Student travel behaviour: North-West University (Potchefstroom Campus)

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I dedicate this study to my Grandmother and Grandfather. I wish you were here to share the joy and success of my not only completing this study but taking the first step in living my dream. Thank you for all the love and encouragement you gave me in the time we shared. I love you both and miss you very much.

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Completing this study is the first step in reaching my lifetime goal and dream. Nothing of this would have been possible and would have meant anything if it were not for the following people to guide me and support me in writing this work.

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"The future belongs to those who believe in the beauty of their dreams"

Eleanor Roosevelt

Absract
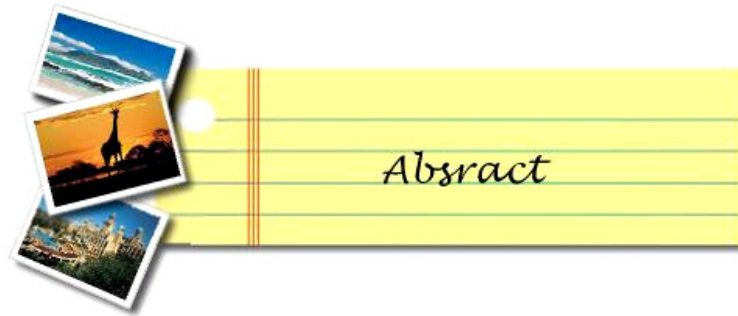
The student market is a large and growing segment of the tourism industry that contributes approximately one billion rand annually to the tourism economy. Unfortunately, despite the apparent profitability of this market, students are still disregarded by the South African tourism industry. This may be explained by the perception and ignorance by the industry and that little is known about the characteristics, travel motivations and behaviour of this market.

The literature review revealed that students have specific characteristics which influence their travel behaviour such as money, time, social factors, personal characteristics, motives, special interests and especially cultural or ethnic backgrounds. Thus it is clear that although the student market seems homogeneous, heterogeneous differences do exist. In order to capitalise on this market and to comprehensively understand student behaviour, information is needed about the activities which the students pursue, with whom and where these activities are pursued and even more importantly, how the students make the decision to purchase the product to go on holiday.

Thus the main purpose of this study was to determine the travel behaviour of students at the NWU, Potchefstroom Campus. This was achieved firstly by analysing motivation (Chapter 2) and conceptualising travel behaviour (Chapter 3) by means of extensive literature reviews. Motivation is understood as the underlying forces that arouse and direct the behaviours in which students engage, in order to realise certain benefits. Behaviour can be viewed as a process of internal psychological factors (e.g. needs, wants and goals) which generate tension to some extent. Different students have different needs; their purchase decision may be influenced by individual preference and social circumstances at the least. The aim of conducting a literature review concerning the total concept of travel behaviour was to analyse the process of travel behaviour and effecting factors including travel motives, in order to understand and how best to attract the student market.

In order to determine the travel behaviour of students at the NWU, Potchefstroom Campus, a survey was conducted between the 5th and 14th of October 2010. The survey was conducted by means of distributing a questionnaire among third-year students during contact sessions in each of the different Faculties. From the data obtained from the questionnaire; a profile of the third-year students could be compiled and through factor analyses, the travel behaviour of the students could be determined. ANOVAs and Chi-square tests were used to determine whether the student travel behaviour in the different faculties differed from each other as well as to what extent. These analyses were conducted in Chapter 4.

Evidently convenience was considered as the most important factor with regard to the travelling characteristics of the students, *Relaxation* and *Having fun* as the most important factors influencing the travel motivation of students and *Finance* was the most important factor influencing the travel behaviour of the third-year students at the NWU, Potchefstroom. Overall it was clear that the students in each faculty differed in their travel characteristics, activities influencing the holiday experience, motives to go on holiday and factors influencing the choice of destination as well as holiday preferences. The Faculty of Theology stood out as the faculty which differed the most with regard to the afore-mentioned, whereas the Faculty of Health Sciences indicated the least differences.

This research therefore revealed that the third-year student market at the NWU, Potchefstroom Campus cannot be seen as a homogenous market since there are definite heterogeneous differences with regard to their travel behaviour. This market is also very complex since the Faculty to which the student belongs, contributes to these heterogeneous differences. Knowledge of the travel behaviour of students can aid in segmentation of the student market in order to refine the marketing strategies of the destination as well as the development of target specific marketing messages.

Keywords: *Students; Travel motivation; Travel behaviour; Decision-making process*

Opsomming

Die studentemark is 'n groot, toenemende segment van die toerisme-industrie en dra jaarliks ongeveer een biljoen rand tot die toerisme-ekonomie by. Ten spyte daarvan dat hierdie mark duidelik winsgewend is, word studente ongelukkig steeds deur die Suid-Afrikaanse toerisme-industrie veronagsaam. Die moontlike verklaring hiervoor kan die siening en onkunde van die industrie wees, omdat min oor die kenmerke, reismotiverings en –gedrag van hierdie mark bekend is.

Die literatuuroorsig het aan die lig gebring dat studente bepaalde kenmerke het wat hulle reisgedrag soos geld, tyd, sosiale faktore, persoonlike kenmerke, motiewe, spesiale belangstellings en veral kultuur- of etniese agtergrond beïnvloed. Dus is dit duidelik dat, hoewel die studentemark homogeen skyn te wees, daar wel heterogene verskille bestaan. Om in hierdie mark te kapitaliseer en om studentegedrag omvattend te begryp, is inligting noodsaaklik oor die aktiwiteite wat studente nastreef, met wie en waar hierdie aktiwiteite uitgeoefen word en nog belangriker, hoe studente die besluit neem om die produk, wat hulle met vakansie neem, te koop.

Die hoofdoel van hierdie studie was om die reisgedrag van studente aan die NWU, Potchefstroomse Kampus, te bepaal. Dit is behaal deur eerstens motivering te ontleed (Hoofstuk 2) en reisgedrag voor te stel (Hoofstuk 3) deur middel van uitvoerige literatuuroorsigte. Motivering word verklaar as die onderliggende magte wat die gedrag van studente aanwakker en dan dryf om bepaalde voordele te verwesenlik. Gedrag kan gesien word as 'n proses van interne sielkundige faktore (bv. behoeftes, begeertes en doelwitte) wat 'n mate van spanning veroorsaak. Verskillende studente het verskillende behoeftes; hulle besluit om te koop kan moontlik beïnvloed word deur minstens individuele voorkeure en maatskaplike omstandighede. Die doel om 'n literatuuroorsig oor die algehele begrip van reisgedrag te doen, was om die proses van reisgedrag en gevolglike faktore, wat reismotiewe insluit, te ontleed om sodoende die studentemark te verstaan en hoe om dit ten beste te lok.

Om die reisgedrag van studente aan die NWU, Potchefstroomse Kampus, te bepaal, is 'n peiling tussen 5 en 14 Oktober 2010 gedoen. Die peiling is gedoen deur 'n vraelys onder derdejaar studente gedurende 'n kontaksessie in elk van die verskillende Fakulteite te versprei. Uit die data, verkry van die vraelys, kon 'n profiel van die derdejaar studente saamgestel word en deur middel van faktorontledings kon die reisgedrag van die studente vasgestel word. ANOVAs en 'Chi-square'-toetse is gebruik om te bepaal of die verskillende fakulteite se studentereisgedrag van mekaar verskil en in watter mate. Hierdie ontledings is in Hoofstuk 4 gedoen.

Blykbaar is gerief as die belangrikste faktor ten opsigte van die reiskenmerke van die studente geag, met *Ontspanning* en *Om Pret te hê* as die belangrikste faktore wat die studente se reismotivering beïnvloed en *Finansies* die belangrikste faktor wat die reisgedrag van die derdejaar studente aan die NWU, Potchefstroom, bepaal. Oor die algemeen was dit duidelik dat die studente in elke fakulteit van die ander verskil in hulle reiskenmerke, aktiwiteite wat die vakansie-ervaring bepaal, motiewe om met vakansie te gaan en faktore wat die keuse van bestemming en die vakansievoorkeure beïnvloed. Die Teologiese Fakulteit was opvallend die fakulteit wat die meeste verskil in verband met die voorgenoemde sake, terwyl die Fakulteit Gesondheidswetenskappe die minste verskille getoon het.

Hierdie navorsing het dus onthul dat die derdejaar studentemark aan die NWU, Potchefstroomse Kampus, nie as 'n homogene mark beskou kan word nie, aangesien daar beslis heterogene verskille in hulle reisgedrag voorkom. Hierdie mark is ook baie kompleks aangesien die Fakulteit waartoe die student behoort tot hierdie heterogene verskille bydra. Kennis oor die reisgedrag van studente kan help om die studentemark op te deel, sodat die bemarkingstrategieë van die bestemming en die opstel van teikengerigte bemarkingsboodskappe verfyn kan word.

Sleutelwoorde: *Studente; Reismotivering; Reisgedrag; Besluitnemingsproses*

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"A journey of a thousand miles must begin with a single step"

Lao Tzu

1.1 INTRODUCTION

According to the Federation of International Youth and Travel Organisation (2009:12), 20% of the global tourism market consists of students and Richards and Wilson (2003:9) indicate that this market shows an annual growth rate of approximately 5%. Globally the student market is accountable for respectively 30 million overnight stays, 10 million travellers, 5 million and 4 million train and airline tickets (Federation of International Youth and Travel Organisation, 2009:13). These statistics indicate that the student travellers represent a significant market (Kim & Jogaratnam, 2003:260) with the potential of having a momentous economic impact on the tourism industry. This is supported by Frost and Shanka (2002:120) who found that students represent a potentially viable segment of the travel and tourism industry. In agreement Haung (2006:63) states that the student travel segment is both an important social and cultural phenomenon and it is also a large and growing segment of the tourism industry. Kim, Oh and Jogaratnam (2007:73) agree by recognising the youth and student travel market as a growing segment with the potential to expand into a billion-dollar business.

Student travellers in South Africa also have the potential to contribute significantly to the country's tourism industry. According to South African Tourism (hereafter referred to as SAT) (2009:26) students are responsible for the largest tourism segment in terms of its contribution to both holiday volume and value since they take the most holiday trips. As a result the student market contributes over one billion rand to the revenue of the tourism industry in the country. However, it is clear from the SAT report that regardless of the apparent profitability of this market, student travellers are still disregarded by the South African tourism industry.

Carr (2003:182) provides possible explanations for the latter by pointing out the fact that measurement of this segment is difficult and that its importance is often overshadowed by other considerations such as students travelling in groups or with family. Carr (2003:182) continues to state that there is also a perception of students representing the less profitable market associated with backpacking and general low budget travel. Huang (2006:63) on the other hand indicates that the student market is continually ignored by most of the travel industry despite the size of the student market since little is known about the characteristics, travel motivations and behaviour of this part of the industry (Kim *et al.*, 2007:75). According to Kim *et al.* (2007:75) a full understanding of the reasons and motivation for students to travel is thus needed since these factors influence their travel behaviour.

Based on the above the purpose of this chapter is to clarify the research process. This will be realised by analysing the problem statement, which will be followed by the goals and sub-goals, method of research, definitions of key concepts and the chapter classification.

1.2 PROBLEM STATEMENT

Students have specific characteristics which influence their travel behaviour such as money, time, social factors, personal characteristics, motives, special interests and especially cultural or ethnic background (Sellars, 1998:611; Pearce, 2005:105). According to SAT (2009:28) the South African student traveller prefers to travel with friends and family by taxi and car. Student travellers also prefer budget accommodation which includes staying with friends and relatives, camping and self-catering units. Their primary motivation for travel is to escape from their daily routine as well as the social aspect of travel. The main activities in which student travellers engage, include shopping, enjoying the nightlife and going to the beach. However, even though the student market seems to be the same, Kim and Jogratnam (2003:268) emphasise the fact that the student travel market cannot be considered as homogeneous. Reisinger and Mavondo (2004:60) explain this by pointing out that, although socio-demographic and psychographic variables can remain similar in each market, the specifics and strength of the relationships suggest that different strategies may be appropriate in

achieving marketing objectives across different student markets. Thus, to fully understand the travel behaviour of students, a comprehensive study should be completed regarding the factors which influence their travel behaviour (Kim *et al.,* 2007:75).

In this regard Heung and Leong (2006:84) state that the realisation of a need which calls for satisfaction can be seen as the action that motivates people to visit a destination. Human needs become wants as they are shaped by culture and individual personality. When backed by buying power, wants become demands. Heung *et al.,* (2006:85) continue to state that it is also accepted that the needs and desires of tourists will influence their attitudes and behaviour while on vacation. Hudson (1999:8) defined travel behaviour as a study of the reasons why tourists buy specific products, and how they come to make those decisions.

Since this study focuses on students, it is important to understand what motivates them to travel, because it generally influences their travel behaviour. Previous research done by Kim (2006:65) regarding the push and pull factors which motivate US students to travel, identified motives such as getting away, adventure and excitement, natural scenery, sun and beaches. In a similar study Kim *et al.* (2007:81) found that knowledge, sports, relaxation and travel bragging were the main motivations for US student travellers. To meet new people, escaping boredom and finding adventure were identified by Sönmez, Apostolopoulos, Yu, Yang and Yu (2006:904) as the main motivation in student behaviour for travelling during Spring breaks. A study conducted on tourism students from South Africa indicated that exploration, education, escape and relaxation, socialisation and novelty were the main motivations for the students to travel (Heyns, 2009:38). According to Pearce (2005:8) in determining and understanding the factors which motivate students to travel, marketing can be done more effectively and specific factors can be taken into account when the marketing strategies are implemented. An understanding of the students' behaviour is imperative for any marketing activity and especially in the tourism industry in order to develop, promote and sell tourism products.

However, behaviour is influenced by a number of aspects of which motivation is only one. As stated by Saayman (2006:29), behaviour is the result of the interaction of several motives, any one of which may be dominant at any time. Meng and Uysal

(2008:461) determined in their study that except for motivations, there are other factors determining or influencing the travel behaviour of students, namely:

- feeling welcome at the destination;
- the ability to reach the destination;
- accessibility of the destination;
- security at the destination; and
- financing required for travelling.

Swarbrooke and Horner (2001:55) also identified five main factors that can influence the travel behaviour, namely:

- the different types of tourism products;
- national and cultural difference;
- gender and age; and
- different market segments.

Heyns (2009:40) adds to the above that destination attractiveness and holiday preferences, amenities, site attributes and money matters as factors that had the greatest influence on South African tourism students' travel behaviour. Minghui (2007:28) continues to identify that additional factors which can have an influence on the travel behaviour are cultural, social, personal and psychological ones where cultural factors have the broadest and deepest influence on travel behaviour. This is supported by Mayo and Jarvis (1981:92) and Thrane (2008:334) who suggested that the major influences on travel behaviour are culture and social class. Carr (2003:211) added that marketers should consider the influence of nationality, age, culture, background, gender and other classifications and construct their marketing strategies accordingly. Based on the latter, it can be assumed that students will differ in terms of their travel behaviour.

Previous research on student travel behaviour verifies this notion and it was found that students differ in terms of preferred accommodation (Pearce & Son, 2004; Kim, 2006:48), group size (Pearce & Son, 2004), mode of transport (Michael, Armstrong & King, 2003; Kim & Jogaratham, 2003; Kim 2006:46), preferences (Pizam, Jeong, Reichel, van Boemmel, Lusson, Steynberg, Sate-Costache, Volo, Kroesbacher, Kucerco & Montmany, 2004:225), type of travel (Michael *et al.,* 2003:21) and preferred activities (Pizam *et al.,* 2004:255; Kim & Jogaratham, 2003:25; Michael *et al.,* 2003:65).

