be one of strongest motivations for Spring Break travel and for choosing particular destinations with night clubs (Sönmez et al., 2006). Therefore, the quality of nightlife in destination is important for university students when they are planning a trip for a Spring Break vacation. Thus it is expected that satisfaction with nightlife would moderate the influence of memorable tourism experience on revisit intention and intention to recommend:

H5: University students' satisfaction with nightlife moderates the influence of memorable tourism experience on revisit intention for Spring Break vacation such that higher the satisfaction stronger is the relationship between memorable tourism experience and revisit intention.

H6: University students' satisfaction with nightlife moderates the influence of memorable tourism experience on intention to recommend for Spring Break vacation such that higher the satisfaction stronger is the relationship between memorable tourism experience and intention to recommend.

Restaurants were considered as increasing a destination's competitiveness and attractiveness through their reputation, through local culture, by adding variety, being unique as well as through the related relaxing and indulgent lifestyle (Sparks, Bowen & Klag, 2003). A number of researchers have explored the role of restaurants in a tourism destination's competitiveness and attractiveness, and previous research found that the quality of restaurant is a very important factor in choosing a vacation destination for some tourists (Gyimothy, 2000; Brumback, 1999; Sparks et al., 2000; Cohen & Avieli, 2004). According to Gyimothy et al. (2000), a good dining experience can increase tourists' overall satisfaction with the destination. Their study also found that around 50 percent of tourists cited restaurants as a significant factor when visiting a destination. Similarly, Faulkner et al. (1999) argued that tourists are becoming increasingly interested in different cuisines and are thus visiting different destinations for dining experiences. The findings of Sheldon and Fox (1988) also suggested a growing tendency to select or return to a destination for dining experiences. Sparks, Bowen & Klag (2003) found that positive dining experiences in a destination had a significant influence on their intention to return to the destination and recommend it, which suggested that restaurants are very important in creating repeat business and positive word-

of-mouth for a tourism destination. We, therefore, proposed the following two hypotheses:

H7: University students' satisfaction with restaurant moderates the influence of memorable tourism experience on revisit intention for Spring Break vacation such that higher the satisfaction stronger is the relationship between memorable tourism experience and revisit intention.

H8: University students' satisfaction with restaurant moderates the influence of memorable tourism experience on intention to recommend for Spring Break vacation such that higher the satisfaction stronger is the relationship between memorable tourism experience and intention to recommend.

A destination must differentiate itself from others to be successful (Echtner & Ritchie, 2003), and hotels always seek ways to differentiate them through, for example, ambience, services, design and the inclusion of local cultural branding. To successfully differentiate from other destinations with similar attractions, hotels are good places that incorporate the unique characteristics of the local culture. A good lodging experience enriches the tourists' experience and increases the social and economic value of the destination (Phillips, 2004). Comfortable hotels and accommodation facilities play a critical role in tourism destinations. Tourists who enjoyed the attractions of the destination and felt comfortable every time they returned to their hotel room are not going to leave. Their hotel stay can extend and enrich the meaning and enjoyment of the destination (Lee, 2011). Therefore, a tourist who are satisfied with their hotel experience will be more likely to return and spread positive word-of-mouth about the destination. This leads to the following hypotheses:

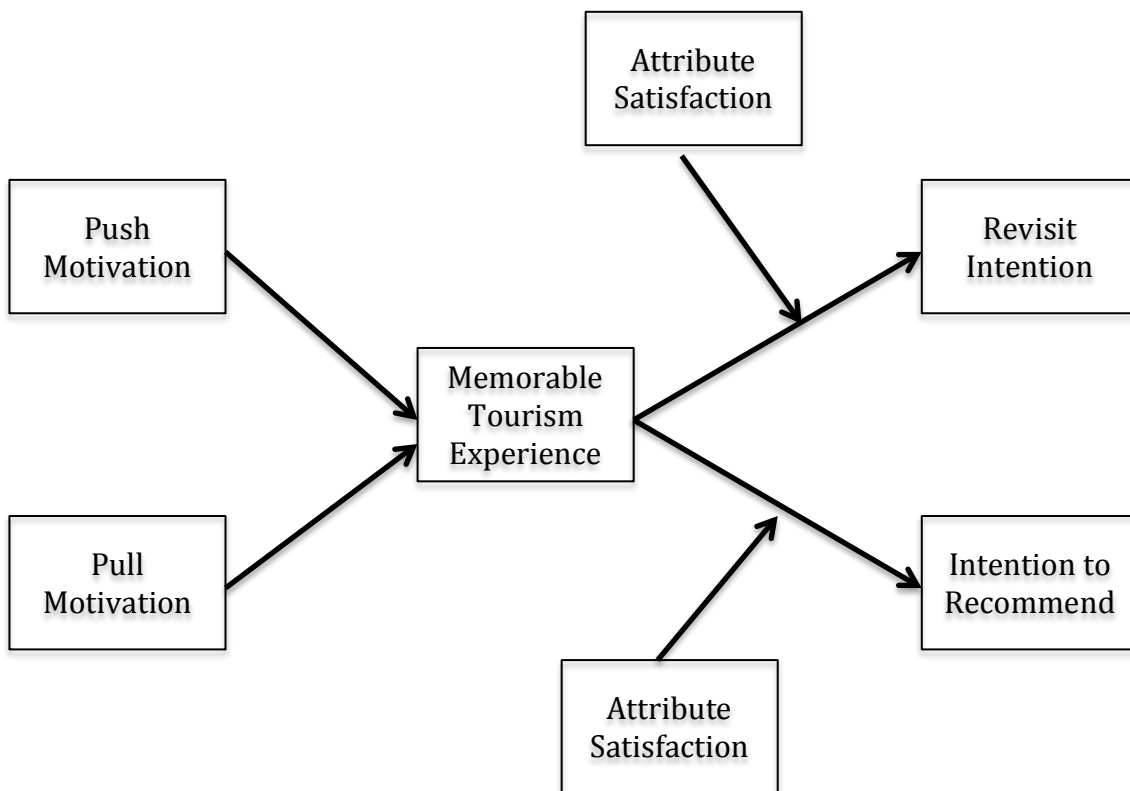
H9: University students' satisfaction with hotel moderates the influence of memorable tourism experience on revisit intention for Spring Break vacation such that higher the satisfaction stronger is the relationship between memorable tourism experience and revisit intention.

H10: University students' satisfaction with hotel moderates the influence of memorable tourism experience on intention to recommend for Spring Break vacation such that higher the satisfaction stronger is the relationship between memorable tourism experience and intention to recommend.

Proposed Model

With the above hypotheses based on the findings of previous research, this study proposed a conceptual model (Figure 2.1). This model postulates that university students' push and pull travel motivation have an effect on memorable tourism experience for spring break, and memorable tourism experience has an effect on revisit intention and intention to recommend. The model also suggests that university students' attribute satisfaction moderates the influence of memorable tourism experience on revisit intention and intention to recommend.

Figure2.1: Proposed model



Chapter 3

Method

Introduction

This chapter addresses the methodology that was used to achieve the objectives of this study. The chapter begins with a discussion of the research design that includes sampling and data collection. The following section provides an explanation of survey instruments development. Data analysis techniques are introduced in the final section of the chapter.

Sampling and Data Collection

This study utilized convenience sampling along with a self-report survey instrument to collect data. The study population consists of students enrolled in Auburn University located in Auburn, Alabama, USA. Auburn University is a public university with a student enrollment of more than 25,000 that includes both undergraduate and graduate students. Hair et al. (2006) surveyed the literature and found that sample sizes of 250-500 are normally used in most articles. Likewise, they recommended a sample size of at least 200, as it provides a sound basis for estimation. Therefore, a sample size of 250 was used in this study to ensure the reliability, validity, and generalizability of the results. All students selected to participate in the study are required to have at least one tourism experience during Spring Break vacation.

Surveys were distributed to students through a few classes in the college of human sciences. In addition, a paper survey was given to students on popular locations of Auburn University campus, such as the student center and library, and students responded the questionnaire on-site. Participants were provided with information regarding the project and

the type of survey at the beginning of the survey. Students also were advised that their participation was completely voluntary and that all responses would be kept confidential and anonymous. Respondents were asked to think about their most recent tourism experience for Spring Break vacation when filling out the survey.

Survey Instrument

The questionnaire consisted of six sections: section A measured respondents' past behavior, section B measured respondents' travel motivation for Spring Break vacation, section C measured respondents' memorable tourism experience, section D measured respondents revisit intention and intention to recommend, section E measured respondents' attribute satisfaction, and section F measured respondents' demographic profiles. A seven-point Likert scale was used as the response format for all of variables, ranging from 1 (not at all important / strongly disagree / very dissatisfied) to 7 (extremely important / strongly agree / very satisfied).

The survey instrument included questions about travel motivation, memorable tourism experience, revisit intention, and intention to recommend. The scales were borrowed from existing literature. In order to measure travel motivation, this study utilizes pull and push motivation variables. The push motivation construct consists of 12 items, and the pull motivation construct includes 10 items. Both the motivation variables were borrowed from Xu, Daniel and David (2011). Kim, Ritchie and McCormick (2010) developed a 24-item memorable tourism experience scale that we used in our study. The scale comprises seven domains: hedonism, refreshment, local culture, meaningfulness, knowledge, involvement, and novelty. Two indicators related to revisit intention and two indicators pertaining to recommendation to friends and relatives were borrowed from Hawkins, Best and Coney (1989). These statements were modified in order to fit the context of our study. One item was

used to measure satisfaction with nightlife, satisfaction with hotel, and satisfaction with restaurant.

Data Analysis

Descriptive analysis, reliability analysis, correlation analysis, factor analysis and path analysis were undertaken for data analysis. Data was analyzed via SPSS version 18 and AMOS 21.

Chapter 4

Results

Introduction

This chapter reports the results from the data analysis. It begins with presentation of the demographic profiles of the respondents. The second section outlines the descriptive statistics of each of the study variables, followed by the construct reliability of each of the study variables. The fourth section describes the correlation estimate. Afterwards, the next section illustrates results of factor analysis. The last section discusses the results of hypothesis testing using path analysis.

Demographic Profile of Respondents

The main survey was conducted in Auburn University from February to March in 2016. We collected 255 completed surveys. Table 4.1 summarizes profile of the sample in terms of demographic characteristics. The sample had much more female respondents (70.2%) than male respondents (29.8%). We observed that female university students were more willing to answer the survey than male students. Majority of the respondents were in the 19-21 age group (53.3%), followed by 22-24 age group (40.4%). Respondents aged 25-27 (4.3%) and 28-30 (2%) occupied a very small percentage. As for current education level, most of the respondents were undergraduate students. Most of them are senior (40.4%), followed by junior (29.4%). Freshman and sophomore respectively account for 9% and 18.8% of all respondents. Remaining respondents recently finished their undergraduate degrees (2.4%). Approximately 45.5% of respondents have 3.5-4 Grade-Point Average (GPA). Students with

3.0-3.49 GPA represented 38% of the sample. 12.2% of respondents have 2.5-2.99 GPA. Remaining respondents are students with 2.0-2.49 GPA (3.1%) and with 1.5-1.99 GPA (1.2%). There were no students with GPA below 1.5. 32.2% of respondents are affiliated with fraternities or sororities. The following table presents the demographic profile of the respondents:

Table 4.1: Demographic profile of respondents

	N	%
Gender (N=255)		
Male	76	29.8
Female	179	70.2
Age (N=255)		
19-21	136	53.3
22-24	103	40.4
25-27	11	4.3
28-30	5	2
Education Level (N=255)		
Freshman	23	9
Sophomore	48	18.8
Junior	75	29.4
Senior	103	40.4
Recent graduates	6	2.4
GPA (N=255)		
1.5-1.99	3	1.2
2.0-2.49	8	3.1
2.5-2.99	31	12.2
3.0-3.49	97	38
3.5-4.0	119	45.5
Fraternities or sororities (N=255)		
Yes	82	32.2
No	173	67.8

Travel Characteristics of Respondents

Respondents were asked to provide the name of the destination that they most recently traveled for Spring break. The travel destination of the respondents is displayed on a map generated by TripAdvisor in figure 4.1. The self-reported most recent spring break travel destinations of the 255 respondents spanned a total of 49 cities in 8 different countries. Table 4.2 shows the top 5 popular destinations of respondents. Destin, Florida was the most popular Spring Break destination, followed by Panama City Beach, Florida, Orlando, Florida, Gulf Shores, Alabama, and Atlanta, Georgia. These five destinations are all located close to Auburn University. Accordingly, the majority of the respondents' (47.8%) travel distance was within 250 miles. Approximately 45.9 % of the respondents were first-time visitors to their respective destinations. The remaining respondents had visited the destination 1 to 3 times (29.4%), and 4 to 6 times (8.6%), and more than 6 times (16.1%).

Figure 4.1: Travel map of respondents



Table 4.2: Destination choice of respondents

	N	%
Top 5 popular destinations (N = 255)		
1. Destin, FL	36	14.1
2. Panama City Beach, FL	18	7
3. Orlando, FL	15	5.9
4. Gulf Shores, AL	13	5.1
5. Atlanta, GA	12	4.3
The distance from Auburn University (N = 255)		
Within 250 miles	122	47.8
250 to 499 miles	55	21.6
500 to 749 miles	12	4.7
750 to 999 miles	23	9.0
More than 1000 miles	43	16.9
If the first time to visit the destination (N = 255)		
Yes	117	45.9
No	138	54.1
How many time they visit the destination before (N = 255)		
1 to 3 times	75	29.4
4 to 6 times	22	8.6
More than 6 times	41	16.1

Descriptive Statistic

Descriptive statistic with means and standard deviation was carried out to have a better understanding on how university students perceived their travel motivation, memorable tourism experience, revisit intention, intention to recommend and attribute satisfaction. The table 4.3 describes the findings for the related constructs. In the present study, each variable was measured on a 7-point scale. Overall, respondents gave relatively high score to

satisfaction with hotel (5.74) and satisfaction with restaurant (5.74). Relatively lower mean scores were recorded for items related to pull motivation (4.73).

Construct Reliability

Traditionally, Cronbach’s alpha is used to test the internal consistency reliability of a measure. According to Hair et al. (2006), in general, a construct reliability value of 0.7 or higher indicates good reliability. The results are shown in Table 4.3. Values range from 0.728 to 0.939, which indicated that each of the variables is reliable enough to undergo further analysis. Because each construct of satisfaction with nightlife, satisfaction with restaurant and satisfaction with hotel included only one item, we could not examine their reliability.