Keeping in mind that South Africa has a diverse student composition it can also be assumed that students in the country will reflect different travel behaviours. However, in order for South Africa to capitalise on this market and to comprehensively understand student behaviour, information is required about the activities pursued by students, with whom and where these activities are pursued and even more importantly, how the students make the decision to purchase the product to go on holiday (Swarbrooke & Horner, 2001:49). The purpose of this research is thus to determine the travel behaviour of students at the North-West University, Potchefstroom Campus (hereafter referred to as NWU, Potchefstroom Campus). Significant differences among students from the different faculties will also be identified in order to discover any heterogeneous aspects among these students. This will help product and destination marketers to understand what motivates students to travel and how the marketing strategies can be adjusted to specifically target the student market. An understanding of student travel behaviour will be beneficial in the planning and strategic development of tourism aimed at this niche market.

Based on the afore-mentioned, the research question that this dissertation address is, what is the travel behaviour of third year students at the NWU, Potchefstroom Campus?

1.3 GOAL AND SUB-GOALS

The following section will identify the main goal and sub-goals of the study.

1.3.1 Main goal

To determine the travel behaviour of students at the NWU, Potchefstroom Campus.

1.3.2 Sub-goals

- To analyse the concept of travel behaviour by means of a literature review.
- To analyse the literature regarding travel motivations and indicate the relationship between travel motivations and travel behaviour.
- To profile students' travel behaviour by means of a survey.

- To draw conclusions from the literature study and the empirical research as well as to make recommendations in order to grow and profit from this market.

1.4 RESEARCH METHODS

The research methodology was twofold. Firstly, it consisted of a literature study and secondly, an empirical survey. The literature review was used to gather relevant information to aid a better understanding of the topic. The empirical research was conducted by means of a survey.

1.4.1 Literature study

Travel motivation was analysed as the first step in understanding travel behaviour. Travel behaviour was conceptualised through the analysis of decision-making. The travel decision-making process was used to identify the factors which influence travel behaviour. In order to obtain the information mentioned above, an in-depth literature study was done on all the aspects mentioned. Information relevant to this study was obtained from tourism textbooks, academic articles as well as theses and dissertations. Previous studies in the field of travel behaviour and travel motivations were used to strengthen the study. On the internet, search engines such as Ebscohost, Google Scholar, SAGE publications and Science Direct were utilised to obtain more relevant information. The keywords used in this research were *students, travel motivation, travel behaviour and decision-making process.*

1.4.2 Empirical study (Survey)

The following section highlights the methods chosen to conduct the empirical analysis.

1.4.2.1 Research design and method of collecting data

For the purpose of this research a quantitative method of research was followed seeing that a structured questionnaire served as the instrument for collecting data. Slabbert (2004:63) identified the following advantages of a quantitative approach:

- It is suitable for collecting demographic information, for example gender, age and income.
- It is inexpensive to conduct.
- It is relatively easy to tabulate and analyse the data using statistical programmes.

1.4.2.2 Selection of the sampling frame

There are 23 public higher education institutes in South Africa (DOE, 2007:30) of which the NWU is the fourth largest institution. The NWU consists of three campuses, namely the Potchefstroom Campus, Mafikeng Campus and the Vaal Triangle Campus. North-West University (2010:1) indicated that an estimate 17 802 contact students were enrolled at the NWU, Potchefstroom Campus in 2009. Not only is the NWU, Potchefstroom Campus the largest campus of the three (representing 79% according to the North-West University, 2010:1), it also offers students the widest variety of courses and additional programmes. Furthermore, the NWU, Potchefstroom Campus has eight different faculties, namely the Faculty of Arts, Faculty of Economic and Management Sciences, Faculty of Law, Faculty of Educational Sciences, Faculty of Engineering, Faculty of Health Sciences, Faculty of Natural Sciences and the Faculty of Theology. According to the Administration Department at the NWU Potchefstroom Campus, a total of 3 159 third-year students were enrolled for the 2010 academic year. Israel (2009:3) indicates that, for a total of 3 159 (N) students enrolled, 192 (n) questionnaires obtained from the students can be seen as representative and can result in a 93% level of confidence with a ±7% sampling error.

$$n = \frac{N}{1 + N(e)^2} \qquad n = \frac{3159}{1 + 3159(.07)^2} \qquad n = 192$$

In order to determine the difference in travel behaviour within the different faculties the same formula was used to determine the required representative sample size (n) of the different faculties (Figure 1.1).

Table 1.1: Table indicating the sample size of each of the faculties

Faculty	Population Size (N)	Sample Size (n)
Faculty of Arts	177	95
Faculty of Economic and Management Sciences	1188	174
Faculty of Law	290	120
Faculty of Educational Sciences	380	133
Faculty of Engineering	260	114
Faculty of Health Sciences	589	152
Faculty of Natural Sciences	248	112
Faculty of Theology	27	24

A total of 925 completed questionnaires were obtained which, according to Israel's 93% level of confidence, were sufficient for this study (Israel, 2009:3). Table 1.2 indicates how many questionnaires per faculty were obtained.

Table 1.2: Questionnaires obtained per faculty

Faculty	Questionnaires obtained
Faculty of Arts	95
Faculty of Economic and Management Sciences	174
Faculty of Law	120
Faculty of Educational Sciences	133
Faculty of Engineering	114
Faculty of Health Sciences	152
Faculty of Natural Sciences	112
Faculty of Theology	25

1.4.2.3 Sampling

The surveys at the respective faculties followed a probability sampling method. The questionnaires were handed out to third-year students in the different faculties by the respective lecturers during contact sessions. The students attending the contact session on that particular day formed part of the survey.

1.4.2.4 Development of the questionnaire

The questionnaire which was used for this study was developed by the Institute for Tourism and Leisure studies at the NWU, Potchefstroom Campus according to an extensive literature review on travel behaviour. This questionnaire was used in studies done by Heyns (2009) where the overall travel behaviour of tourism students in South Africa was determined as well as by Pretorius, Kruger and Saayman (2010) where it

was determined whether travel behaviour by South African tourism students from different cultural backgrounds differs. Liu's study regarding the travel behaviour and expenditure patterns of the Chinese University students and the associated visiting friends and relatives markets in New Zealand (2008) was used to adjust the questionnaire in order to more precisely determine travel characteristics. This questionnaire consisted of questions which can be grouped into four sections, namely:

- The questions which captured the demographic information which included gender, age, race, language and province of residence;
- The questions which focused on the students' holiday preferences and included questions to determine their type of accommodation, preferred form of transport, restaurant preferences, main source of information while planning a holiday and the type of travel used when going on holiday;
- The questions which captured information regarding type of travel and included three likert scales. The first scale measured the importance of seventeen different activities which influenced the holiday experience. The second scale measured the importance of twenty different reasons to go on a holiday and the third scale measured the importance of twenty-one different factors that influenced the choice of destination.
- The intensity scale measuring the holiday preferences of the students.

The above-mentioned information was used to determine the different reasons and motives for travel and the different factors that influenced the travel behaviour of the students within the different faculties at the Potchefstroom Campus.

1.4.2.5 Data analysis

Microsoft© Excel© was used for basic data capturing and SPSS for statistical analysis. The Statistical Services of the North-West University assisted the process of analysing data into relevant empirical study information. In order to analyse the data obtained from the survey, two-way comparison tables were used to develop a profile of the students; factor analysis was used to determine the factors that influence the travel behaviour of the students; analysis of variance (ANOVA) and Tukey's multiple comparisons as well as chi-square tests were employed to investigate whether statistically significant differences exist within the different faculties regarding the factors which influence the travel behaviour of the students.

1.5 DEFINITIONS OF KEY CONCEPTS

The following concepts are used regularly throughout this dissertation:

1.5.1 Travel behaviour

Mogajane (2005:8) defined travel behaviour as the combined observable responses of a person to internal and external stimuli and as the action or reaction of something under specified circumstance. In other words, as explained by Saayman (2001:12), behaviour can be defined as acting in a certain way as a result of the interaction of several motives, any one of which may be dominant at any given time. Raj (2004:111) concluded that travel behaviour can broadly be regarded as *including the whole process of travel, creation of travel demand, planning, motivation and behaviour of tourist destination choice, tourist perception, expectation and satisfaction as well as the actual expenditure during travel.*

Liu (2008:50) indicated that travel motivation was recognised by researchers (Pizam *et al.,* 2004; Backman, Backman, Uysal & Sunshine, 1995**;** Pearce & Caltabiano, 1983) as the driving force to govern different kinds of travel behaviour. Saayman (2006:28) stated that that travel behaviour can be influenced by a number of different aspects and continued to identify motivation as one of these aspects. Motivation on the other hand can be defined as the reason why people travel (Chen & Prebensen, 2009:232). Ultimately it is clear that travel motivations must be understood in order to conceptualise travel behaviour.

1.5.2 Student travellers

The term traveller is defined in the OALD (2000:1276) as a person who is travelling or who travels often. According to Richards *et al.,* (2003:2) students are between the ages of 18 and 26 and have a high level of education. A student traveller can thus be defined as a person between the ages of 18 and 26 with a high level of education, who travels as often as possible.

1.5.3 North-West University

The North-West University is situated in the North-West province of South Africa. It is a diverse university in terms of race, culture, ethnicity and language. The North-West University consists of three campuses namely, the Potchefstroom Campus, Mafikeng Campus and the Vaal Triangle Campus. According to the North-West University (2010:1), an estimated 49 790 students (17 802 contact and 31 988 distance) were enrolled in 2009 at the NWU, Potchefstroom Campus, making it the fourth largest university in South Africa.

1.6 CHAPTER CLASSIFICATION

In order to reach the main goal of the study, the following chapters are included.

Chapter one includes the introduction, problem statement, aims and objectives, method of research and definitions of key concepts. The aim of this chapter is to give an overview of why students travel, identifying some of the motivations to travel as well as some of the factors which influence their travel behaviour (as identified in previous research) as well as to identify how travel motivation forms part of the overall travel behaviour. Furthermore, this chapter provides some insight on why it is important to understand why students travel.

Chapter two contains a literature review on travel motivations in general. Maslow's needs and motivational theory; Pearce's travel career ladder and patterns; Push and pull motives; Sunlust and Wanderlust; Crompton's socio-psychological motives and Plog's Psycocentric - Allocentric Model are discussed in order to determine the motives which influence the decision to travel. Furthermore it was also indicated how travel motivations fit into the overall travel behaviour.

Chapter three consists of a literature review focusing on the travel behaviour in general. Travel behaviour was conceptualised according to motivation and decision-making. The

travel decision-making process was analysed in order to identify the factors which influence overall travel behaviour.

In chapter four empirical analyses were conducted on the data obtained by a survey questionnaire handed to third-year students in the different faculties during contact sessions. From the data a general profile could be drawn and factor analyses were conducted to indicate the influence of the different factors on travel behaviour. Analyses of Variances as well as Chi-square tests were conducted in order to determine the differences among students from the different faculties of the NWU, Potchefstroom Campus.

In chapter five conclusions are drawn from the literature studies in chapters two and three as well as from the data from chapter four. Recommendations are made to tourism product owners regarding their marketing strategies and the products or services they offer.

CHAPTER 2
Literature Analysis of Travel Motivation
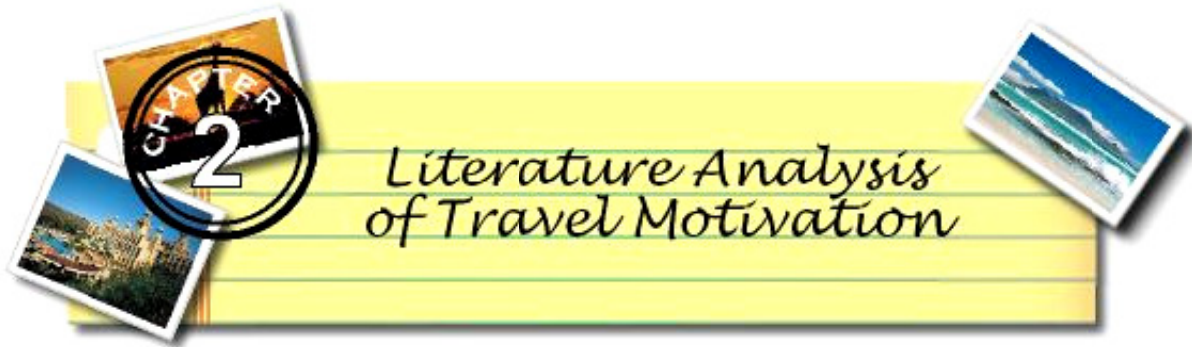
"For my part, I travel not to go anywhere, but to go. I travel for travel's sake. The great affair is to move; to feel the needs and hitches of our life more nearly; to come down off this feather-bed of civilisation, and find the globe granite underfoot and strewn with cutting flints."

Robert L. Stevenson

2.1 INTRODUCTION

Hall and Page (2002:60) determine that one of the fundamental questions tourism researchers constantly seek to answer is - why do tourists travel? This remains one of the principal challenges facing tourism research. Page and Connell (2009:75) explain this by adding that people may choose where they wish to travel to, thus the patterns of human travel may be explained in terms of individual choice, but ultimately people as individuals have limitless choices in their actions which are influenced by a combination of opportunities and constraints. Therefore, although research shows that choice is an important factor in tourism decision-making, the individual is rarely free to make these choices, as they are constrained and influenced by personal and situational circumstances (Page & Connell, 2009:75).

Research and understanding of the reasons why tourists travel are essential in order to develop effective marketing strategies and to categorise heterogeneous tourist segments (Beh & Bruyere, 2006:1464; Hsu, Tsai & Wu, 2009:287). If the tourism industry, whether private or public, could understand the travel behaviour patterns of the tourist, the industry would be more capable to provide for their specific needs (Fourie, 2006:54). According to Zins (2001:123), concepts such as motivations, benefits, products and service quality can help measure student travel behaviour. Thus, in order to understand student travel behaviour, information is needed about the activities which students pursue, with whom and where these activities are being pursued (Van Middelkoop, Borgers, Arentze & Timmermans, 2001:107) and even more importantly,

how the students make a decision to purchase the product or service (Swarbrooke & Horner, 2001:3).

The purpose of this chapter is to analyse the literature concerning the travel motivations of students as the first step in determining the overall travel behaviour of students at the North-West University (Potchefstroom Campus). In order to achieve this, motivation in general will be defined, motivational theories will be analysed and previous research will be summarised.

2.2 WHY IS TRAVEL MOTIVATION RESEARCH IMPORTANT?

The global tourism industry has become increasingly competitive (Hui, Wan & Ho, 2007:46). Because of this, it is imperative that the marketing initiatives of destinations should be guided by an analysis of travel motivations in order to develop a more specific approach to convince tourist to choose that specific destination (Yoon & Uysal, 2005:46-47).

Jonker, Heath and Du Toit, (2004:1) as well as Saayman (2006:62) point out that knowledge of travel motivation and the ability to apply it in marketing plans and strategies may enhance competitiveness, ensure long-term profit, survival and the growth of destinations. Beh and Bruyere (2007:1464) add that understanding the tourist's wants and needs are important considerations for reserve wardens and local government officials when tourism developing opportunities are identified.

Slabbert (2002:16) emphasises that to explore travel motivations is critical in effective market segmentation and it is an important part of any tourism marketing strategy. The importance of understanding travel motivation helps to engineer marketing strategies for key market targets so that it appeals to the needs of potential tourists. These tasks have a fundamental objective, namely to recognise the importance of psychological factors and processes in tourism and to attempt to use the motivational theory to interpret better choices, preferences and requirements of visitors (Pearce, 2005:51).

Furthermore, Pearce (2005:51) indicates that various tourist travel patterns are a result of the choice of destination, which in turn, is highly influenced by travel motivations. This results in a widespread interest in travel motivations for those who manage and market tourism. Saayman and Van der Merwe (2007) add that different tourist attractions or destinations lead to different motives as the same destination might not apply to everyone.

Thus it is safe to say to say that it is of the utmost importance to research and understand travel motivations in order to ensure a successful implementation of marketing activities to ensure the survival of tourism destinations.

2.3 WHERE DOES MOTIVATION ORIGINATE?

Hsu *et al.,* (2009:290) mention that for decades travel motivation has been an important area of study in the tourism literature. Motivation is a dynamic concept and may vary from one person to another, one market segment to another, one destination to another as well as one decision-making process to another. Thus it is clear that the concept of motivation is considered as an element of market segmentation in tourism (Hsu *et al.*2009; Kozak, 2002; Yavuz, Baloglu & Uysal, 1998).