Table 4.3: Descriptive statistic and reliability

	Mean	SD	Alpha
Push motivation	5.20	1.16	.817
Pull motivation	4.73	1.28	.728
Memorable tourism experience (MTE)	5.24	0.94	.939
Revisit intention (RI)	5.58	1.29	.836
Intention to recommend (IR)	5.56	1.39	.874
Satisfaction with night life	5.20	1.07	-
Satisfaction with restaurant	5.74	1.16	-
Satisfaction with hotel	5.74	1.22	-

Correlation Estimate

As a previous step to the path analysis using AMOS, the relationships between each pair of variables as developed in the model were examined by the Pearson correlation

coefficient. As shown in Table 4.4, significant relationships were found between all pairs of variables except the relationship between pull travel motivation and revisit intention.

Table 4.4: Correlation between each pair of variables

	1	2	3	4	5	6	7	8
1. Push	1							
2. Pull	.62**	1						
3. MTE	.51**	.36**	1					
4. Revisit	.16*	.07	.53**	1				
5. Recommend	.19**	.18**	.60**	.83**	1			
6. Nightlife	.29**	.33**	.40**	.29**	.38**	1		
7. Restaurant	.23**	.24**	.32**	.47**	.43**	.51**	1	
8. Hotel	.18**	.27**	.32**	.31**	.40**	.55**	.57**	1

* $p < .05$, ** $p < .01$

Factor Analysis

It is more important to consider the motivational patterns to further understand the principal driving forces of the travelers than to look at individual motivation items (Jang & Wu, 2006). Factor analysis is a common statistic technique to uncover such patterns. Principal Component Factor Analysis using varimax rotation with Kaiser Normalization was used to assess the underlying factors associated with the 12 push motivation items. As the following Table 4.5 shows, four push factors were derived from the factor analysis of these 12 push motivation items and were labeled: “exploration”, “relaxation”, “activity seeking” and “socialization”. These factors explained a total variance of 69.7%. Out of these four underlying push factors, “relaxation” is the most important factor to motivate university students to travel during spring break with the mean importance score of 6.19, and it is followed by “exploration” (5.17), “socialization” (4.35) and “activity seeking” (4.18). All the push items had factors loadings of at least 0.623, ranged from 0.623-0.886.

Factor analysis for the 10 pull motivation items yielded two factors as shown in Table 4.6. The two factors were “entertainment” and “environment”. They explained a total variance of 59.4%. The factor loadings of these 7 items ranged from 0.561 to 0.825. The importance of “entertainment” (3.96) is relatively low for university students.

Factor analysis for 24 memorable tourism experience items were also conducted, which resulted in four factors. These four factors explained 68% of the total variance. The following Table 4.7 showed that the four factors of memorable tourism experience were “enjoyment”, “uniqueness”, “learning experience” and “exploration”. All memorable tourism experience items had factor loadings from 0.538 to 0.875. Out of these four factors, “enjoyment” (5.63) is the most memorable tourism experience of university students for spring break, followed by “exploration” (5.08), “uniqueness” (5.04) and “learning experience” (4.91).

Table 4.5: Factor analysis for push travel motivation

Factor/Item	Loadings	Eigen value	Explained variance	Mean
Exploration		2.684	22.363	5.17
Learning new things or knowledge	.786			
Experience new and different things	.757			
Visiting foreign destination	.779			
Experiencing different cultures	.819			
Relaxation		2.396	19.964	6.19
Seeking thrill or excitement	.708			
Being daring and adventuresome	.623			
A break from study	.809			
Escaping from the ordinary	.770			
Activity Seeking		1.780	14.830	4.18
Participating in sports	.886			
Desire for physical activities	.804			
Socialization		1.506	12.546	4.35
Visiting family and friends	.797			
Experiencing solitude	.791			

Table 4.6: Factor analysis for pull travel motivation

Factor/Item	Loadings	Eigen value	Explained variance	Mean
Entertainment		2.278	32.548	3.96
Visiting casinos and gambling	.771			
Experiencing night life	.784			
Visiting in expensive restaurants	.825			
Shopping	.561			
Environment		1.881	26.871	5.75
Traveling to historical and cultural places	.738			
Seeing natural scenery	.812			
Having personal safety	.724			

Table 4.7: Factor analysis for memorable tourism experience

Factor/Item	Loadings	Eigen value	Explained variance	Mean
Enjoyment		5.726	26.028	5.63
I indulged in the activities	.618			
I really enjoyed this tourism experience	.654			
The experience was exciting	.744			
It was liberating	.722			
I enjoyed a sense of freedom	.810			
It was refreshing	.875			
I was revitalized	.844			
I enjoyed activities which I really want to do	.729			
Uniqueness		4.400	19.999	5.04
I was thrilled about having a new experience	.611			
It was once-in-lifetime experience	.733			
It was unique	.799			
It was different from previous experience	.853			
I experienced something new	.798			
I experience new culture	.565			
Learning experience		2.935	13.342	4.92
I did something meaningful	.809			
I did something important	.839			
I learned about myself	.615			
It was knowledgeable	.538			
Exploration		1.889	8.587	5.08
I was interested in the main activities of this Tourism experience	.722			
It was exploratory	.607			

Model and Hypothesis Testing

For this study, Analysis of Moment Structure (AMOS) software was employed to test the predicted relationships in the study. Path analysis was employed to test the hypothesized relationships

Figure 4.2 and Table 4.8 show the results of the path analyses. The first hypothesis proposed that university students' push travel motivation positively and significantly influences their memorable tourism experience for Spring Break vacation. Results indicated that push motivation positively and significantly influenced memorable tourism experience ($\beta = .46, p < .01$). Therefore, H1 was supported. Hypothesis 2 proposed that university students' pull motivation positively and significantly influences their memorable tourism experience for Spring Break vacation. Although in the stated direction, pull motivation was not found to have a significant influence on memorable tourism experience ($\beta = .08, p = .245$). Thus, H2 was not supported. Hypothesis 3 and 4 posited that university students' memorable tourism experience positively and significantly influences their revisit intention and intention to recommend for Spring Break vacation. According to the results, memorable experience significantly influenced revisit intention ($\beta = .53, p < .01$) and intention to recommend ($\beta = .60, p < .01$). H3 and H4 were, therefore, supported.

Figure 4.2: Structural Model Results

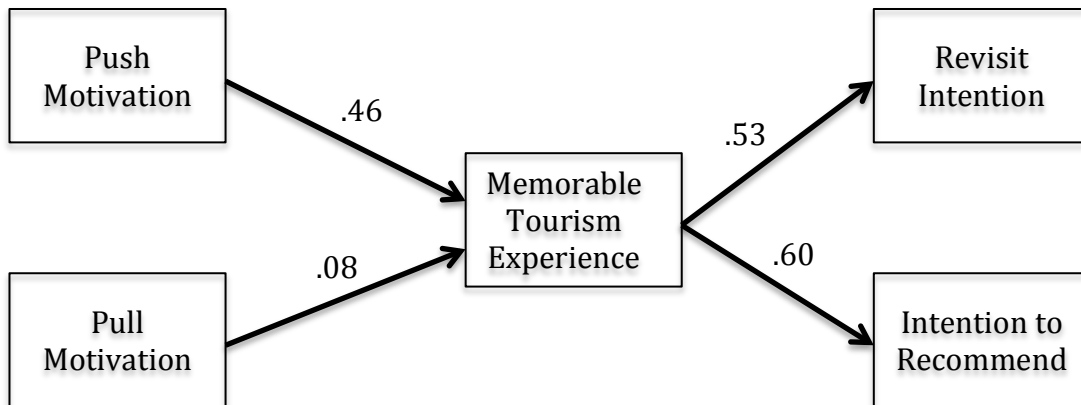


Table 4.8: Structural Model Results

Hypothesis	Path	Coefficients (β)	p	Results
1	Push motivation \rightarrow Memorable tourism experience	.456	***	Supported
2	Pull motivation \rightarrow Memorable tourism experience	.080	.245	Not supported
3	Memorable Tourism Experience \rightarrow Revisit Intention	.530	***	Supported
4	Memorable Tourism Experience \rightarrow Intention to Recommend	.596	***	Supported

*** $p < .001$

We used hierarchical regression analysis to examine the hypothesized moderating effects. The underlying variables were mean-centered first before hierarchical regression was carried out. The mean-centering procedure or standardization of the independent and moderating variables is often used to minimize multicollinearity (Aiken & West, 1991). To examine the moderation effect of each attribute satisfaction in the relationship between

memorable tourism experience and destination loyalty, memorable tourism experience and attribute satisfaction were entered in step 1, and an interaction term between memorable tourism experience and satisfaction was included in the second step. Table 4.9 shows the interaction of satisfaction with nightlife and memorable tourism experience on revisit intention. The interaction between satisfaction with nightlife and memorable tourism experience on revisit intention in step 2 was not found to be significant ($\Delta R^2 = .003, p > .05$), not supporting H5. Similarly, as shown in Table 4.13, the interaction between satisfaction with hotel and memorable tourism experience on revisit intention was also not found to be significant ($\Delta R^2 = .002, p > .05$), not supporting H9. Table 4.10 shows the interaction of satisfaction with nightlife and memorable tourism experience on intention to recommend. Consistent with results of the path analysis, while controlling for the effect of nightlife satisfaction, memorable tourism experience had a significant influence on revisit intention ($\beta = .53, p < .001$). The interaction between nightlife satisfaction and memorable tourism experience on intention to recommend in step 2 was found to be significant ($\Delta R^2 = .016, p < .05$), confirming a moderation effect. Table 4.11 shows that the interaction between satisfaction with restaurant and memorable tourism experience on revisit intention was also significant ($\Delta R^2 = .02, p < .01$). In addition, moderating effect of dining satisfaction was found to be significant (see Table 4.12; $\Delta R^2 = .01, p < .05$). As shown in Table 4.13, the interaction between satisfaction with hotel and memorable tourism experience on intention to recommend was also found to be significant ($\Delta R^2 = .011, p < .05$). However, the coefficients of all interaction variables had a negative sign, which implies that these attribute satisfaction weakens the influence of memorable tourism experiences on revisit intention and intention to recommend. It was hypothesized that attribute satisfaction would strengthen the relationship between memorable tourism experience and destination loyalty. Therefore, H6, H7, H8 and

H10 were just partially supported (see Table 4.19). Figure 4.3, 4.4, 4.5, and 4.6 depict the interaction effects in graphic form.

Table 4.9: The interaction of nightlife satisfaction and MTE on Revisit Intention

Variable	Revisit Intention					
	Step 1			Step 2		
	B	S.E.	β	B	S.E.	β
MTE	.68***	.08	.49***	.68***	.08	.49***
Nightlife Satisfaction	.09	.06	.09	.08	.06	.08
R^2	.28					
MTE \times Nightlife Satisfaction				-.06	.05	-.06
ΔR^2	.003					
Overall R^2	.28					

Note: VIF values ranged from 1.02 to 1.20.

All variables were mean-centered prior to running regression analysis.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 4.10: The interaction of nightlife satisfaction and MTE on Intention to Recommend

Variable	Intention to Recommend					
	Step 1			Step 2		
	B	S.E.	β	B	S.E.	β
MTE	.79***	.08	.53***	.77***	.08	.52***
Nightlife Satisfaction	.17**	.06	.17**	.16**	.06	.16**
R^2	.37					
MTE \times nightlife Satisfaction				-.13*	.05	-.13*
ΔR^2	.016*					
Overall R^2	.39					

Note: VIF values ranged from 1.02 to 1.20.

All variables were mean-centered prior to running regression analysis.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 4.11: The interaction of dining satisfaction and MTE on revisit intention

Variable	Revisit Intention					
	Step 1			Step 2		
	B	S.E.	β	B	S.E.	β
MTE	.58***	.07	.42***	.59***	.07	.42***
Dining Satisfaction	.38***	.06	.34***	.35***	.06	.31***
R^2	.38***					
MTE \times Dining Satisfaction				-.15**	.06	-.13**
ΔR^2	.02**					
Overall R^2	.40**					

Note: VIF values ranged from 1.05 to 1.16.

All variables were mean-centered prior to running regression analysis.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 4.12: The interaction of dining satisfaction and MTE on intention to recommend

Variable	Intention to recommend					
	Step 1			Step 2		
	B	S.E.	β	B	S.E.	β
MTE	.76***	.08	.51***	.76***	.08	.51***
Dining Satisfaction	.33***	.06	.27***	.30***	.06	.25***
R^2	.42***					
MTE \times Dining Satisfaction				-.13*	.06	-.11*
ΔR^2	.01*					
Overall R^2	.43*					

Note: VIF values ranged from 1.05 to 1.16.

All variables were mean-centered prior to running regression analysis.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 4.13: The interaction of lodging satisfaction and MTE on revisit intention

Variable	Revisit Intention					
	Step 1			Step 2		
	B	S.E.	β	B	S.E.	β
MTE	.67***	.08	.48***	.66***	.08	.48***
Lodging Satisfaction	.16**	.06	.15**	.14**	.06	.14**
R^2	.30					
MTE \times Lodging Satisfaction				-.05	.05	-.05
ΔR^2				.002		
Overall R^2				.30		

Note: VIF values ranged from 1.11 to 1.23.

All variables were mean-centered prior to running regression analysis.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 4.14: The interaction of lodging satisfaction and MTE on intention to recommend

Variable	Intention to Recommend					
	Step 1			Step 2		
	B	S.E.	β	B	S.E.	β
MTE	.78***	.08	.52***	.77***	.08	.52***
Lodging Satisfaction	.26***	.06	.23***	.22***	.06	.19***
R^2	.40					
MTE \times Lodging Satisfaction				-.13	.06	-.11
ΔR^2				.011*		
Overall R^2				.41		

Note: VIF values ranged from 1.11 to 1.23.

All variables were mean-centered prior to running regression analysis.