The term *motivation* is open to interpretation and is often used to merely describe the purpose of a holiday, such as visiting a national park to explore, or visiting friends or relatives. This is actually more of a motive that a motivation. Motivation occurs when the tourist wants to satisfy a need. A motive on the other hand implies action, in other words the tourist is moved to do something (Goossens, 2000:302). Saayman (2006:29) states that motives can be divided into two categories, namely general and specific. A general motive can be the main objective and a specific motive can be the means of achieving that objective. For example, an individual's general motive is to relax and the specific motive is to spend time with his/her family. In family togetherness the individual's main objective of relaxation is met.

However, the study of motivation comprehends more deeply rooted psychological needs and desires. Mill and Morrison (1992:17) argue that *the key to understanding*

tourist motivation is to see vacation travel as a satisfier of needs and wants. Page and Connell (2009:75) explain this by adding that the difference lies between the travel agents who see themselves as the sellers of airline seats and those who see themselves as sellers of dreams.

Goossens (2000:302) indicates that motivational theories highlight the concept that individuals constantly strive for homeostasis or a state of stability. This homeostasis is disrupted when an individual is made aware of a need deficiency. Heung and Leong (2006:81) point out that human needs become wants as they are shaped by culture and individual personality. Wants become demands when backed by buying power. The authors also indicate that it is accepted that the needs and desires of tourists will influence their attitudes and their behaviours on vacation (Heung & Leong, 2006:81). Swanson and Horridge (2006:672) agree by stating that motivation refers to a set of needs that causes a person to participate in a tourist activity.

According to Lubbe (1998:22) the tourist's motivation to travel begins when the tourist becomes aware of certain needs and perceives that certain destinations may have the ability to serve those needs. Goossens (2000:302) adds that this awareness creates wants. Goossens (2000:302) continues to say that the motivation to satisfy a need is driven by an objective. The tourist must be aware of a product or service and must perceive the buying of that product or service as having a positive effect on satisfying that need. Then and only then will the individual be motivated to buy. The above-mentioned process is adapted from the literature and illustrated in Figure 2.1.

Figure 2.1: Process indicating how needs become demands
Adapted from: Goosens (2000)

Beh and Bruyere (2006:1464) indicated that motivation is understood as the underlying forces that arouse and direct the behaviours tourists engage in, in order to realise certain benefits. Behaviour can be viewed as a process of internal psychological factors (e.g. needs, wants and goals) which generate tension to some extent. Saayman (2006:49) concurs by adding that the tourist is knowingly or unknowingly, implicitly or explicitly influenced by a variety of stimuli. Problems usually derive when a need or a lack of a specific recreational activity occurs. Identification usually leads to the realisation of a need and is very strongly influenced by personal characteristics, social determinants and previous vacation or travel experiences.

Saayman (2006:28) emphasises that the difference between needs and desires is one of awareness. According to OALD (2000:784) a need is defined as something that is essential or very important and not just because it is needed. Desire on the other hand is defined as a strong wish to do something or to want something (OALD, 2000:315). The need of a person must be converted to a desire to emphasise the motivation of the person to travel to a tourism destination.

Behaviour is influenced by a number of aspects from which motivation is only one. It cannot be specified that an individual will be motivated by only one motive at a specific moment. Behaviour is the result of the interaction of several motives, anyone of which may be dominant at anytime (Saayman, 2006:28).

Thus it is clear that the literature indicates that motivation forms part of the overall travel behaviour of tourists. In order to understand the travel behaviour, the concept of what motivates tourists (students in particular) to travel must be understood. This will be done by defining travel motivation and discussing the travel motivation theories such as Maslow's need hierarchy, the Travel Career Ladder and Travel Career Patterns, push and pull factors, Sunlust and Wanderlust, Crompton's seven socio-psychological motives and Plog's Psychocentric-Allocentric Models .

2.4 DEFINING TRAVEL MOTIVATION

Motivation as stated by Kim *et al.,* (2007:73) is conceptually viewed as *a state of needs*, a condition that serves as a driving force to display different kinds of behaviour toward certain types of activities, to develop preferences, to arrive at some expected satisfactory outcome.

Travel motivation is defined by Green, Beatty and Arkin (1984) as cited in Chen, Prebensen and Huan (2008:106) as *the operation of inferred intrapersonal processes that direct, activate and maintain behaviour.* Chen and Prebensen (2009:154) as well as Dörnyei (2001:8) add that travel motivation is responsible for the reason people decide to travel, how long they want to travel and how hard they will pursue this need to travel.

Bhatia (2007:28) defines travel behaviour as those psychological factors which create a person's desire to travel and influence individual choices. Bhatia continues to divide travel motivations into three broad categories, namely:

- **Physical motivators**
  These are related to physical relaxation and rest, sporting activities and specific medical treatment. All of these motivators are concerned with individual bodily health and well-being.

- **Interpersonal motivators**
  These are related to a desire to visit and meet relatives, friends or forge new friendships or simply just to escape from routine.

- **Status and prestige motivators**
  These are identified with needs of personal esteem and personal development. These motivators are also related to travelling for business of professional interest, for the purpose of education or to pursue hobbies.

Chen *et al.,* (2008:106) state that when it comes to travel motivation, the varieties among tourists are quite broad, which will subsequently influence their choices in various ways. However, travel motivations for a homogeneous market may differ and result in a heterogeneous group. Kim *et al.* (2006b:353) and Huang (2006:68) find within a homogeneous group (in this case students), that the group proved to be

differently pushed by internal factors and displayed different behaviours within the holiday experience. Gilbert and Abdullah (2004:117) explain that tourists, who pursue destinations which are designed accordingly to their needs/motives, will generate positive moods which enhance a sense of well-being through the satisfaction of these needs/motives.

In their article regarding sport tourism and the primary and secondary motive applying to sport tourism, Robinson and Gammon (2004:222) argue that it is unclear whether tourists themselves are aware as to why they travel. This was previously queried by Sharply (1999:131) who identified that for some tourists, travel motivation resulted from deep, psychological needs often unrecognised by tourists themselves, whereas others equated travel motivation with the purpose of a trip or the choice of holiday. Iso-Ahola (1980) as cited by Robinson and Gammon (2004:222) developed an iceberg analogy (Figure 2.2) to illustrate the layers of different motives.
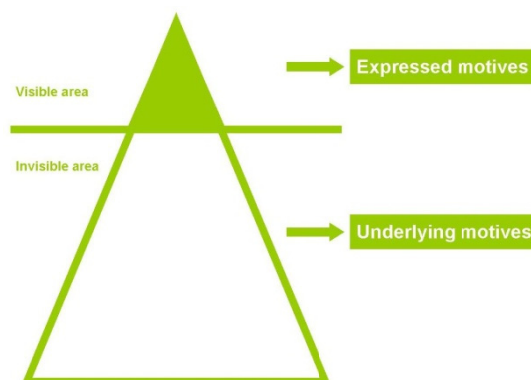
Figure 2.2: Iso-Ahola's Ice Berg Analogy
Adapted from: the literature of Robinson and Gammon (2004:222)

The tip of the iceberg (that is the visible part) represents the expressed motives of the tourist. The overwhelming part of the iceberg which is unseen below the waterline (the invisible part), accounts for the underlying motives such as those pertaining to socialisation and personality factors. According to Robinson and Gammon (2004:222), it is arguably unrealistic to identify all the often contradictory reasons for travel which are specific to individuals' own biographies and in any case so deeply rooted that they are imperceptible by those who experience them.

Page and Connell (2009:97) state that while literature on tourism motivation is still at an early stage of development, the limitation regarding studies on motivational aspects may be summarised as follows:

- Tourism is a combination of products and experiences which meet a diverse range of individual needs.
- Tourists do not always articulate the deep psychological needs that motivate tourism behaviour, because they are not aware of these factors.
- Tourism motives are multidimensional and sometimes contradictory, and include a range of push and pull factors. In other words, few students engage in a single-purpose trip and there may also be many decision-makers in a travelling student group.
- Motives may change over time. Understanding the students' motivation to travel is not best served by using static models, but by recognising the dynamic and changing elements of tourism motivation through time (e.g. the travel career ladder)

It is clear that travel motivations cover a broad range of human behaviour and experiences. Breaking down and elaborating these will answer the question of why people travel. This will be done by intensively analysing the previously mentioned motivational theories.

2.5 MOTIVATIONAL THEORIES

Crompton and McKay (1997:427) indicate that no single theory of travel motivation could be expected to fully explain tourist behaviour. In order to understand the concept of what motivates a tourist to travel, the following motivational theories were identified in the literature review to identify different motives and why these motives influence the tourist. The six alternate frameworks are the following:
- Maslow's need hierarchy;
- Travel Career Ladder (TCL) and Travel Career Patterns (TCP);
- Push and pull factors;
- Sunlust and Wanderlust;
- Crompton's seven socio-psychological motives and
- Plog's model of allocentricity and psychocentricity

Each of these frameworks will be discussed in the next section.

2.5.1 Maslow's need hierarchy

Perhaps the best known theoretical model about human needs is that of Abraham Maslow. Although originally related to the field of clinical psychology, Maslow's work has been more widely applied and often cited in tourism studies. Maslow stated that human needs fall into five broad categories and are hierarchically ordered, starting with lower order physiological needs moving through to higher order self-actualising needs. This is based on the premise that each of the needs expressed in a category should be satisfied before a student sought motivation from the next category of need (Edgington, Hanson, Edgington & Hudson, 1998:139; Page & Connell, 2009:81).   Figure 2.3 indicates the hierarchy of needs as identified and constructed by Maslow and quoted by Edgington *et al.* (1998:138).

Figure 2.3: Maslow's Hierarchy of Needs
Source: Edgington et al. (1998:138)

Maslow's hierarchy of needs theory identified five basic needs of man, namely physiological needs, safety/security needs, social needs, esteem needs, and self-actualisation needs. Once lower needs were satisfied, new and higher needs emerged. Based on Maslow's theory, Pearce developed a travel motivation model in 1988, namely the *Travel Career Ladder*. A tourist would ascend the ladder over time. Motives

at each level might be internally (self) or externally (other) directed (Heung & Leong, 2006:85).

Mill and Morrison (1985:7) adapted Maslow's classical need hierarchy model (1954) for the tourism literature and added two intellectual needs, namely to know and understand

- acquiring knowledge and aesthetics
- appreciation of beauty.

This is illustrated in Table 2.1.

Table 2.1: Maslow's needs and motivations theory

Need	Motive	Tourism Literature Reference
Psychological	Relaxation	Escape
		Relaxation
		Relief of tension
		Sunlust
		Physical
		Mental relaxation of tension
		Health
Safety	Security	Recreation
		Keep oneself healthy for the future
Belonging	Love	Family togetherness
	Achievements	Enhancement of kinship relations
		Companionship
		Facilitation of social interaction
		Maintenance of personal ties
		Interpersonal relations
		Roots
		Ethnic
		Show one's affection for family members
		Maintain social contact
		Convince oneself of one's achievements
Esteem	Status	Show one's importance to others
		Prestige
		Social recognition
		Ego-enhancement
		Professional/Business
		Status and prestige
Self-actualisation	Be true to one's own nature	Exploration and evaluation of self
		Self-discovery
		Satisfaction of inner desires
To know and understand	Knowledge	Cultural

		Education
Aesthetics	Appreciation of beauty	Wanderlust
		Interest in foreign areas
		Environmental
		Scenery

Source: As illustrated in Saayman (2006:31)

Taking for example, students visiting friends and relatives may show needs for belonging and love, while those choosing a holiday out of the need to keep up with their friends demonstrate esteem needs. The framework is easy to apply, although students are often motivated by more than one factor, which limits the application of the theory.

2.5.2 The Travel Career Ladder (TCL) and Travel Career Patterns (TCP)

Pearce's (1991) leisure ladder is similar to the work of Maslow (Cook, Yale & Marqua, 2010:37), however Pearce gives more detailed insights on specific tourist behaviour. According to Page and Connell (2009:85), Pearce suggests that individuals exhibit a *career* in terms of tourism behaviour. Individuals start out at different levels and are likely to change levels as they go through the different lifecycle stages which can be constrained from progressing by money, health and other people. The model also indicates that a person can retire from their travel career, or by not taking holidays at all, they are not part of the system (Pearce 1991:50). Pearce's model builds on the pyramid concept of Maslow, with five motivational levels and suggests that tourist motivation is an ever-changing process and individuals move up the *ladder.* Pearce's model attempts to explain individual behaviours on the basis of stages in a tourist life-cycle of which this cycle is very similar to the stages of the working career. Just as the employee enters a career and eventually becomes more skilful, so does the tourist become more "skilful" in his/her leisure activity venture. That which the first stage tourists must take care of is relaxation and bodily needs, whereafter they move up to successfully fulfil higher stages such as stimulation, relationship, self-esteem, development and fulfilment (Cook *et al.,* 2010:37).

Pearce (2005:54) modified the Travel Career Ladder (TCL) to Travel Career Patterns (here after refer to as TCP). In Figure 2.4, Pearce explained that the TCP concept has three layers of travel motivations:

- The core motives which are the most important ones, such as the pursuit of novelty, escape, relaxation and the desire to enhance relationships.
- A layer surrounding the core, where moderately important travel motives exist such as self-actualisation, which change from inner-focused to externally orientated motives.
- An outer layer comprising the most commonly cited and less stable motives which are of less importance, for example, nostalgia and the pursuit of isolation fall in this category.

Pearce (2005:58) furthermore suggests that as the travel career levels develop and tourists become more experienced, their moderately important motives will shift from inner to outer focused needs such as experiencing nature and involvement with hosts.
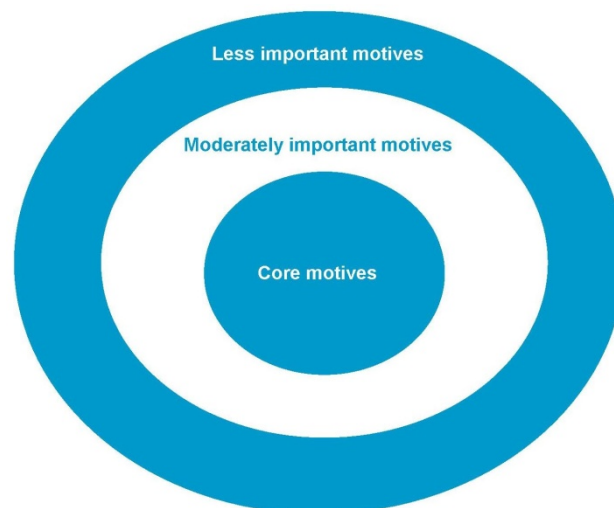
Figure 2.4: Travel Career Patterns
Source: Developed by the author based on the work of Pearce (2005)

2.5.3 Push and pull factors

According to Page and Connell (2009:82), Maslow's hierarchy of needs can be useful in demonstrating the source of initial needs and wants, where the satisfaction of these needs may ultimately lead to the purchase of a holiday. Another way of considering this process is, as Dann (1977) describes, push and pull factors.

Dann (1977:187) identifies push factors as socio-psychological motivations that affect a person's decision to travel. These factors can be described as *internally generated drives, causing the tourist to search for signs in objects, situations and events that*

contain the promise of reducing prevalent drives (Gnoth, 1997:289; Lee, 2009:218). Pull factors on the other hand can be seen as the factors that *emerge as a result of the attractiveness of a destination as it is perceived by those with the propensity to travel and include both intangible factors such as perceptions and expectations of tourist as well as tangible factors such as beaches, cultures and recreation facilities* (Uysal & Jurowski, 1994; Lee, 2009:218).

According to Kim *et al.,* (2006b:22), push factors are defined as *the desire to travel*, while pull factors are viewed as *the choice of destination*. Offering a similar perspective, Klenosky (2002:387) views push factors as being associated with *whether to go*, while pull factors are related to *where to go*.