* $p < .05$, ** $p < .01$, *** $p < .001$

Figure 4.3: The interaction of dining satisfaction and MTE on revisit intention

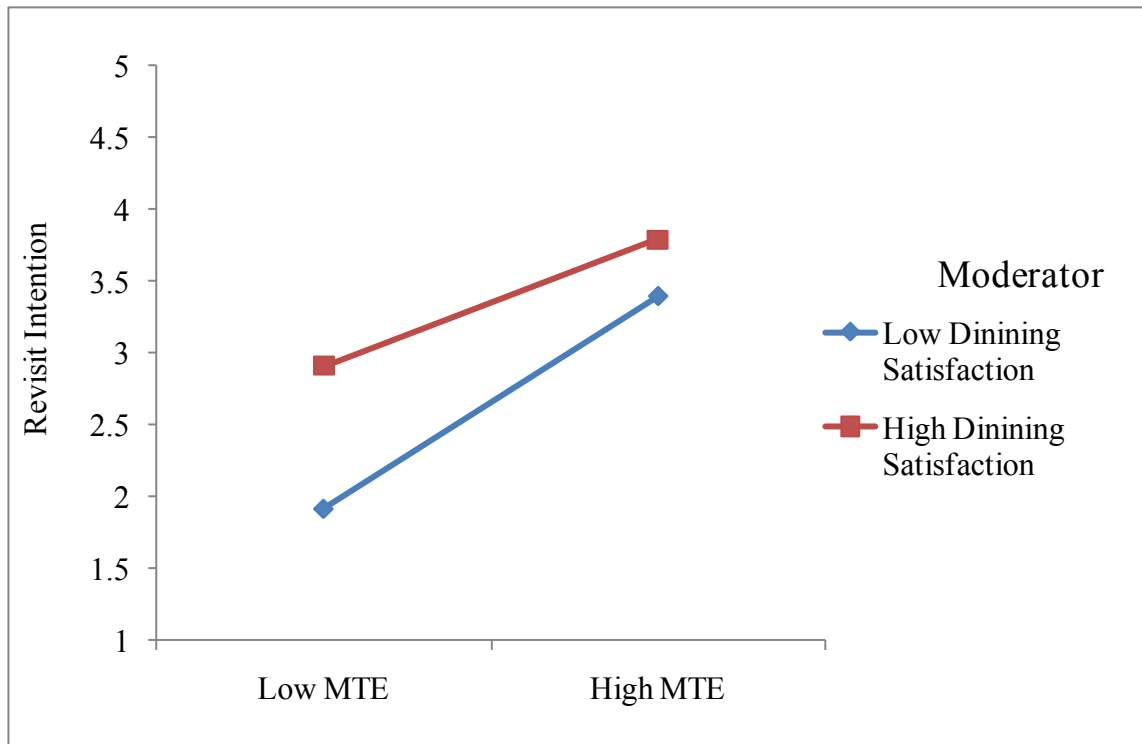


Figure 4.4: The interaction of dining satisfaction and MTE on intention to recommend

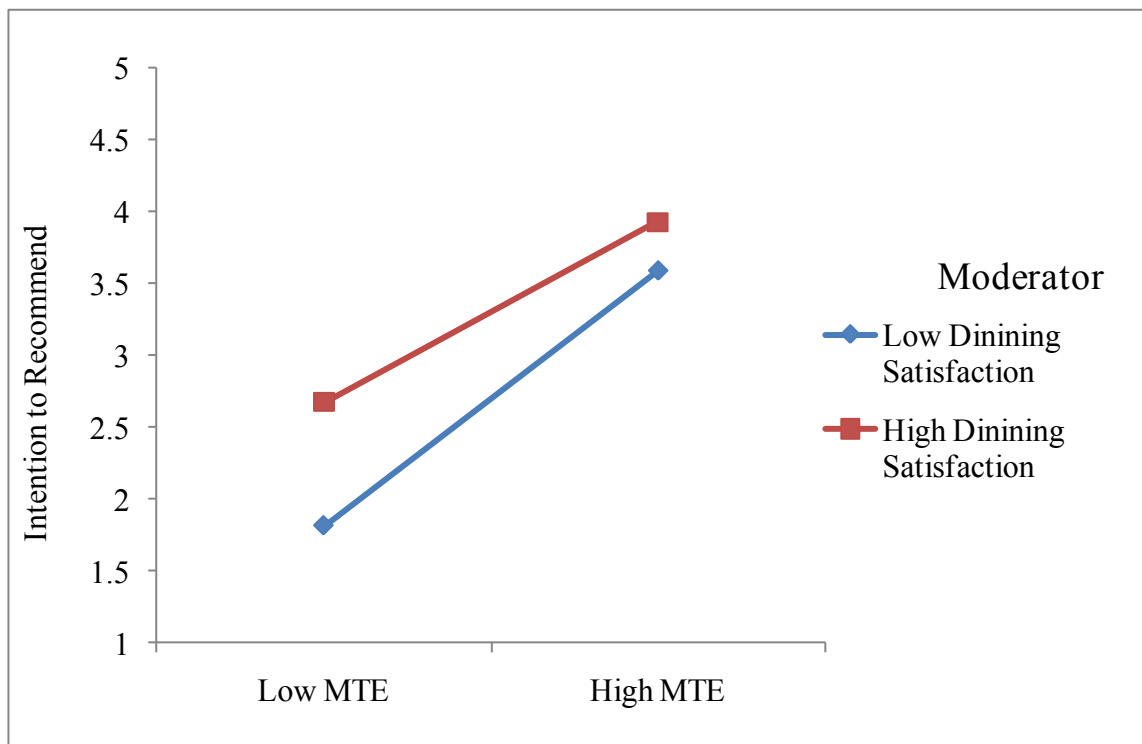


Figure 4.5: The interaction of lodging satisfaction and MTE on intention to recommend

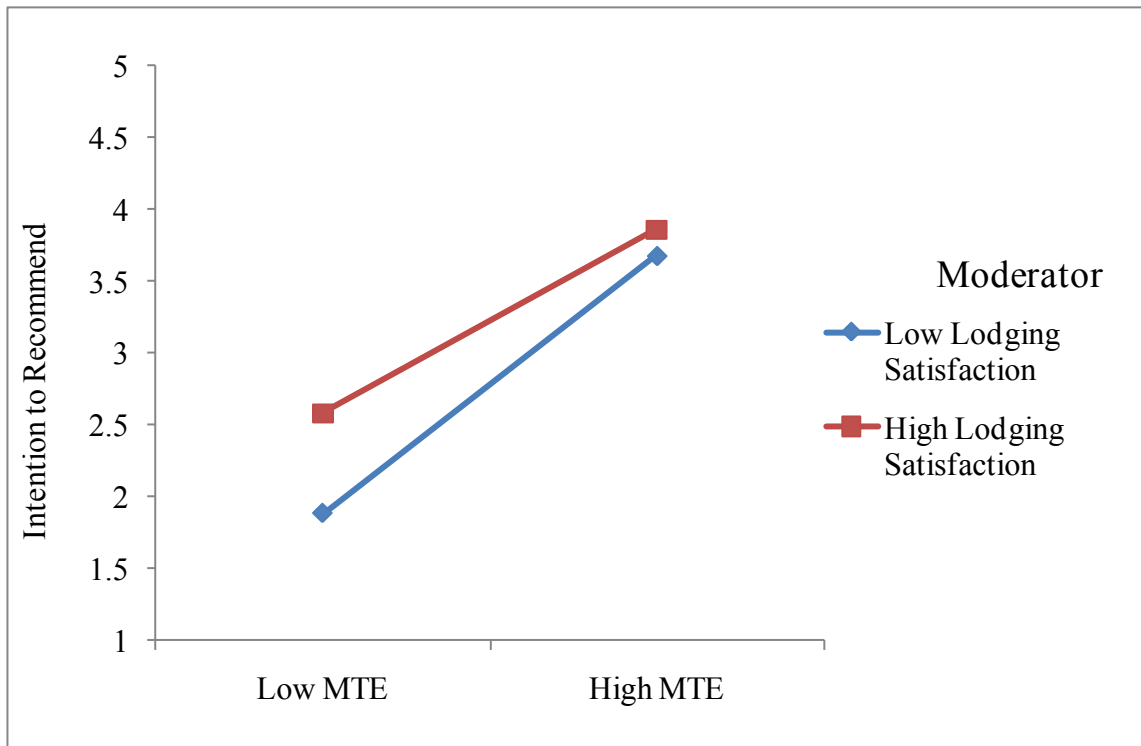


Figure 4.6: The interaction of nightlife satisfaction and MTE on intention to recommend