Kim *et al.,* (2007:75) point out that even though the two sets of forces may appear independent, it is vital to note that they are dependent upon each other because students' decisions to travel are formed, either consciously or subconsciously, in a two-stage sequence. Kim *et al.,* (2006b:21) agree and add that students are first pushed by internal or intangible needs such as their personal escape, psychological or physical health, thrill and adventure and social interactions. They are then pulled by external or tangible resources such as natural or artificial attractions attributed to destinations.

Heung and Leong (2006:85) point out that Crompton (1979) agreed with Dann (1977) about the concept of push and pull factors. He identified nine motives - seven classified as push motives (that is escape from a perceived mundane environment; exploration and evaluation of oneself; relaxation; prestige; regression; enhancement of kinship relations and facilitation of social interaction) and two pull motives (that is novelty and education).

In Figure 2.5 Chon (1989:4) suggests that, *at the point where a tourist is motivated to travel, a primary image of a destination has been constructed.* It is based on certain *push* and *pull* factors associated with the destination. Chon (1989:5) continues by stating that potential tourists construct a primary image of a destination when that destination is being considered as a possible choice in the travel buying process.

Push to Travel Needs
- Physiological
- Safety and security
- Belonging and love
- Esteem
- Self-actualisation
- Acquiring knowledge
- Aesthetics

Pull to Travel Attractiveness
- Static - landscape, climate and culture
- Dynamic - food, access accommodation
- Current decision - price, promotion

Travel Motivation

Primary Image Construction
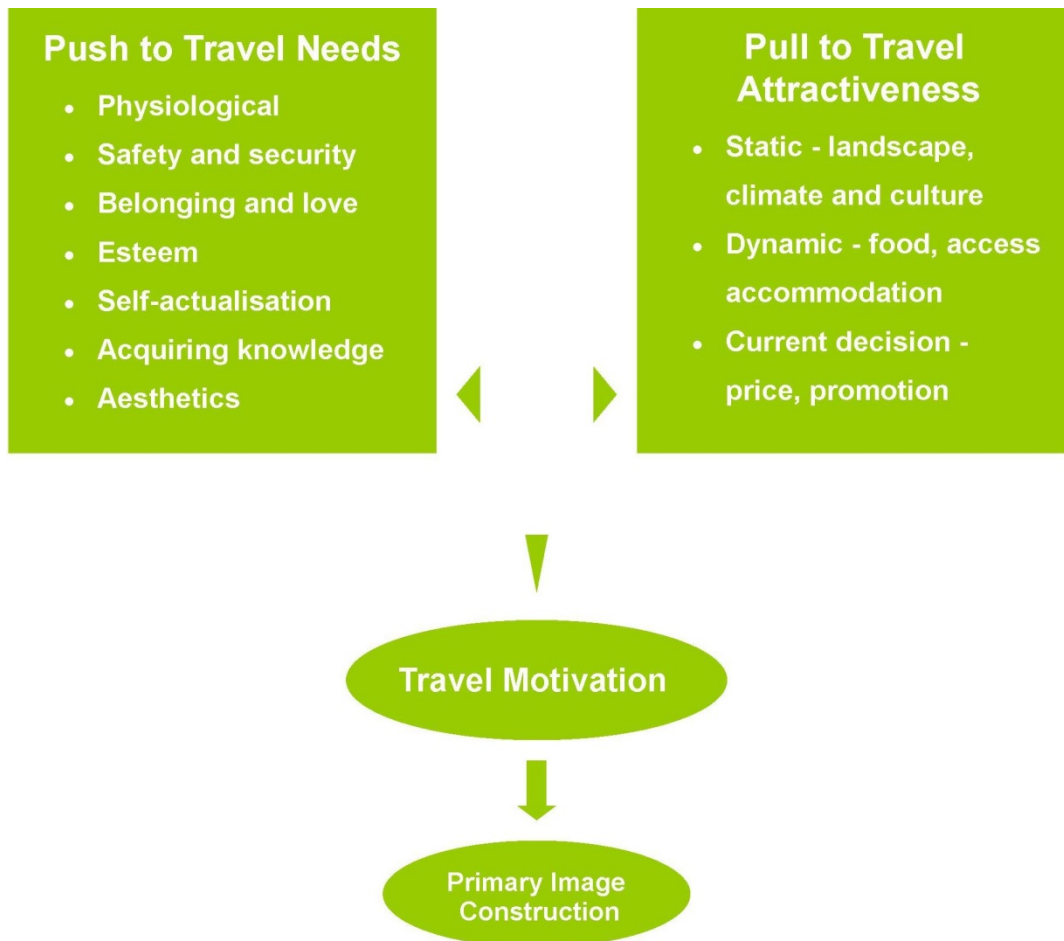
Figure 2.5: Push and pull attributes of tourism motivation
Adapted from: Chon (1989:4)

Page and Connell (2009:82) point out that Gilbert and Abdullah (2004:104) acknowledge that the push and pull factors influence the tourist's decision process (which may also be applied to students) and suggests that the process has four distinct stages:

- *Energisers of demand:*

  These are the various forces, including motivation, which initiates the decision at the outset to visit an attraction or go on holiday.

- *Effectors of demand:*

  Information about a destination will have been received by various means (brochures and media). The students will have developed their own ideas and perceptions about the destination and this perception may enhance or reduce the likeliness of a visit.

- *Roles and decision-making:*

The role of the student will influence the final choice of holiday. For example, different members of a family will have a varying impact on whether and when the family will take the holiday and what they will do there.

- *Filters of demand:*
  The decision to travel is heavily influenced by a series of demographic and socio-economic constraints and opportunities. While there may be a *strong* push factor, demand is filtered through such constraining forces.

2.5.4 Crompton's socio-psychological motives

Kim *et al.,* (2007:75) highlight the fact that Crompton's study in 1979 has been viewed as the turning point for identifying push and pull factors in tourism. Making use of unstructured in-depth interviews, Crompton identifies nine resulting motivational categories which were classified into either socio-psychological motives or cultural motives.

The seven socio-psychological motives are:
- escape from an everyday environment,
- discovery and evaluation of yourself,
- relaxation/recreation,
- prestige,
- regression,
- strengthening of family ties and
- facilitation of social interaction.

The cultural motives are:
- novelty
- education

Iso-Ahola (1980:248) stated that the most widely recognised fundamental motivator is the need for optimal arousal. Page and Connell (2009:82) define optimal arousal as that level of satisfaction which is the best for individual tourists. According to Saayman (2006:25), Iso-Ahola (1980) classified these motives for optimal arousal into approach

(seeking) and avoidance (escaping) and noted that after a tourist becomes aware of a need, his/her behaviour is likely to be motivated by leaving the everyday environment for the desire to obtain psychological or instinctive rewards.

Crompton and McKay (1997) note that *seeking and escape forces are sub-divided by Iso-Ahola into personal and interpersonal dimensions.* Tourists are likely to be motivated into escaping their personal world (e.g. personal problems) and seeking personal rewards (e.g. ego-enhancement) or to escape their interpersonal world (e.g. family) seeking interpersonal rewards such as social interaction with significant others (Saayman, 2006:25)

Bhatia (2007:35) states that the prime motive to engage in tourism is to be *elsewhere* and to escape, however temporarily, from the routine and stress and strains of everyday life. From this prime motivation two principal and distinct motivations may be stipulated as dominant. These have been identified by Gray (1980) as Sunlust and Wanderlust.

2.5.5 Sunlust and Wanderlust

In concentrating on specific motivations that lead to travel and tourist behaviour, the well accepted theory of Gray (1980) is also explored. Gray distinguishes between two main motivations for people to travel, namely Sunlust and Wanderlust. Both of these two motivations can be seen in relation to Maslow's need hierarchy theory (Steyn, 2002:19).

Bhatia (2007:35) defines the latter as the basic characteristic in human nature that causes some individuals to want to leave things familiar to them and visit different exiting cultures and places. Wanderlust can also be seen in relation to the self-actualisation needs in the Maslow hierarchy, which includes the needs for aesthetics, for knowledge and to fulfil one's purpose. Wanderlust involves travelling to different places to experience things other than usual. This type of holiday is multi-destinational and the nature of the holiday is more educational than relaxing. This is typical of international travels where people go to foreign places to see different people, cultures, fashion and art (Steyn, 2002:19).

Sunlust on the other hand can also be seen as a push factor and is dependent on the existence of different or better attractions (elsewhere) because of a specific purpose other than locally available (Bhatia, 2007:35). According to Steyn (2002:19) a person

who will try to satisfy needs like safety, social affiliation and self-respect may choose to engage in Sunlust types of holiday. These types of holiday are single destination in character, where not much travelling is involved and people expect to relax and rest as much as possible. The mass-tourism phenomenon of people taking a conventional *sun, sea, sex and sand* holiday is a form of Sunlust motivation. The different characteristics between Sunlust and Wanderlust are listed in Table 2.2.

Table 2.2: Characteristics of Sunlust and Wanderlust

Sunlust	Wanderlust
• Refuge, holiday (vacation)	• Tourist business
• Visit one country	• Probably more than one country
• Travellers looking for local attraction and facilities	• Travellers look for different cultures and institutions
• Special natural characteristics are essential	• Special physical characteristics are essential
• Either rest and relax or very active	• Educational reasons
• Travel is an insignificant consideration after arrival at the destination	• Travel is an important part throughout the visit

Source: Saayman (2006:27)

From a spatial perspective, one of the deciding differences between the two is the extent to which it would presumably create international travel rather than local tourism. Wanderlust tends to form part of international travel whereas Sunlust tends to form part of local travel. The degree in which this is true will depend, among others, on the, geographical size and cultural diversity of the country (Saayman, 2006:27).

2.5.6 Plog's model of allocentricity and psychocentricity

The final motivational theory that will be discussed is Stanley Plog's model of allocentricity and psychocentricity. This model has been widely cited in tourism literature and is included in virtually every hospitality and tourism text (Holden, 2005:65; Litvin, 2006:245; Cook *et al.,* 2010:39). In a nutshell, this model does not help to predict where travellers are likely to visit, it is highly effective in suggesting where they would ideally like to visit. Plog (2002) indicates that to understand tourism behaviour patterns, it is possible to use personality characteristics by classifying tourists along a continuum. Allocentrics (ventures) anchor the one end and psychocentrics (dependables) the other

end. Ventures are seeking adventure through travel and dependables are seeking the comfort of familiar surroundings in their tourism experiences (Cook *et al.,* 2010:37). Cook *et al.* (2010:37) continue to explain that ventures are referred to by marketers as 'innovators' who seek out new locations and activities before these are discovered by others; whereas the dependables would most likely be tradition bound and tend to be uncomfortable with new and different activities and/or locations and would probably visit popular locations and participate in customary activities. Table 2.3 indicates that it is possible to use personality characteristics to understand tourist behaviour patterns.

Table 2.3: Psychocentric-Allocentric personality characteristics

Psychocentrics/Dependables	Allocentrics/Ventures
• **Prefer familiar travel destinations**	• Prefer non-*touristy* destinations
• **Like commonplace activities at destination**	• Enjoy discovering new destinations before others have visited them
• **Prefer relaxing sun-and-fun spots**	• Prefer unusual destinations
• **Prefer low activity levels**	• Prefer high activity levels
• **Prefer driving to destination**	• Prefer flying to destinations
• **Prefer heavy tourist accommodation**	• Prefer services such as adequate to good accommodation
• **Prefer familiar rather than foreign**	• Enjoy interacting with people from different cultures
• **Prefer purchasing complete tour packages**	• Prefer tour arrangements that include the basics and allow for considerable flexibility.

Source: Cook et al. (2010:39)

From the motivational theories it is clear that a wide variety of travel motivations could be identified. In order to measure the literature regarding the significance of these motivations, the theoretical findings must be compared with previous research. This will be discussed in the next section.

2.6 PREVIOUS RESEARCH ON TRAVEL MOTIVATION

By studying travel motivations, the fundamental starting point in understanding the psychology of tourist travel behaviour is brought to the light (Goeldner & Ritchie, 2003:243). An in-depth literature review was conducted on travel motivation and

revealed that there are a range of travel motives (see Table 2.3). For the purpose of this research, travel motivations were categorised according to different tourism offerings/products, namely:

- Leisure travel
- Events and festivals
- Nature and parks
- Marine
- Shopping

Table 2.4: Summary of research on travel motivations

Researchers	Leisure travel motives	
Loker and Perdue (1992); Fodness (1994); Oh, Uysal and Weaver (1995); Bansal and Eiselt (2004); Jang and Wu (2006)	- Escaping from the everyday environment - Discovering and evaluating of oneself - Recreation and travelling - Status - Regression - Strengthening of family ties - Facilitating of social interaction - Excitement and escape - Adrenalin excitement seeking - Naturalist (those who enjoyed nature surroundings) - Knowledge seeking - Utilitarian function (punishment, minimisation)	- Utilitarian function (reward maximisation) - Safety/comfort seekers - Culture/history seekers - Novelty/adventure seekers - Luxury seekers - Cleanliness and safety - Facilities, events and costs - Natural and historic sites - Ego-enhancement - Self-esteem - Relaxation - Socialisation
Researchers	**Events and festival travel motives**	
Backman *et al.* (1995); Schneider and Backman (1996); Lee, Lee and Wicks (2004) and Park, Reisinger & Kang (2008)	- Excitement - External - Socialising - Relaxation - Family togetherness	- Social/leisure - Festival attributes - Event excitement/attraction - Cultural exploration - Novelty - Escape
Researchers	**Travel motives to marine destinations**	
Kozak (2002); Yoon and Uysal (2005);	- Culture - Pleasure seeking/fantasy	- Sites and festivals - Excitement

Molera and Albaladejo (2007)	• Relaxation • Physical attributes • Climate • Destination attractiveness • Adventure • Personal attachment • Site attributes • Personal • Education • Rural life	• Knowledge and learning experience • Achievement • Family togetherness • Escape • Safety • Fun • Nature and peacefulness • Trip features
Researchers	**Travel motives to nature areas and parks**	
Kim *et al.* (2006a); Swanson and Horridge (2006); Saayman and Van der Merwe (2007)	• Learning about nature • Participation in recreation activities • Change from home or work • To be free • Seeing as much as possible • Being entertained • Being physically active • Experience new and different lifestyles • Feeling of mastery and achievement • Socialisation • Attributes	• Family togetherness / socialisation • Site attraction • Festival attraction • Escape from routine • Activities • Attractions • Nostalgia • Novelty • Photography • Education
Researchers	**Shopping travel motives**	
Nicholson and Pearce (2001); Kim *et al.* (2006a); Swanson and Horridge (2006)	• Desire for escape • Rest • Relaxation • Prestige • Health and fitness • Adventure • Social interaction • Family togetherness • Novelty	• Tangible resources (beaches, recreational activities and cultural attractions) • Traveller's perceptions and expectations (novelty, benefit expectations and marketing image).

Source: Compiled by author

Table 2.4 clearly indicates that some travel motivations occur regularly, for example, relaxation, socialisation, novelty, family togetherness and escape. These are somewhat independent of the destinations while others are more destination/product related (learn about nature, photography, climate, culture and festival attributes).

After analysing the different motivational theories and summarising the travel motivations from the overall tourism market, previous research regarding specifically the student market (profile, travel characteristics and travel motivations) must be analysed and reported. This will be done in the next section.

2.7 PROFILING STUDENTS AND THEIR TRAVEL MOTIVATION

Previous research on the student market is reported in Table 2.5. A general profile of the international student can be compiled from Table 2.5. International students are mostly female and between the ages of 20 to 25 years. These students prefer to travel in groups of more than five people and prefer to stay between 3 and 6 nights at a destination during a holiday. Travel agencies are the international student's main source of information regarding destinations. It is also clear that the preferred modes of transport are either by car or by means of an aeroplane. Accommodation preferences include hotels as well as in some cases with friends and in other cases, youth hostels. Eating at fast food and family-style restaurants are the restaurant preferences of students.