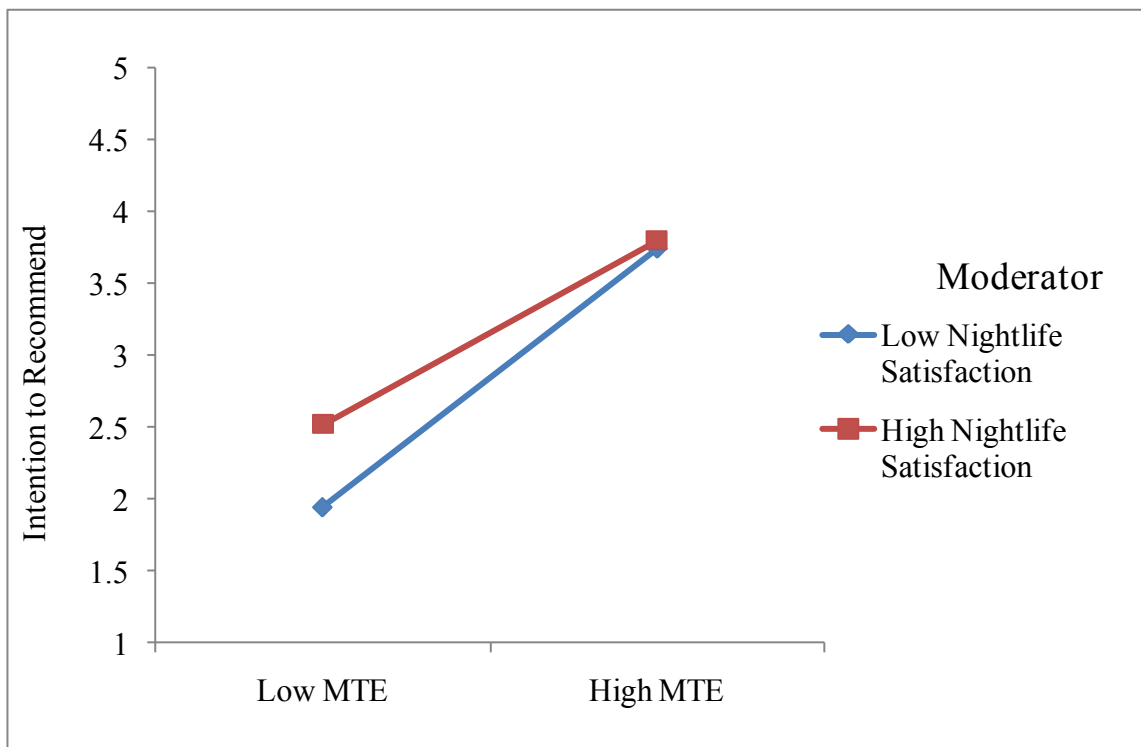


Table 4.15: Hypotheses testing for moderating effect

Hypothesis	Moderating effect	Results
5	Satisfaction with nightlife in MTE → Revisit intention	Not supported
6	Satisfaction with nightlife in MTE → Intention to recommend	Partially supported
7	Satisfaction with restaurant in MTE → Revisit intention	Partially supported
8	Satisfaction with restaurant in MTE → Intention to recommend	Partially supported
9	Satisfaction with hotel in MTE → Revisit intention	Not supported
10	Satisfaction with hotel in MTE → Intention to recommend	Partially supported

Chapter 5

Discussion

Introduction

This chapter presents the discussion in four sections. First, a description and purposes of the current study are discussed. The section also discusses findings in relation to each research objectives, and how this research relates to previous studies. Section two provides some implications of the study. Third, several limitations and future research recommendations are discussed. Lastly, section five provides a brief conclusion to summarized the study as a whole.

Addressing research objectives

The purposes of the current study are to examine the relationships between university students' push and pull travel motivation, memorable tourism experience revisit intention and intention to recommend for Spring Break vacation, and also to investigate the moderating effects of attribute satisfaction on the relationship between memorable tourism experience and destination loyalty. The attribute satisfaction comprised of satisfaction with nightlife, satisfaction with restaurant and satisfaction with hotel. The interesting finding that emerged from the analysis is all these moderation effects were in the reverse directions than originally hypothesized. Findings pertaining to each of the three research objectives are discussed as following.

Objective 1: To examine the influence of university students' push motivation and pull motivation on their memorable tourism experience.

The results revealed that university students' push motivation significantly and positively influenced their memorable tourism experience for Spring Break vacation. However, pull motivation did not significantly influence university students' memorable tourism experience. The phenomenon may be explained by the fact that push motivation ($M = 5.20$) is the stronger stimuli to motivate university students to travel during spring break than pull motivation ($M = 4.73$). This finding that push motivation significantly influenced memorable tourism experience further enforces the findings in studies that have found push motivation factors to be central in the creation of tourism experience (Kim & Lee, 2002; Kim, Lee, & Klenosky, 2003; Prayag & Ryan, 2011). The findings are in accordance with the research conducted by McKercher (2008) who indicated that push motivation factors related to psychological needs played an important role in causing imbalance in an individual. This imbalance can only be corrected by having a tourism experience related to satisfying the particular needs (Kim & Lee, 2002).

Four factors generated under the push motivation items were "Exploration", "Relaxation", "Activity seeking", and "socialization". Among them, "Relaxation" was the strongest factor pushing university students to travel during spring break, which indicated that university students traveled during spring break mainly for pursuing rest, excitement and thrill. College students are a group particularly prone to stress (D'Zurilla & Sheedy, 1991) because of the transitional nature of college life (Towbes & Cohen, 1996). For freshmen, they need to adjust to being away from home for the first time and adjust to a new social and study environment. Regardless of grade in school, college students often deal with pressures related to maintaining a high level of academic performance, such as assignments and tests. For

junior and senior, they also need to deal with stress about finding a job or internships. As a result of these pressures, spring break travel gives them a good opportunity to relieve stress.

High scores on “Exploration” factor reflected university students’ desire for freshness and novelty, which indicated that some university students had strong desires to experience a different lifestyle than what they normally do in their lives as college students and to explore a destination that is different from their college town or hometown. The other two factors “Activity seeking” and “socialization” also indicated some university students’ desire for both physical and mental release. These students may view a spring break trip as a chance to refresh and experience freedom. In addition, spring break falls in the middle of the semester, and students usually get tired of the previous two month of studying. They know that another two months of studying will follow the break, so students definitely want to take this vacation and travel for relaxation. In short, university students, a special tourist market segment, have stronger push motivations for travel than most other segments, which often times trumps motivations that pulls them towards a destination.

Two factors under pull motivations were “Entertainment” and “Environment”. According to Dann (1981), push factors are associated with “whether to go”, while pull factors were related to “where to go”. Pull factors are attractiveness of destinations and reasons for going to a particular destination. However, because of the short period of one week for Spring Break vacation and the lack of particular travel purposes, university students usually don’t spend much time and efforts on looking for the destination information when they are planning trips for spring break. Also, spring break comes in the middle of spring semester, and many professors set exams or tests the week before spring break. Students don’t have enough time to prepare for the trip before Spring Break vacation. Therefore, they could not get much information about entertainment activities and traveling environment of destination.