Table 2.5: Summary of student profile and motives from previous research (continues on page 35)

STUDENTS UNDER INVESTIGATION	PROFILE	MOTIVATIONS FOR TRAVEL	AUTHORS
Travel demand and behaviour of University students in Hong Kong	• Male students 45% and **female students** 56% • Age differs from **22 to 25** • Main source of information - **travel agencies** as well as **friends and relatives** • Length of trip - **between 3 and 6 nights**	• Exploring and experiencing new things • Taking it easy and relaxing	Heung & Leong (2006:86-89)
An analysis of student travel motivations and images of China as a tourist destination	• Male students 32% and **female students** 68% • Age differs from **20 to 22**	• Knowledge and novelty seeking • Excitement and fun • Ego-enhancement	Chen (2004:71,81)
The college student market segment: a comparative study of travel behaviours of international and domestic students at a South-Eastern University	• **Male students** 55% and female students 45% • Age differs from **20 to 22** • Main form of transport **- car and aeroplane** • Type of accommodation - **hotel and with friends** • Restaurant preferences – **fast food and family-style restaurants**	• Exploration and sightseeing • Shopping • Socialising	Field (1999:377-379)
Student travel behaviour: a cross-national study	• **Male students** 50% and **female students** 50% • Age differs from **22 to 25** • Main form of transport **- car and aeroplane** • Restaurant preferences – **fast food and family-style restaurants** • Group size - **more than 5 people**	• Cultural activities • Nature activities	Shoham, Schrage & Van Eeden (2004:4)
Insights into International travel by students	• **Male students** 50% and **female students** 50% • Age differs from **17 to 21** • Length of trip - between **4 and 12 months (studying abroad)** • Main source of information - **travel agencies** and **on their own** • Type of accommodation - **hotel** and **youth hostels**	• Cultural experience • Adventure activities • Visiting relatives • Cheap travel • Opportunity to work part-time	Chadee & Cutler (1996:78)
A study of gender differences - the travel behaviour of Chinese international students studying in the UK	• Male students 49% and **female students** 51% • Type of accommodation - **hotel** and	• Exploration • Meeting new people • Escape and Relaxation	Haung (2006:66-67)

	with friends/relatives	• Enhancing family relationships • Companionship of people of their own age	
Youth tourism markets in Australia: Comparing the travel behaviours of international English language students and backpackers	• Male students 47% and **female students** 53% • Average age - **23** • Main form of transport **- bus and rental car** • Type of accommodation - **hotel** and **youth hostels** • Group size **- more than 1**	• Exploring and experiencing new things • Experience landscape and nature • Adventure activities • Escape and relaxation	Pearce & Son (2004:343-347)
Activity preferences of Asian international and domestic American University students: an alternative basis for segmentation	• Male students 34% and **female students** 66% • Age differs from **22 to 29**	• Escape and relaxation • Educational • Adventure and thrill • Visiting friends, family and relatives • Exploration and indulgence • Nature • Fun and entertainment	Kim & Jogaratnam (2003:265)
Exploring Attitudes of Indian Students toward holidaying in New Zealand using the leisure motivational Scale	• **Male students** 76% and female students 24% • Age differs from **22 to 29**	• Escape and relaxation • Socialising • Challenge seeking • Exploring and discovering	Mohsin & Ryan (2007:5-8)
Multi-destination segmentation based on push and pull motives: pleasure trips of students at a US University	• Male students 30% and **female students** 70% • Age differs from **20 to 29** • Group size **- up to 2 people** • Duration of holiday - **3-6 nights**	• Escape and relaxation • Educational • Adventure and leisure • Visiting friends, family and relatives • Nature • Travel bragging	Kim *et al.* (2006b:24-26)
College student travel: a revised mode of push motives	• **Male students** 53% and female students 47% • Age differs from **21 to 25** • Group size - **more than 5 people** • Duration of holiday - **1 - 3 weeks**	• Visiting friends, family and relatives • Exploration and sightseeing • Escape and relaxation • Educational • Adventure and leisure • Visiting friends, family and relatives • Nature • Travel bragging	Kim *et al.* (2007:73-85)

Source: Compiled by author

It is furthermore clear that age and gender are different in the studies identified in Table 2.5. This could be explained by the fact that every study is done on different student markets. Modes of transport and information source as well as restaurant and accommodation preferences concur broadly throughout all the studies, indicating a strong correlation among the different students. Group size and length of stay also differ among the studies, indicating that the reason for the trip has an influence on the number of people in the student travel party.

The reasons or motives why the international students travel can furthermore be identified (from Table 2.5) by motivations such as to escape and relax, explore new things, to have fun and to partake in cultural, natural and adventure activities. This concurs with Table 2.4 which broadly indicates relaxation, socialisation, novelty, family togetherness and escape as the motivations identified most distinctly. Clearly there are some similarities as well as differences regarding the motivation for travel between the international student market and the more general tourist population.

Two studies were conducted among South African students, namely where the influence of culture were determined among tourism students from seven tertiary institutions conducted by Pretorius *et al.* (2010) and where the overall travel behaviour of the same student sample was determined by Heyns (2009). These studies indicate that those students are mainly female between the ages 18 to 21 (second- and third-year tourism students) who prefer to travel by car and stay with relatives. These students prefer to travel with relatives for up to 5 days. It is also clear that South African tourism students are mainly black and speak Afrikaans. The students reside mostly in Gauteng and Mpumalanga and prefer to go on two or three holidays per year and up to five weekend trips per year. It is notable that the majority of the students never travel beyond the South African borders. The main motivations the South African students identified were exploration, novelty, socialisation as well as escape and relaxation. Once again similarities between the South African students and the international students are notable regarding escaping and relaxing, exploring, socialising as motives to go on holiday. The mode of transport and duration of holiday also mostly concurs with the preferences of the international students. Accommodation preferences differ as international students prefer to stay at hotels whereas the South African students prefer to stay with relatives.

Clearly there are similarities among the motives and travel characteristics of the general tourism population as well as both the international student and the South African student. Similarities are also notable between the international and South African students which indicate that the overall student population resembles homogeneous features. It is clear that the student market is homogenous with heterogeneous characteristics in terms of the profile, travel characteristics and travel motives. The travel motivations of the students are notably broadly the same as the motivations of the general tourism market (c.f. Table 2.4). Also notable is the correlation between the different nationalities regarding travel motivations as well as the profile and travel characteristics. Taking the differences that the student population resemble into consideration, it is evident that although the student population seems to be homogeneous, it also features heterogeneous aspects, emphasising the fact that students must be regarded in terms of similar groups when targeted by the marketing department of destinations.

2.8 CONCLUSION

The aim of this chapter was to analyse the literature concerning travel motivations. This was done by conceptualising motivations and travel motivations, discussing the main motivational theories and comparing those with previous research. In tracing the history of travel over the centuries, it is quite evident that the main motives for travel have not changed much. These motives have remained in form. Only the scope and the intensity have changed and the principal motives continue to be the same (Bhatia, 2007:35).

This chapter set out with the question of *why do people travel.* A variety of push factors may motivate the desire to travel. These factors may result from the particular relationship of an individual with their work or home environment. Alternatively, the motivation to travel may be driven by other forces as in the case of needing to visit relatives or going to a festival to explore cultural origins. Other tourists may be motivated by higher order psychological needs such as self-esteem as indicated in Maslow's needs hierarchy (Saayman, 2006:31). In relation to Maslow's (1943:419) need hierarchy and push and pull motivations, Gray (1980) divides motivations between Sunlust and Wanderlust. Pearce's (2005:58) TCP indicates that all motives can be

divided into three layers, namely the core motives, the moderately important motives and the less important motives. Crompton (1979) on the other hand identified nine motivational categories which can be classified into either socio-psychological motives or cultural motives. Plog's (2002) model of allocentricity and psychocentricity was used to identify primarily the destinations to which tourists would like to travel.

The international student traveller can be identified as between the ages of 20 and 25 who prefers to travel in groups, staying mainly up to six nights at hotels. These students travel by car between destinations and like to eat at fast food restaurants. It is also clear that travel agencies are used in order to obtain the necessary information about the trip. In analysing the previous research regarding student travel motivation, it was notable that the motivations between the students and the general tourism market were similar in terms of escape and relaxation, exploration, having fun and socialising as well taking part in adventure, cultural and natural activities. Correlations between the students from South Africa and the international students are also noteworthy with regard to escaping and relaxing, exploring and socialising as motives to travel, as well as preferred transportation and the duration of holidays. Accommodation preferences stood out as one of most prominent differences between these student groups.

According to the aforementioned, Crompton and McKay (1997:425) indicate that there are multiple variables to explain travel behaviour. They continue to state that motivation resembles the starting point that launches the travel decision-making process. Thus in Chapter 3 the travel decision-making process will be analysed in order to determine the other factors which influence travel behaviour and more specifically how these factors influence student travel behaviour.
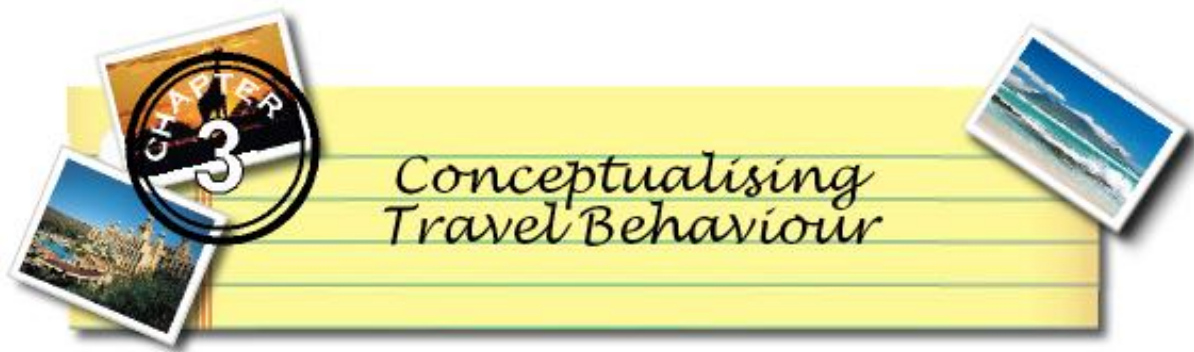
"The use of travelling is to regulate imagination by reality and instead of thinking how things may be, to see them as they are."

Samuel Johnson (American philosopher)

3.1 INTRODUCTION

Tourism is undoubtedly a global phenomenon. International travel now accounts for over one-twelfth of world trade and constitutes by far the largest movement of people across borders that have occurred in human history (Urry, 2002:26). Travel is interpreted as a basic human need, drive for prestige, retreat from everyday life, or a specific form of consumption (Raj, 2004:12). Research into travel started at the end of the eighteenth century, largely because of an increase in travel between Europe and America. Initially, tourism research was predicated to the counting of numbers and economical benefits. This occurred because tourism was seen as an economic development tool on both national and international levels, particularly for the areas or nations with minimal or no primary or technological resources. As a consequence, research focused on tourism as an economical activity, in particular the economic advantages and disadvantages of tourism (Minghui, 2007:15). Jennings (2001:19) indicates that recent interest has shifted from the supply side (tourism industry sector and government) to the demand side of tourism (tourist, or in this case student). Attention has thus turned to the nature of students, their experience and the social, environment and economic impacts of tourism, as well as training and educational needs.

In order to understand travel behaviour, information is needed about the activities which the tourist pursues, with whom and where these activities are being pursued (Van Middelkoop *et al.,* 2001:107) and even more importantly, how tourists make a decision to purchase the product or service (Swarbrooke & Horner, 2001:3).

Taking the above in consideration, the purpose of this is chapter is to analyse the literature concerning travel behaviour. Firstly, the benefits of researching travel behaviour will be identified, whereafter travel behaviour will be conceptualised with regard to decision-making. The travel decision-making process will be used to identify the factors which influence travel behaviour. Lastly, a summary of previous research done on student travel behaviour will be compared with the literature in order to determine student travel behaviour.

3.2 BENEFITS OF TRAVEL BEHAVIOUR RESEARCH

What are the benefits of researching travel behaviour? In tourism, according to Saayman (2001:30), marketing research is imperative in order to develop the right product or right package for the right market. In-depth research is an essential aid to understand the phenomena in order to act more effectively (Ryan, 2003:106). Moutinho (2000:89) states that marketing research in tourism is *the systematic gathering, recording and analysing of data about problems related to the marketing of tourism services.* Travel behaviour research has the literature value which is utilisable within tourism marketing.

Fourie (2006:54) indicates that understanding tourists' behaviour is very important for any marketing activity. Especially in the tourism market it is vital to understand and account for the purchase behaviour of the tourist in order to understand the tourist and improve on the development, promotion and selling of tourism products (Swarbrooke & Horner, 2001:3; Pearce, 2005:8). According to Minghui (2007:52), the five most valuable benefits of travel behaviour research are:

- Marketing value;
- Economic and social value;
- The exploitation value of a tourism destination;
- A harmonious blend of marketing and planning; and
- Establishing an integrated information system regarding travel behaviour research.

Because students represent a valid segment of the greater tourist population, the same can be assumed for the student market. Based on this, Minghui (2007:5) states that understanding student travel behaviour is important for marketing purposes. This is because different students have different needs; their purchase decision may be influenced by individual preferences, personal characteristics and social circumstances at the least. Therefore a greater understanding of travel behaviour is required.

3.3 UNDERSTANDING TRAVEL BEHAVIOUR

According to Field (1999:375) travel behaviour is of great interest to the tourism industry. Under increasingly competitive market conditions, the need to create and deliver purpose-adapted products is becoming more urgent. If the tourism industry, whether private or public, could understand the behaviour patterns of the tourist, the industry would be more capable to provide for their specific needs (Fourie, 2006:54). According to Zins (2001:123), concepts such as motivation, benefits, products and service quality can help measure travel behaviour.

Travel can be interpreted as a basic human need, a drive for prestige, retreat from everyday life, or a specific form of consumption (Raj, 2004:65). Fourie (2006:13) indicates that behaviour can be seen as the way one responds to others in a specific situation. Swarbrooke and Horner (2001:3) identify consumer behaviour as the activity by which a consumer chooses to purchase or to use a product. Thus, taking these three definitions into account, it can be concluded that travel behaviour consists of three aspects namely:

- A person who travels to a destination because of a need, drive or to retreat,
- who purchases tourism products and services and
- who acts differently toward different situations and people before and after travelling and purchasing.

Raj (2004:111) broadly defines travel behaviour as *including the whole process of travel, creation of travel demand, planning, motivation and behaviour of tourist destination choice, tourist perception, expectation and satisfaction as well as the actual*

expenditure during travel. Tourism organisations and industries pay close attention to travel behaviour because it is significant to tourism marketing.

Minghui (2007:15) adds that different people have different needs; their purchase decision may be influenced by individual preference and social circumstances at the least. Previous research has also shown that there is a variety of psychological and sociological reasons that has been used to explain why people travel. Decades ago in-depth understanding of travel behaviour was recognised as a key ingredient in the planning, design and operational analysis of tourism (Raj, 2004:98).

Pearce (2005:17) illustrates the concept of travel behaviour as shown in Figure 3.1. From a marketer's point of view, travel behaviour of the tourists is analysed and the needs identified after which the whole market is segmented. Developing a market position according to the different market segments is the next step and is followed by forming and implementing a marketing strategy. From the tourist's point of view, the decision is made in terms of different motivations and decision making processes. The new images are formed after the first experiences and influence the next decision.
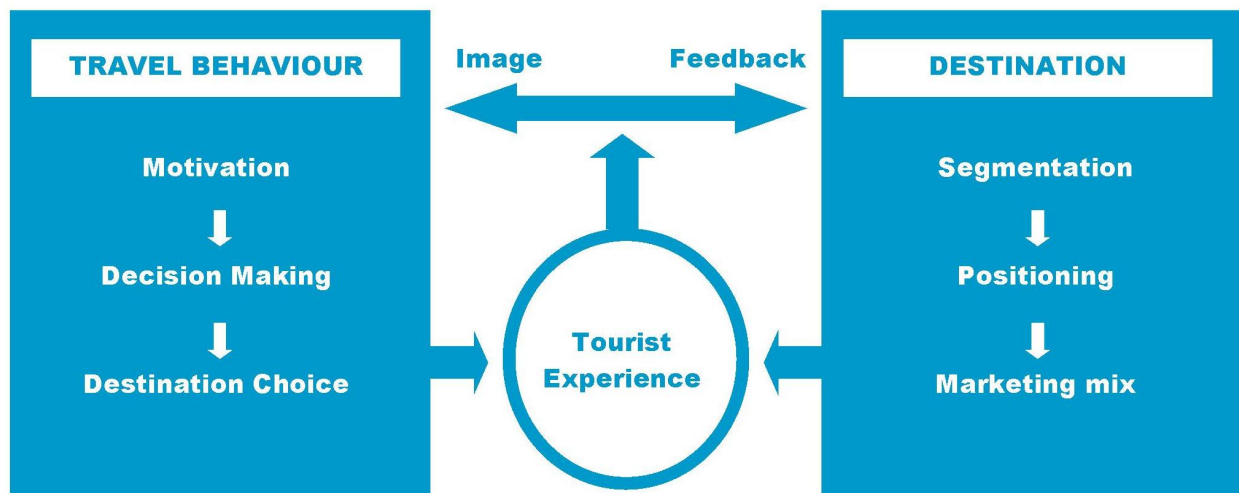
Figure 3.1: A conceptual map of travel behaviour
Adapted from: Pearce (2005:17) and Minghui (2007:14)

Developments in methodology and their applications in travel behaviour research continue to diversify in order to capture the growing complexity of human travel activity and the accompanying coping strategies. Travel behaviour research is trans-disciplinary (Hensher, 2001:330). Researchers agree that there are various factors which influence how, where and when students take vacation and these include the levels of education, occupation, income, size of the places where they want to live and their age (Raj, 2004:69). Redmond (2000:211) concludes that travel behaviour is

complex and to predict it is difficult because there are many considerations and few (if any) hard and fast rules.

As seen in Figure 3.1 the tourist's experience is influenced by marketing activities, such as segmentation, positioning and the marketing mix as well as the image created in the tourist's mind, which includes motivation, decision-making and the choice of destination. Motivation and decision-making can be seen as the demand factors where all the factors with an influence are based on satisfying the demands of the tourist. The choice of destination, on the other hand can be seen as the supply factor. Here the factors with an influence are based on what the destination has to offer the tourist. According to Minghui (2007:16) the aim of research concerning the total concept of travel behaviour is to analyse the process of travel behaviour and effecting factors, in order to understand the tourist market and to know how best to attract the desired market. For the purpose of this study travel behaviour with regard to motivation, decision-making and the choice of destination (according to Figure 3.1) will be used as a framework. In other words, decision-making will be discussed, which together with motivation (which was fully discussed in chapter 2) will aid in conceptualising travel behaviour.

3.4 DECISION-MAKING

Decision-making is a never-ceasing human activity (Decrop, 2006:28). Since decisions direct one's life and behaviour, investing in them is worthwhile. Decision-making is the study of identifying and choosing alternatives based on the values and preferences of the decision-maker. Making a decision implies that there are alternative choices to be considered, and in such a case one does not only want to identify as many of these alternatives as possible, but one also wants to choose the alternative that best fits one's goals, desires, lifestyle, values, and so on.

In tourism there are different factors that influence the potential tourist to make his or her decision to travel (Kotzé, 2005:53; Fourie, 2006:68). For the tourist to make such a decision there must be a need to travel. As soon as the decision is made to travel there is a need for information about different destinations. The tourist looks at the different

options before he/she actually decides where he/she wants to go to. In this process people make use of different information systems which influence their final decision.

When a tourist has to make a decision, it implies that alternative choices must be available to the tourist. Tourists acquire a tourism product or service to satisfy a need (Saayman, 2001:31; Kotzé, 2005:54). The tourist goes through a whole process before purchasing the product or service. Therefore tourists are not always fully aware of all the destination alternatives available before making a decision. Previous experience has a vast influence on this aspect of making decisions (Saayman, 2001:37). According to Kotzé (2005:55), almost every decision has risks and few decisions are made with absolute certainty.

Tourists usually have specific needs which are different for every individual. In order to get to a certain destination an infrastructure is necessary. Saayman (2000:8) adds that an infrastructure is needed to provide in the specific needs of the individual. The scope of tourism supply is diverse and broad and provides a combination of tangible and intangible products (Page, Brunt, Busby & Connell, 2001:74). The tourist has to make certain choices regarding different infrastructures available before travelling to a destination. These decisions have the potential to influence the whole trip and include:

- Accommodation and catering
- Transport
- Entertainment and attractions.

Ryan (1997:53) has developed a basic choice process which is illustrated in Figure 3.2. Making decisions is a learning process and tourists have to learn in order to have expectations as well as to be able to acquire information and evaluate destinations (Ryan, 1997:53; Saayman, 2001:31; Fourie 2006:70).
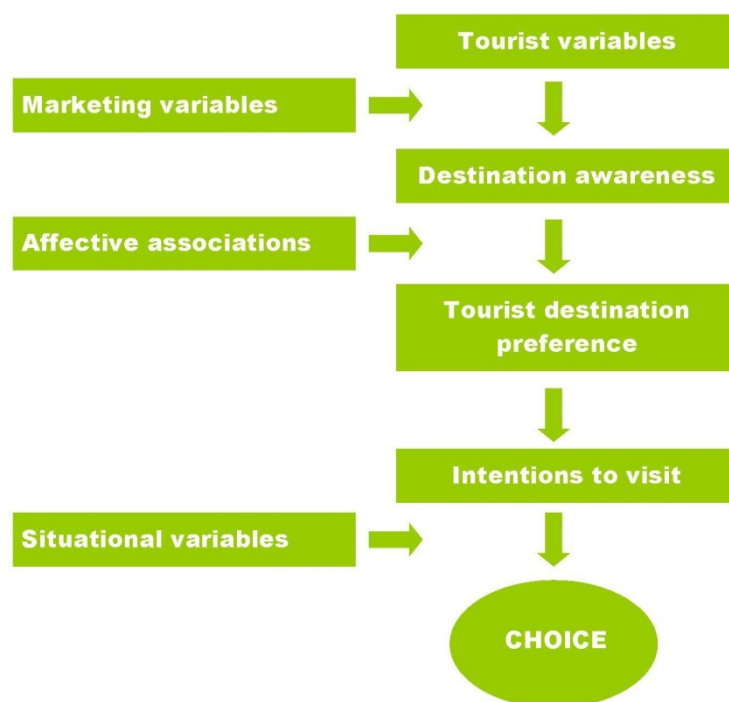
Figure 3.2: Choice process
Adapted from: Ryan (1997:53) and Fourie (2006:69)

Part of this learning process involves previous experiences. Ryan (1997:55) as well as Schoeman and Mynhardt (2005:86) identify six different variables to influence the choice of tourists. These variables include:

- Marketing variables which include product, designs, pricing, advertising and promoting channels.
- Tourist variables, which consist of previous experiences, family lifecycle, income, age, lifestyle, value system and motivation.
- Destination awareness, for example destinations of which the tourists have no idea that they exist or are well-known and whether these destinations are inert, inept or evoked.
- Effective association of the destination whether positive or negative.
- The tourists' destination preference
- Specific situational variables, for example entitled holiday, entitled holiday packages and perceived needs for a holiday.

Ryan (1997:55) continues to point out that these factors create an intention to travel. These variables are influenced and also limited by marketing changes. For example, if a tourist has a characteristic variable of escape and relaxation and the market is

overpriced, then the market changes will influence the tourist's decision and other variables will have a bigger influence on the tourist's decision.

In considering motivation (as discussed in Chapter 2) and the reasons why people travel, decision-making and the influence it has on the trip, it is clear that travel behaviour is ultimately understood if all the factors which influence it are listed and individually understood. Thus to identify these factors, the travel decision-making process will be discussed and in relation to that the factors which influence travel behaviour will be identified and discussed.

3.5 THE TRAVEL DECISION-MAKING PROCESS

The travel decision-making process focuses on the decision that has to be made regarding the choice whether to travel or not to travel and identifies the factors which influence the tourist's decision-making, thus ultimately influencing the tourist travel behaviour. Laws (2002:18) indicates that the travel decision-making process has been a subject of considerable research, but there is little consensus beyond broad elements which influences most students. There is still debate in the ordering of the choice of elements in a holiday (where to go, where to stay and how to travel); the relative influence of decision-makers in a family or a group of friends and the trade-off between effort and investment in the search for adequate information compared to the relief that the decision has been made, often followed by searches for more specific information regarding what to do during the destination stay (Visser 2009:36).

Travel decision-making is the study of identifying and choosing alternatives, based on values and preferences of the decision-maker. As mentioned earlier, making a decision implies that there are alternative choices to be considered and that the best alternative should be chosen. The chosen product will have competitive advantage above any other. Decision-making is also about reducing uncertainty and doubt in order to allow for a reasonable choice. Important to remember is that every decision involves a certain amount of risk because complete knowledge about all possible alternatives is seldom possible (Kotzé, 2005:46; Visser 2009:36).

Visser (2002:14), Kotzé (2005:46) and Visser (2009:36) indicate that even though students make simple decisions whether to go or not to go, more intensive research reveals that students (high-involvement decision-makers) undergo an elaborate decision process and that there are several different factors involved to influence the decision-making such as budget, family lifecycle, preferences, previous experiences and so on. Different alternatives are weighed one against another to determine which alternative will best satisfy the specific needs of the tourist (Saayman, 2001:36). This has a direct influence on the decision-making process.

All the different phases of the decision-making process is shown in Figure 3.3. Mill and Morrison (1985:5), Goodall (1991:66), Saayman (2001:37) and Visser (2009:38) identify five different phases in the travel decision-making process:

- Phase 1: Motivation and identification of problems to travel.
- Phase 2: Acquiring of information.
- Phase 3: Evaluation of motives.
- Phase 4: Decision-making.
- Phase 5: Feedback
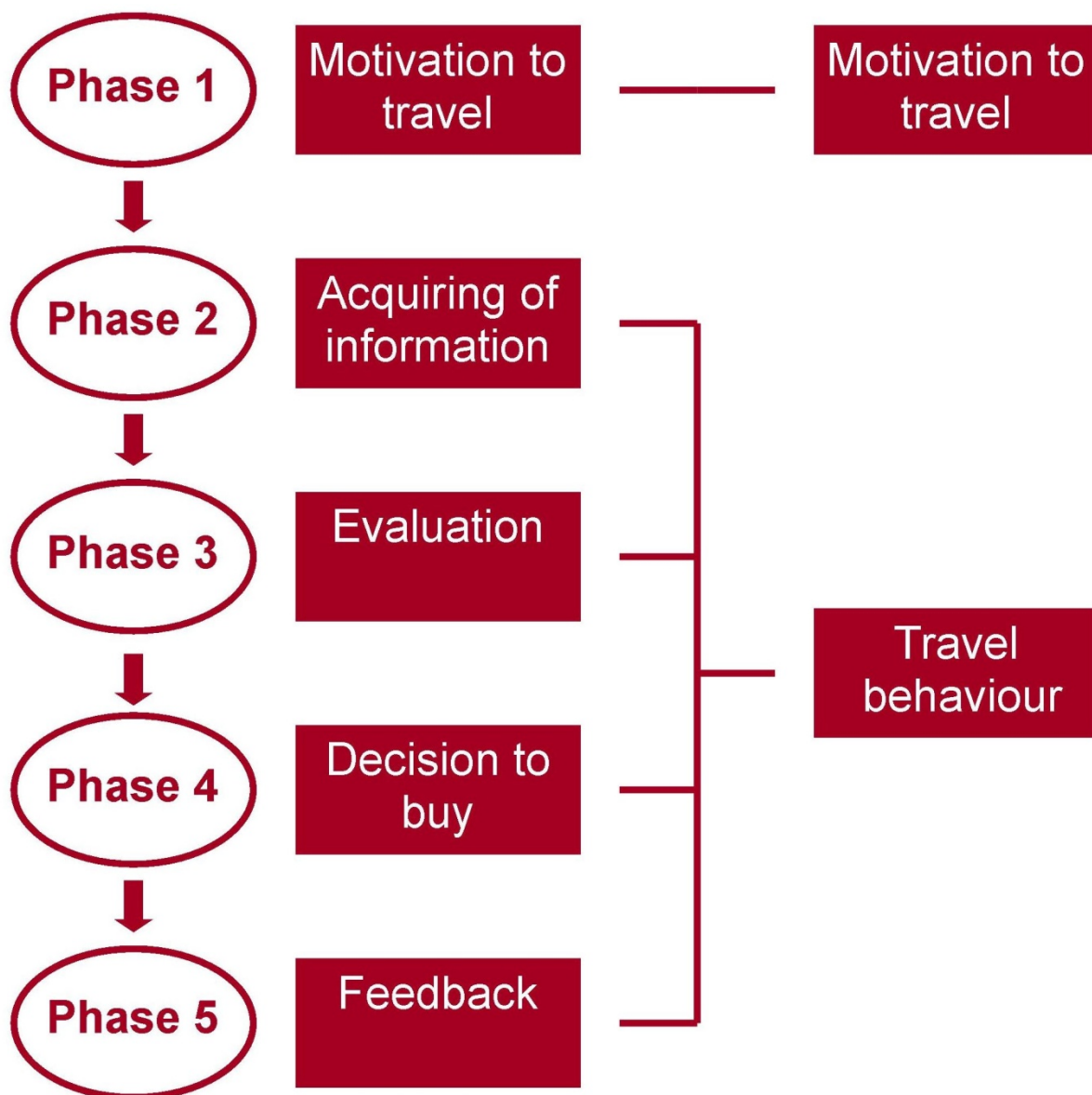
Figure 3.3: Sequence of the travel decision making process
Adapted from: Mill and Morrison (1985:5); Goodall (1991:66); Saayman (2001:37) and Visser (2009:38)

Awareness of the availability of destinations influences the tourist's decision whether to go to the destination or to an alternative destination. Previous experience plays an important role in the awareness stage or the motivational phase. When the tourist finds an interest in a certain destination, the second phase follows which consists of acquiring the necessary information on which the destination will be evaluated. The interest of the tourist will be defined by the evaluation phase, followed by the tourist's preferences and opinions. After the tourist made the decision to buy or to visit the destination, the post-travelling experience or the feedback will determine the memories (good or bad), attitudes towards the destination and whether the tourist would return to the destination (Saayman, 2001:32; Fourie, 2006:70).

3.5.1 Motivation to travel (Phase 1)
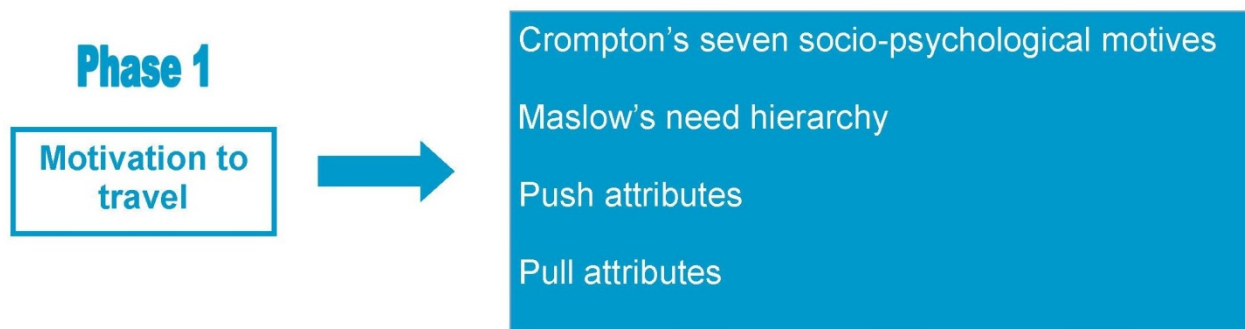
Figure 3.4: Motivation to travel (Phase 1)
Adapted from: Mill and Morrison (1985:5); Goodall (1991:66); Saayman (2001:37) and Visser (2009:38)

As stated and discussed in Chapter 2, tourists are knowingly or unknowingly, implicitly or explicitly influenced by a variety of stimuli. Problems usually originate when a need or a lack of a specific recreational activity occurs. Identification usually leads to the realisation of a need and is very strongly influenced by personal characteristics, social determinants and previous vacation or travel experiences **(**Saayman, 2006:49). Therefore, specific reasons can lead or motivate tourists in the choice of a specific type of holiday or destination in preference to all the alternatives of which the tourist is aware. These reasons are identified by Maslow (1979) and can also be seen as push factors or attributes of tourism motivation (cf. 2.3.2 and 2.3.3).