In addition, travel expenditure is important to university students who do not have significant income, and reducing trip costs comes first for students. University students usually have no or very little income. Their main financial resources are from their parents, so they try to lower the costs of travel as much as possible. Travel costs influence destination choice. The high cost of travel prevent them from travelling to a far destination during spring break. Thus, it is quite possible that, due to the short period of spring break and financial constraints, most students simply choose to go to nearby destinations during Spring Break vacation. This is line with our findings about the destination choice of respondents. A vast majority of students travelled less than 250 miles for spring break. Social norms are another factor that influenced the destination choice for college students. Spring Break is a social event for most college students, which means students would just follow their friends to wherever they go for spring break. Because of the above reasons, university students were not really motivated too much by the destination attributes for their Spring Break vacation. In essence, given the hectic schedule, limited budget, peer pressure and social norm, students might not be actively engaging in researching a new destination. Instead they tend to go with the flow and try out the popular option which is most convenient for them. They give more credence to their push motivations than their pull motivations, which is reflected in the mean ratings for the push and pull motivations in this study.

Since more importance is given to push motivations compared to pull motivations, students become satisfied if they are able to satisfy their internal needs to go to the spring break vacation. Thus, if students get to relax, socialize participate in activities, and explore the destination, they are normally satisfied. They do not spend too much time in analyzing the specific destination related attributes because they only had a few options in the first place to go to. Since most of the destinations they go to are extremely popular spring break destinations, students presuppose that most of these popular destinations would be similar. In

essence, most of these destinations offer similar type of activities and facilities for the students as they specifically plan around, develop, and market themselves around spring break vacations. Students thus focus more on the great time they are having in relaxing, partying, meeting other students, and enjoying with their friends. Hence the destination-specific motivations do not significantly contribute towards their memorable tourism experience. The students in most cases remember how much fun they had, whether they were able to relax, whether they were able to spend quality time with friends, and whether they were able to socialize. Therefore push motivations significantly and positively affected their memorable tourism experiences, while pull motivations did not.

Objective 2: To examine the influence of university students' memorable tourism experience on revisit intention and intention to recommend for Spring Break vacation.

The results indicated that university students' memorable tourism experience significantly influenced their revisit intention and intention to recommend for spring break, indicating that the higher the level of memorable tourism experience, the higher is the intention is to revisit and to recommend the destination to others. A positive memorable tourism experience will increase the loyalty of university students such that they will be more likely to visit the destination again in the future and recommend the destination to others. This finding is in agreement with previous research conducted by Gomez-Jacinto et al. (1999), who investigated tourism experience and behavioral intention of 164 French and Italian tourists staying in a resort located in Spain, and reported that these tourists' travel experience positively influenced visitors' revisit intention. Woodside, Galdwell and Albers-Miller (2004) investigated tourist' travel and tourism behavior from psychological perspective, combining propositions with unique insights resulting in deeper and more useful mental models of the prior events and thoughts that drive tourism behavior.

They also claimed that memorable tourism experience can create positive word-of-mouth. Thus, destinations need to create memorable tourism experiences if they want tourists to come back again and spread positive word of mouth.

Objective 3: To examine the moderating effect of university students' attributes satisfaction on the relationship between their memorable tourism experience and destination loyalty

We examined moderating effect of satisfaction with three attributes: satisfaction with nightlife, satisfaction with restaurant and satisfaction with hotel that are considered to be important to university students. Results indicated that university students' satisfaction with restaurant moderated the relationship between memorable tourism experience and revisit intention. In addition, satisfaction with restaurant also moderated the relationship between memorable tourism experience and intention to recommend. However, the interesting finding that emerged is that a higher level of satisfaction with restaurant resulted in a weaker relationship between memorable tourism experience and destination loyalty, which underscored the importance of restaurants during spring break trip for university students. This is probably because if tourists have high level of satisfaction with restaurant, they don't need to recall their memories to determine if they would return to the destination. They would like to revisit the destination just for the restaurants and share positive word-of-mouth about restaurants. Most of these restaurants in the spring break destinations are known for amazing food and drink specials. For the highly satisfied restaurant patrons, they would most likely visit the destination for food and drinks during any time of the year not just spring break. In fact because the destinations are too crowded during spring break, they might be more interested to visit at other times just to enjoy the quality food and drinks the restaurants offered. This reinforces the importance of restaurants in enhancing revisit intention and intention to recommend. University students mainly consider time and convenience for eating

when they are on campus, so they often choose fast food. Therefore, they appreciate the local food and drinks and the overall dining experience those destinations had to offer. Some special local foods have own characteristics, comprise of the symbol of a culture, and are also a reflection of a natural environment. Abundant empirical research have suggested that many tourists are attracted to regional and characteristic foods because of their desire to have a unique experience (Reynolds, 1993; Hall et al., 2004; Cohen &Avieli, 2004). More importantly, tourists' dining experiences can contribute to their enjoyment of and satisfaction with a tourism destination (Nield et al., 2000) and positively influence their revisit intention (Sparks et al., 2003).

Satisfaction with nightlife and satisfaction with hotel only moderated the relationship between memorable tourism experience and intention to recommend. Compare to restaurant, college students do not pursue much uniqueness and novelty in night clubs. Their nightlife during spring break is just for enjoying the atmosphere and drinking alcohol. It might happen that if students are very much satisfied with the nightlife the destination had to offer, they would be reluctant to recommend the destination to other on a lesser note depending on their memorable tourism experience. This might be because of overcrowding at those destinations. Popular spring break destinations such as cities in Florida, California, Nevada, Texas, Mexico, and the Caribbean (Bohn, 2009) experience adverse impacts such as increased traffic crashes, public intoxication including driving under the influence (DUI), overcrowding, vandalism, littering, hospitalizations, and noise pollution (Laurie, 2008; French & Gumus, 2015). Especially if the destinations offered excellent nightlife and entertainment but at the same time if there were too many people over there, students do not want to recommend the destination to others for spring break particularly if they themselves are planning to go there next time. Thus, they want to enjoy the nightlife better next time they go there and as result they are concerned about overcrowding, traffic, littering, etc.

For financial constraints, students may not spend much money on hotels. So, they normally look for deals and promotions the hotels offer during spring break. When they have higher satisfaction with hotel, the relationship between memorable tourism experience and intention to recommend is weakening. This most likely follows the same logic as in the case of the moderating effect of nightlife on the relationship between memorable tourism experience and intention to recommend. Students liked the hotels but they are worried about overcrowding, noise pollution, littering, etc. Additionally, if more people go, it becomes increasingly difficult to find the best hotels for the best price. Therefore, the likelihood of finding a very good deal decreases. Most of these hotels offer special spring break packages. Students often like to enjoy the beautiful swimming pools and drink specials the hotels' offer. If they were highly satisfied with their hotel stays, their memorable tourism experience would influence their intention to recommend the destination to others to a lesser degree but students obviously would want to stay at the same hotel next time and they concerned about overcrowding, excessive demand, price hikes, and consequently missing out on the amazing deal/package they had last time.

Implications

The findings of this study offer significant practical implications for understanding university students' travel behavior for spring break, which is very important to develop effective strategies to attract this important and continually growing travel market. University students pursue primarily 12 different push motivations and 7 different pull motivations for spring break trip. Only push motivation was found to have significant influence on memorable tourism experience. Thus, destinations must focus on the push motivations of university students when they design their marketing campaigns. Instead of highlighting the destination attributes the core focus of their campaigns and advertisements

should be on how these destinations provide a place of gateway, relaxation, thrill and fun activities and socialization. Students are pushed by these motivations to spring break destinations and if the destinations satisfy these needs wholeheartedly, students will form a memorable tourism experience of their spring break vacation. Consequently, they would recommend this destination to others and they themselves would revisit the destination once they had a memorable tourism experience. Thus, the advertisements and marketing campaigns should center on the student not the destination. It might be a worthwhile strategy to go on campus visits and highlight the intrinsic needs of the students to market these destinations.