It is noted that tourists travel for reasons such as *escape* or as Rivers (1972:162) states to *free themselves* or to *relieve tension*; in essence to satisfy a basic physiological need, which can either be physical or mental relaxation. These motivations are mostly influenced by the tourist's personal characteristics which also influence decision-making as indicated in studies such as Clow and Baack (2004).

In Chapter 2 motivation and motivational theories were discussed and analysed in more detail.

3.5.2 Acquiring of information (Phase 2)

Figure 3.5: Acquiring of information
Adapted from: Mill and Morrison (1985:5); Goodall (1991:66); Saayman (2001:37) and Visser (2009:38).

Once the decision is made in favour of a vacation, the second phase is concerned with where to go. Information is developed and transmitted by the marketer. Tourists acquire information concerning the alternatives which assists in the travel decision-making progress. Marketing programmes which do not directly or indirectly influence a tourist's decisions are by definition failures. Since tourists are already motivated they make an effort to obtain the necessary information which is phase 2 (Kotzé, 2005:49-51 & Visser, 2009:41).

The search process is greatly influenced by personal vacation experiences, recommendations of friends and information acquired by means of advertisements and brochures (Saayman, 2006:49). With this in mind Clow and Baack (2004:243) point out that once a need or want is recognised, the tourist conducts a search for information. Information is defined as data that have been converted to a useful form of decision-making in order to solve a problem. It is relevant, timely, accurate and cost effective as well as reduces the risk in decision-making (Schoell & Guiltinan, 1995:102).

This begins with an internal search where the tourist mentally recalls images of products that might fulfil or meet his/her need. In some cases the tourist might remember how the need had been met in the past. If a particular brand was chosen and the experience with that brand was positive, the tourist may repeat the purchase decision. Furthermore a tourist expands the information search after hearing about a new or a different brand from a friend or because of a positive response to an advertisement. Visser (2009:42) puts emphasis on the fact that word-of-mouth marketing is underrated. A student's level

of education and the tendency to conduct external searches are closely connected. These students are more likely to spend time searching for information. Visser (2009:42) continues to identify the four factors to make up the external search, namely:

- Ability;
- Motivation;
- Costs; and
- Benefits.

These factors are normally all considered at the same time. Media sources like newspapers or magazines are usually not expensive and the high information content can motivate a student to visit a destination. The process of acquiring and organising information refers to the direction of a purchase decision and of using and evaluating products and services. Newspapers and magazines usually provide the student with enough information on different products which makes it possible to compare and evaluate the different products (Kotzé, 2005:54). This allows the student to identify the weaknesses as well as the strengths of the different products. These strengths and weaknesses reveal the positioning attributes. In other words, the push and pull attributes that motivate a student to travel to that specific product, fulfilling that specific need.

Through marketing, students develop an organic image of a relatively large set of potential products which has been passively acquired. The term *organic image* is passively formed through the process of exposure to media and other non-tourist-specific information sources. An organic image evolves into an induced image (whose development is influenced by the tourist organisations' directed information gained through travel agents, brochures and travel posters). An active search for information is then guided by the motives and desires of the student. Different tourism products are evaluated against personal organic images, information from personal contacts (word-of-mouth) and benefits as portrayed through marketing communication. This process leads to the development of induced images of alternative destinations (Saayman, 2001:169-170). A more complex image will develop through actual contact after the selected product has been visited. According to Frochot and Kreziak (2008:298) image is a core element in a communication strategy especially in regard to destination branding and positioning strategy.

Hooley, Saunders and Piercy (2004:3) state that marketing has successfully migrated from being a functional discipline to being a concept of how businesses should be run. The marketing mix should be researched and used to identify or create a unique selling point for the tourism product, allowing for differentiation from competitive products. Theron (1999:128) indicates that the marketing mix allows for the successful transfer of the product from the producer to the consumer. The marketing mix consists of the following:

- Product - refers to the product/service offered.
- Price - price should reflect the product values to the student. It also concerns the relative price versus the quality level of the products as maintained over against competitors.
- Place - refers to the distribution or location where the product is sold.
- Promotion - the combination of marketing communication methods used to inform the target market of the product.

3.5.2.1 Product

A product can be defined as anything that can satisfy a want or a need and can be offered to a market for attention, acquisition, use or consumption (Visser, 2002:18; Kotler, Bowen & Makens, 2003; Visser 2009:47). The tourism product has no value until placed in the hands of the consumer (in this case the student). Unfortunately the product cannot be taken to the student, thus it is the student who should be brought to the product. This can only be achieved through promotion and marketing. The tourism product consists of physical/tangible components, for example vehicles, buildings and food. Secondly, there is a service component which is misunderstood in many instances. Unlike most other services, tourism contributes to an everlasting experience and adds value to the student's life (Saayman 2001:68). The experience cannot come into its own without both the physical and the service components. Saayman (2000:233) adds that tourism products differ from manufactured products in the sense that it cannot be touched or tasted because it is produced while it is being consumed. Therefore it has to be experienced, which makes it primarily a service. This adds to the difficulty of being competitive in the tourism industry. Due to the intangibility of the product/service, the tourism manager has a difficult task to determine if the package or product will meet the needs of the students.

From the student's point of view, it refers to the product offered. This adds to the difficulty of positioning the product so that its position becomes stronger than its competitors' positions. When more unique variables are added to the product, this can be achieved (Theron, 1999:129).

3.5.2.2 Price

Saayman (2001:72) defines price as the value which a potential student places on the product which has a definite influence on competitiveness. Price is influenced by the experience and the quality of the service. For the student the price is the final burden to be paid before the product may be acquired or before the vacation can start. If another product offers a better price to the student or offers more that other products, that product will be positioned higher than its competitors because the chances are good that the cheaper product will attract the student.

Price also contributes to the travel decision-making process and is also evaluated when decisions are made, thus a comparison is made among the various tourism products. Students will not always be willing to pay the same price for the same products being offered (Kerekes & Tonvall, 2001:4). When determining prices it is important that the student receives value for money. In other words, when the supply is more than the demand, prices should be lowered. When the demand is more than the supply, the prices should be increased (Saayman, 2001:209).

Saayman (2001:357-358) adds that value for money can be quantified in terms of quality of service. Quality on the other hand is valued in terms of the value that students experience when making use of a product. Value for money leads to the satisfaction of the student and loyalty towards the product from which he/she received value for money. This in turn will lead to growth and profit for the product owner. Comparable prices and quality relationships will therefore influence perceptions and choices of the tourism product. Poor services, on the other hand, can lead to avoidance of the product and can therefore have an impact on the economy and lead to disregarding the tourism product and considering alternatives.

Wilson and Gulligan (1997:303) and Botha (1998:25-30) indicate that positioning by price/quality can be powerful due to the fact that it says something of the product itself.

Price is likely to segment the student market from those willing to pay and those who are not. This also does not imply that high quality is unaffordable.

After the tourism product has been priced, it is a matter of making the students aware of its existence. Distribution and promotion have a direct influence on getting the product to the student.

3.5.2.3 Place (Distribution)

The distribution channel is part of the marketing mix which delivers the product to the final consumer (Strydom, 1999:148). This can only be achieved through distribution channels. Seeing that the product (service) is tangible, it cannot be stored and therefore the tourism marketers endeavour for a continuous flow of product consumers (students) in the same ratio as product availability.

Saayman (2001:223) adds that a product cannot be successful unless one is aware of the accessibility factor. This is catered for by means of the distribution channels. Tourism products are limited because of a restricted number of resources and the carrying capacity cannot easily be expanded. During the distribution process, transport, accessibility and safety are of the utmost importance. To make sure that the product is more accessible, Visser (2009:49-50) points out that it is important to do the following:
- Determine the ability of the tourism product to satisfy the student's needs;
- Provide transport that is compatible with the tourism market;
- Compile a priority list to reach the needs of the tourism market;
- Facilitate movement into a country through effective customs, good infrastructure (roads) and clear directions and assistance to tourists; and lastly
- Keep in mind that seasons as well as lack of information offices (especially in terms of safety and security) may also have an impact on access to an area or facility.

Saayman (2001:224-226) indicates that distribution components of the marketing mix appear to have two functions which are first of all, to enhance the accessibility of the product or attraction as well as to distribute the necessary information concerning the attraction or product. The product owner usually decides which distribution channel will be used and what the cost involved will be.

In the distribution channels there are middle-men who link the students to the service providers, for example airlines, car-rental companies and hotels with each other. These middle-men are tour operators, travel agents and authorities and play a very important role in providing the students with the necessary information (Visser, 2002:19-20).

If the product is positioned well enough, the availability of the products will be easy and more convenient for the students. The more accessible the product, the greater the competitive advantage.

3.5.2.4 Promotion

Promotion is better known as marketing communications. The objectives of promotion are mainly to inform the students of what is available, convince them to give it a try and to remind them of what is available. Promotion is necessary to persuade the students to change their buying habits (Visser, 2009:50).

A factor that also affects and highlights the importance of promotion or marketing communications is the increasing level of competition. Machado (1999:168-169) found that industries tend to compete for students' attention through marketing communications and eventually, the better the marketers perform, the better the product is positioned in the end. Machado continues to identify three promotional activities, namely:

- Promotions aimed at influencing students before leaving home;
- Promotions aimed at influencing the student while en-route from home to a product area; and
- Promotions aimed at influencing the students after they arrived at the destination.

Kotzé (2005:61) adds that in all three general types of promotional activities, newspapers and magazines play an important role. Decisions with regard to promotion should be directed at the appropriate market in order to increase competitiveness and achieve a higher positioning in the end. Promotion can definitely not be ignored nor taken lightly, so the more effective the promotions, the better the chances to successfully compete against similar tourism products. Successful implementation of promotions will ensure that the product will not only be positioned above those of the

competitors, but will be chosen as the final choice enhancing the uniqueness of the product.

3.5.3 Evaluation of motives (Phase 3)

Visser (2002:28) and Visser (2009:51) point out that during this phase all the motives and alternatives are compared with one another. This includes aspects such as affordability, product accessibility, transportation, exchange rate and travel time, to name a few (Figure 3.6). During this evaluation process positive information and negative information are compared and the student starts to consider potential choices within a certain period of time.

Figure 3.6: Evaluation of motives
Adapted from: Mill and Morrison (1985:5); Goodall (1991:66); Saayman (2001:37) and Visser (2009:38)

Moutinho (2000) and Kotzé (2005:60) continue to indicate that external variables which have an influence on the decision-making process include confidence in the travel-trade intermediary, image of the product, previous experiences, travel constraints, time costs and assessment of risk. With regard to the destination, cost and value play an important role, involving attractions, travel opportunity, travel arrangements as well as the quality and quantity of travel information available.

Researchers such as Pizam and Mansfeld (1999) indicate that in evaluating which product to visit, tourists base their judgements on certain decision criteria. Quality and price are seen as two of the more important criteria. At the same time, the student may engage in an active external information search. Students may not have enough worthy information in their memories to make adequate decisions regarding their vacation. In

these cases the student will seek additional information to evaluate the possible alternatives. Kotzé (2005:61) indicates that newspapers and magazines are some of the external aids students acquire in search of additional information. These mediums are high in information content and considered as credible.

Kotzé (2005:60-63) continues to state that although decisions to purchase the same vacation appear identical across the scope of repeat visitors using habitual decision-making, differences do exist in terms of loyalty to the tourism product. Repeat purchasers can be induced to change their purchase habits because of little commitment attached to the product. On the other hand, product loyal students are highly committed to preferred products and will not change easily.

Eventually if the positioning attributes of a product are more unique and stronger over those of the competitors, the chances will increase of that being selected as the holiday product.

3.5.4 Decision-making (Phase 4)

Figure 3.7: Decision to buy
Adapted from: Mill and Morrison (1985:5); Goodall (1991:66); Saayman (2001:37) and Visser (2009:38)

As illustrated in Figure 3.7, the different factors which play a role in the decision-making phase can also serve as facilitators or inhibitors. Types of decisions include

comprehensive habit-forming and impulsive decisions which imply a cognitive information process (Saayman, 2006:49).

Saayman (2001:39) states that the criteria used in the decision-making between alternatives, serves as a bridge between the motives and the observed alternatives of the student. The choice the tourist makes is believed to satisfy his/her need to the maximum. Non-destination related motivators are easier to determine than those which are destination related. The determining factor is thus rather the reasons for undertaking the journey than the product itself.

The accommodation sector is central to the tourism industry when it comes to deciding about where to stay. Tourism flows are directly influenced by the size of this sector, by the way it adapts to demands and by the quality of the accommodation on offer. When choosing accommodation attributes such as natural resources, climate, culture, historical background, ethnicity and accessibility are taken into account (Saayman, 2001:53; Kotzé, 2005:66; Visser, 2009:54).

Furthermore, there are different modes of transport. The different modes are significant to the growth of the tourism industry. The cost of transportation often determines the total cost of the tourism product and has a direct influence on the decision-making. Transport leads to mobility and mobility increases the economic value of products because it makes products available in other places. Practically all students demand a degree of transport and transport is also necessary for expansion of the national and international student markets (Kotzé, 2005:67).

If a position is not located in the mind of a potential student and if the product is not desired by the student, nor can it fulfils the needs or want of the student at the time, the student will not choose the product and will consider alternatives. Thus it is important for management to ensure that the product presented to the tourist must portray the positive side rather the negative side. This can contribute to an enormous change in the tourist's travel decisions (Visser, 2002:29).

3.5.5 Feedback (Phase 5)
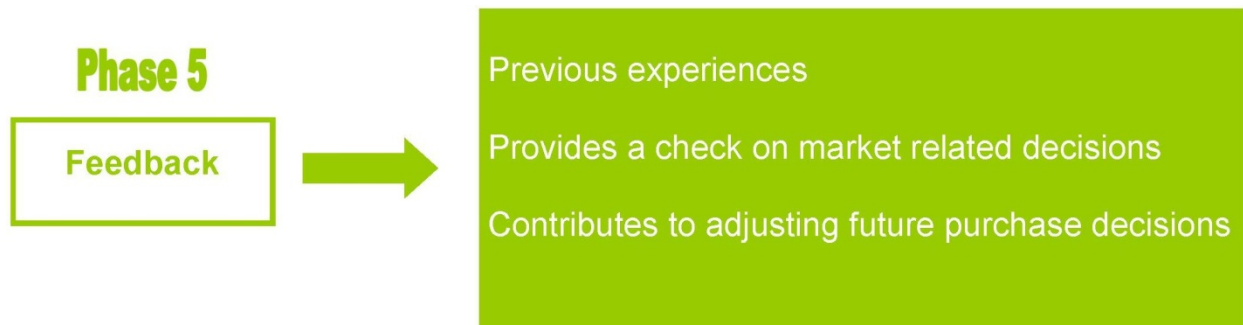
Figure 3.8: Feedback
Adapted from: Mill and Morrison (1985:5); Goodall (1991:66); Saayman (2001:37) and Visser (2009:38)

Figure 3.8 indicates that this phase represents the consideration of previous decisions as well as the actual experience. Future decisions are not only determined by the value of the previous experience, because personal, situational and contextual variables are other factors that must be taken into account **(**Swarbrooke, 2002:146).