Memorable tourism experience is an important construct because of its potential to contribute the successful marketing of destination (Pine & Gilmore, 1998). In this study, university students' memorable tourism experience was found to have significant influence on their intention to revisit and recommend. Therefore, being able to provide memorable tourism experiences is crucial as it enhances university students' positive behavioral intentions. Destination managers can most effectively allocate their resources by focusing their efforts on the four factors of memorable tourism experience in the study. They should consider the memorable tourism experience items. For example, experiencing something new was found to be one of the ways in which an individual finds meaning through tourism experience. Thus, destination managers can provide memorable tourism experience by developing tourism program in which students can experience and learn new things that is different from their student life. Also, destination managers may be able to use this memorable tourism experience scale as a managerial tool to evaluate the performance of their business. The services and products in which on-site experiences occur, should be evaluated to determine whether they potentially satisfy each of the components of memorable tourism experience.

It must be mentioned that, it is extremely challenging for new and existing destinations that are not traditionally popular with spring breakers to compete with popular spring break destinations during spring break season. This is because students in general like to follow the crowd and go to the more popular spring break destinations. For a destination trying to attract spring breakers, the recommended strategy is to offer more alluring promotions initially to develop a positive memorable experience among spring breakers. Once they accomplish this, students themselves would come back again or recommend the destination to others. Since students mostly follow social norms and like to make spring break travel choices as groups, it is highly recommended that destinations visit university campuses and aggressively promote their destinations offering lucrative deals and promotions to the students. The core aspect they must touch upon is satisfying the internal needs and motivations of the students, which should be the central premise of their marketing campaign.

Lastly, the moderating effects provide surprising insights into the psychology of the spring breakers. Destinations should continue to provide the best possible service to the spring breakers. They have to make sure they provide an environment, which is not overcrowded, polluted, and noisy. This is because, for example, if a guest loves the hotel but finds that it is overcrowded and noisy, the guest might want to come back again next year but he won't prefer to recommend the place to too many people as he obviously wants to enjoy a better environment. Thus, destinations should strive hard to provide a less-crowded and cleaner environment to the spring breakers.

Limitation and Future Research

Several limitations of the study addressed. First, the data was collected using convenience sampling of university students enrolled in Auburn University located in Auburn, Alabama, United States, which indicated that the study population was limited to only one

university. Thus, the results of this study might not be generalizable. Future research could collect data from a broader sample in different geographic locations with more diverse population. Second, respondents were asked to think about their most recent tourism experience for spring break. There might be situation where respondents could not accurately remember their experience especially if it happened a few years ago. Future study could survey students right after they come back from their spring break vacation. Third, this study used a self-report survey. Social desirability bias might be an issue that prevents participants from being honest with their responses. Lastly, the interesting moderating effects that emerged from this study can be studied further in the future. Qualitative interviews might reveal more insights into these effects.

Conclusion

The present study investigated the relationships between university students' push and pull travel motivation, memorable tourism experience, revisit intention, and intention to recommend. In addition, it examined the moderating effect of attribute satisfaction on relationship between memorable tourism experience and destination loyalty. Three attribute satisfaction variables – satisfaction with nightlife, satisfaction with restaurant, and satisfaction with hotel – were chosen as moderating variables. Ten hypothesized relationships were proposed.

A total of 255 usable questionnaires were collected and used for analysis in the current study. The measures were adopted from the existing literature. Path analysis was used to test the proposed model and hypothesized relationships. According to the findings, university students' push motivation significantly and positively influenced their memorable tourism experience for Spring Break vacation, but university students' pull motivation was not found to have a significant influence on their memorable tourism experience for Spring

Break vacation. In addition, university students' memorable tourism experience had a positive significant effect on their revisit intention and intention to recommend the destination to others. Furthermore, only satisfaction with restaurant was found to moderate both relationship between memorable tourism experience and revisit intention and the relationship between memorable tourism experience and intention to recommend. Satisfaction with nightlife and satisfaction with hotel moderated the relationship between memorable tourism experience and intention to recommend only. All these aforementioned moderating effects delimited the relationships the moderated, which turned out to be the surprise element of this study. The current study represents the first attempt to examine these concepts simultaneously in the context of spring break. As such, the findings are expected to be valuable to both researchers and practitioners in tourism industry.

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Appendix A

Survey questionnaire

Q1 When was the last time you went for a spring break vacation/trip? (Approximate year)

Q2 Where was it? (location, city/town, state/country)

Q3 Was it the first time you visited this destination?

Yes

No

Q4 Approximately how many times did you visit this destination before?

Q5 Please think about your most recent Spring Break vacation experience and fill out this survey. Please rate the following travel motivations for your most recent spring break trip according to their level of importance to you.

	Not at all Important (1)	Very Unimportant (2)	Somewhat unimportant (3)	Neither Important nor unimportant (4)	Somewhat Important (5)	Very Important (6)	Extremely Important (7)
Learning new things or knowledge (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experiencing new and different things (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visiting foreign destination (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Experiencing different cultures (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeking thrill or excitement (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being daring and adventuresome (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A break from study (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Escaping from the ordinary (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in sports (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desire for physical activities (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visiting family and friends (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experiencing solitude (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experiencing life in modern cities (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experiencing exotic atmosphere (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visiting casinos and gambling (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experiencing night life (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visiting expensive restaurants (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shopping (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using convenient transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(19) Traveling to historical and cultural places (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeing natural scenery (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having personal safety (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6 Please provide your opinion about your last spring break travel.

	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Neither disagree nor agree (4)	Somewhat Agree (5)	Agree (6)	Strongly Agree (7)
I was thrilled about having a new experience (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I indulged in the activities (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I really enjoyed this tourism experience (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The experience was exciting (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was once- in-a lifetime experience (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was unique (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was different from	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

previous experiences (7)							
I experienced something new (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had good impressions about the local people (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I closely experienced the local culture (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The local people in a destination were friendly (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was liberating (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoyed a sense of freedom (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was refreshing (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was revitalized (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I did something meaningful (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I did something important (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned about myself (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I visited a place where I really wanted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

to go (19) I enjoyed activities which I really wanted to do (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was interested in the main activities of this tourism experience (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was exploratory (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was knowledgeable (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I experienced new culture (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7 Please rate the following attributes according to your level of satisfaction on your last spring break travel.

	Very Dissatisfied (1)	Dissatisfied (2)	Somewhat Dissatisfied (3)	Neutral (4)	Somewhat Satisfied (5)	Satisfied (6)	Very Satisfied (7)
Satisfaction with quality of nightlife (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Satisfaction with quality of restaurants (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Satisfaction with quality of hotels (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 Please rate the following about your last spring break travel.

	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Neither Agree nor Disagree (4)	Somewhat Agree (5)	Agree (6)	Strongly Agree (7)
I would like to visit this place again (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to go there again in the future (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to recommend this place to friends and relatives (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If someone asks me about recommendations for a good spring break destination, I would recommend this destination (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9 Please answer the following questions about your demographics.

1. Gender

Male (1)

Female (2)

2. What's your exact age?

3. What's your educational class status?

- Freshman (1)
- Sophomore (2)
- Junior (3)
- Senior (4)
- Graduate student (5)

4. Are you affiliated with any fraternities or sororities?

- Yes (1)
- No (2)

5. What is your current GPA?