According to Swarbrooke (2002:147) the visitor usually has previous experiences which influence present and future behaviour and once there have been actual visitors at an attraction it becomes part of their experience to influence their future behaviour. In other words, the model needs a feedback loop from the actual visitor position to the potential visitor position.

Although attractions offer satisfaction to tourists, according to Saayman (2001:35), it is the task of the developer and the designer to create an environment that offers attractions to the tourist which may make the visit extremely enjoyable.

Post-choice evaluation feedback has a significant impact on the decision-maker's set and subsequent behaviour. One of the key elements noted as affecting a student's expectations is the satisfaction with post-purchase. Kotzé (2005:67) adds that post-purchase evaluation has three major purposes, namely:

- It adds to the student's store of experiences and it is through post-purchase assessment that experience is taken into the student's frame of reference. Hence it broadens personal needs, ambitions, drives, perceptions and

understanding which also influence future word-of-mouth communication with regard to the product and the experience;

- Post-purchase assessments provide a check on market-related decisions; and thirdly

- It provides feedback to serve as a basis for adjusting future purchase behaviour.

Saayman (2001:169-170) indicates that the final choice of destination is likely to be based on the key benefits of attractions, which emerge from the induced images. Feedback is also an effective way to see how the product can be improved in relation to those of competitors, especially in terms of positioning which has a direct influence on the travel decision-making. The way to achieve this is to conduct research analysing positioning attributes with regard to the product as well as previous travel experiences and so on.

In order to identify factors which influence travel behaviour, an in-depth analysis of the travel decision-making process is conducted. The factors identified will be discussed accordingly and will give marketers the variables on which marketing strategies must be focused in order to reach the target market and attract them to a specific destination.

3.6 FACTORS INFLUENCING TRAVEL BEHAVIOUR

The social world is often perceived as being organised by universal laws and truths. In such a world, tourist behaviour is thus predictable because it is governed by external forces. Subsequently, student behaviour can be shaped and controlled once casual relationships have been determined (Jennings, 2001:108).

Table 3.1 summarises the different factors that play a role in the travel decision-making process and consequent travel behaviour.

Table 3.1: Summary of the factors that play a role in the travel decision-making process

Phases of the travel decision-making process	Factors that play a role
Motivation to travel	➢ Needs ➢ Expectations ➢ Prestige

	➢ Strengthening of family ties
	➢ Relaxation/recreation
	➢ Escape from everyday routine/environment
	➢ Previous travel experience
	➢ Perception
	➢ Culture
	➢ Personality
	➢ Lifestyles
	➢ Discretionary time
Acquiring of information	➢ Image of destination
	➢ Previous travel experience
	➢ Attractions
	➢ Travel opportunity
	➢ Quality/quantity of travel information
	➢ Word-of-mouth
	➢ Culture
	➢ Social class
	➢ Marketing
Evaluation	➢ Confidence in travel-trade intermediary
	➢ Image of destination
	➢ Previous travel experience
	➢ Travel constraints
	➢ Money matters
	➢ Assessment of risk
	➢ Perception
	➢ Technology
Decision to buy	➢ Cost/value relationship
	➢ Attractions/amenities
	➢ Travel opportunity
	➢ Travel arrangements
	➢ Quantity/Quality of travel information
Feedback	➢ Personal features
	➢ Social influences and aspirations
	➢ Attitude and values

Source: Adapted from Fourie (2006:68)

The factors indicated in Table 3.1 can be divided into groups portraying related factors to influence travel behaviour. This will be discussed below.

3.6.1 Personal factors

Travel behaviour is affected by personal characteristics such as age, gender, occupation, income, life cycle and so forth (Pearce, 2005:153). Pearce (2005:154) continues to state that **age** is both an observable and universal demographic. The recognition of the complexity of aging has resulted in two trends, namely:

- To study the tourist motives, decisions and experiences of a particular cohort according to different age phases.
- To use multiple definitions of aging to enable the selection of the market segments.

According to Saayman (2002:32) the travel behaviour of different age groups differs in terms of tourism destinations, transportation and overall experience. Thus the travel needs and desires of a person of 70 years old differ from those of a person of 20 years old. For instance, younger visitors (20-35 years) tend to seek more physical or active activities involving thrill seeking or adventure, where middle-aged (30-50 years) tend to seek more activities that can involve the whole family or friends, such as a holiday resort with activities for all ages. Older visitors (50-80 years) tend to appreciate more relaxed activities with scenic views and hiking trails (SAT, 2009:23).

Holden (2005:73) identifies **personality** and lifestyle of an individual as another key aspect which influences travel behaviour. Decrop (2006:55) defines personality as a *reflection of a person's enduring and unique characteristics that urge the person to respond in a persistent way to recurring environmental stimuli.* Decrop (2006:55) continues by adding that personality influences the choices an individual makes and that different individuals will make different choices because of their different personalities. Furthermore, personality results from the person's history and goes far beyond socio-demographics. Take for example when a tourist personality resembles more energetic and social aspects, they would prefer to travel to more interactive and crowded destinations such as festivals, whereas introvert tourists with a less social personality would prefer to travel to isolated destinations where less human contact is possible.

Swarbrooke and Horner (1999:125) define **lifestyle** as the way a person differs from the way of life of another individual or group of people. Decrop (2006:55) adds that peer

pressure (especially among young adults and students), cultural and religious beliefs play an important role in the lifestyle of a tourist. Yet again, different tourists resemble different lifestyles which influence travel behaviour differently. This is evident when for example backpackers are compared to other students. Backpackers prefer to stay at backpacker lodges or youth hostels. This is mainly because of the fact that the backpacker lodges cater for the lifestyle of these travellers. Backpackers also prefer to travel by bus whereas international students prefer to travel by car and stay in hotels (Pearce & Son, 2004:349). Evidently the lifestyles of the backpackers and the international students differs which also influence their travelling preferences.

Gender is another ubiquitous demographic factor in tourism studies. According to Saayman (2002:32) gender is similar to age, in that different approaches affect males and females differently. The needs and desires of woman therefore differ to those of males.   Females are more *delicate* than males and female tourists have more concerns about safety during a trip (Pearce, 2005:157). When specifically looking at students, Mattila, Apostolopoulos, Sonmez, Yu and Sasidharan (2001:197) found that female students are more adventurous and willing to try new experiences such as different foods while male students are more inclined with different drinking experiences. Male students also tend to have more favourable attitudes toward party-related behaviour such as drinking, drugs, and casual sex when compared to female students.

Additionally there are a number of other **demographic descriptors** such as education, occupation, household composition and income, all with an influence on the travel behaviour of a tourist. Tourists are more educated and have easier access to information regarding tourism destinations; therefore it is important to improve the image of the destination presented to the tourists (Smith, 2002:57). Based on the latter a tourism destination should therefore strive to provide a product or service that offers value for money and also fosters those exceptional aspects which will distinguish them from competitors (Bowen, Pearl, Cattell, Hunter & Kelly, 2007:63). Page *et al.* (2001:82) add that a tourist's experience can be made or destroyed by the level of service a tourist receives, therefore the training and education of the employees as well as the management are very important for the level of service has a direct influence on the travel decision-making process and consequent travel behaviour.

Saayman (2000:16) indicates that every individual's (because of uniqueness) expectations and needs differ. Because of frequent development, these needs and wants constantly change. According to Bennet and Schoeman (2005:73) the **psychology** of tourism is thus also important since it identifies how to promote the tourism product and services to the right target market. Saayman (2000:14) states that the psychology of tourism involves models and methods to explain reasons why people travel and which needs tourists have. Hence it is necessary to understand what these needs and wants of the tourists are. In this way, it is possible to provide memorable experiences to visitors (Leiper, 2004:88).

3.6.2 Culture

Culture is viewed in the traditional sense as representing that complex whole which includes knowledge, understanding, art, morals, law, custom and other capabilities and habits acquired by a person as a member of a society (Neal, Quester & Hawkins, 2002:129). Every tourist (or student) finds him-/herself living in a specific cultural environment. Therefore the tourist is deeply affected by local cultures and establishes a series of behaviours and values according to the particular cultural background. Unique cultural products will always be a main tourism resource and will attract the tourists who want to experience the specific culture (Minghui, 2007:46).

Culture is therefore indispensable to tourism industries. According to Neal *et al.* (2002:132) culture can be differentiated by tangible aspects such as food, clothing and artwork. One of the most important aspects is the basic values of culture.   These values provide a basic guideline as to what is right and wrong. Thus it is clear that culture will greatly influence the way a person behaves as a tourist.

Pretorius *et al.* (2010) emphasise the fact that cultural backgrounds of South African tourism students cannot be eliminated from the equation when travel behaviour is determined. Different cultures (white, black, Indian and coloured students) approach the decision to travel differently. The lifestyles, beliefs, personality and rituals differ among different cultures. Cultural differences influence preferred activities and motivation to travel as well as factors influencing the choice of destination (Pretorius *et al., 2010:18)*. It is thus imperative to keep the difference in religion and culture in mind when determining travel behaviour across all age groups and nationalities.

3.6.3 Social class

Social class is actually a special case of subcultures. These classes are the consequences of the division of society on the basis of status and prestige as well as occupation and level of income (Decorp, 2006:161; Page & Connell, 2009:92). According to Neal *et al.* (2002:132) tourism is a sociological process because the travelling company has a direct influence on the travelling decision prior as well as during the travelling process. Leiper (2004:64) states that an individual is shaped almost entirely by what other people intend doing, are doing or have done.

Generally individuals are ranked on a number of observable characteristics which represent underlying values that their culture holds to be worthwhile (Neal *et al.*, 2002:135). Travel behaviour in the same social class is found to be far more similar than in differing social classes. Travelling decisions for different social classes can influence the choice of destination as well as the activities in which the tourist partakes, for instance when tourists have more disposable income to spend, it will be spent on more luxurious destinations to visit and more expensive activities in which to partake whereas tourist from a lower income class will partake in more economic activities and travel to less luxurious destinations (Page & Connell, 2009:92).

3.6.4 Perception

Perception means the subjective interpretation by individuals of the data available to them which result in particular opinions of, and attitudes towards products, places or organisations (Swarbrooke & Horner, 2001:250). Perceptions help to know the environment by interpreting the stimuli coming from the external and physical world to the internal and mental world. According to Decrop (2006:46), there are three basic cognitive operations that make perceptions a very selective and interpretive process, namely *sensation, attention and interpretation.* Sensation refers to the interception of environmental stimuli by the sensory nerves. Attention pertains to the pattern recognition of the sensory input against the knowledge representation stored in the memory. Interpretations are concerned with making sense of these inputs. Perceptions affect the way of behaviour, so it is powerful in marketing analysis.

Swarbrooke and Horner (2001:250) emphasise that different individuals have different perceptions. Take for instance, when a tourist's perception regarding destinations is more positive than those of the others, the tourist will most likely eliminate the destinations of which the perceptions were negative. Evidently perceptions constitute one of the factors which influences travel behaviour more intensively and over which tourism product owners have little control. Decrop (2006:46) as well as Minghui (2007:46) indicate that perception is also influenced by aspects such as previous experience, knowledge of the destination, image of the destination and personality.

3.6.5 Motivation

According to Neal *et al.* (2002:133) motives are the forces that initiate and direct travel behaviour. A motive is a lasting disposition, an internal drive or *push* factor that causes the tourist to search for signs and events that contain the promise of reducing the prevalent drive (Gnoth, 1997:291). Different motivations or reasons to travel influence tourists differently. When looking at students, experiencing nature and partaking in nature-based activities motivate backpacking students whereas socialising and spending time with friends, experiencing the city life motivate the general international students (Pearce & Son 2004:349). Looking at the general tourism population, it is clear that motives differ among the tourists when going to different destinations, for example tourists visiting nature areas and parks are motivated mostly by exploration and partaking in nature-based activities (Saayman and Van der Merwe, 2007) whereas tourists visiting events and festivals, resemble mostly socialising and novelty as well as experiencing different cultures as the main motives (Backman *et al.*, 1995; Schneider & Backman, 1996; Lee *et al.,* (2004); Park *et al.,* 2008).

3.6.6 Attitude

From a psychological perspective, attitude represents another key aspect which influences travel behaviour. Attitudes held by tourists towards the environment of a destination or activities are likely to influence the decision to travel to a certain destination. Holden (2005:75) refers to attitudes as the knowledge of positive or negative feelings toward an object. Holden continues to indicate that attitudes are fairly permanent sets of evaluations, which individuals carry around and effect how people and things are interpreted, thus making individuals more predictable in their response.

3.6.7 Economy and disposable income

The economy is a vital factor that can affect travelling behaviour. It involves currency change, international trade, Gross Domestic Product (GDP) and income. The economic development of the tourists' source country largely affects the decision of travelling and the purchasing power of the tourist. Rapid economic growth and the growth of a capital economy will create a new affluent class that will want to travel abroad for pleasure (Laitinen, 2004:29).

Holden (2005:75) adds that spending behaviour of tourists differs and that the tourist with more disposable income to spend, spends more than the tourist who is limited by their budget. Heyns (2009:65) indicated that money matters which include value for money and amount of money available have a great influence on the decision to travel as well as the choice of which destination to travel to. The financial situation of the tourist also influences the length of their stay, seeing that when tourists have more disposable income, they can afford to stay longer whereas tourists with less disposable income cannot. Evidently the economy as well as the individual's financial state influences the travel behaviour of that individual. Both the economy and the financial state of tourists are furthermore factors over which tourism product owners have no control.

3.6.9 Technology

The development of transportation and information systems is significant factors which also affect travel behaviour (Guo, 2002:173). More and more airlines connect the different tourism destinations and tourists can travel easier and faster. The internet has changed the way travel agencies operate and gives agencies and individuals the ability to perform travel-related research. Online bookings have increased the speed and efficiency of the agency-to-customer transaction. At the same time, tourists can obtain more information from the internet and so have more choice about the destinations (Minghui, 2007:46). With the modern technology available to the marketing departments of destinations, different markets, especially the young adult, and student markets are furthermore more easily accessible and targeted. Programmes or media platforms such as Facebook®, Twitter® and Mxit® are used to the advantage of destinations.

Unfortunately technology can have a negative influence regarding aspects such as bad publicity, negative word-of-mouth and image which can cause fatal damage to a destination.

Based on the latter, Jooste (2005:212), indicates that effective marketing is vital to all types of tourism products and services. A tourism product should thus be promoted to such an extent that the product or service is sold to the tourists. This determines the success of a tourism product (Fourie, 2006:74). Holden (2005:73) indicates that unfamiliarity of a destination or area as well as other lack of information contribute to the lack of tourist motivation as well as influence the travel behaviour. Advertising of the destination has an enormous influence on the decision-making process as well as the choice of destination. In other words, using different types of media, an unfamiliar destination can become a known destination to the tourist. Aspects such as the image of the destination, perceptions, previous experience, expectations of the tourist as well as unfamiliarity of the destination or a lack of information regarding it, can all be managed through effective marketing (Cook *et al.,* 2010:110; Page & Connell, 2009:129).

3.6.10 Discretionary time

Guo (2002:178) states that to some extent, travel behaviour is behaviour in discretionary time as it occurs in spare time. Spare time is the compensation to human beings from society, a vital factor that can keep body and mind in balance. Tourists are able to extend their holidays from one to two weeks or longer. Thus the tourists may travel further and stay longer at a tourism destination. The time and duration of a trip have a direct influence on the decision tourists have to make. Because of the new tendency in tourism, tourists travel for shorter durations. Management should therefore ensure that their product is unique and meets the requirements and needs of the tourists to obtain competitive advantage (Fourie, 2006:54).

In order to be able to compare the literature regarding travel behaviour of students, previous research regarding student travel behaviour needs to be analysed.

3.7   PREVIOUS RESEARCH REGARDING STUDENT TRAVEL

BEHAVIOUR

Previous research regarding student travel behaviour was specifically analysed and summarised in Table 3.2. It is clear that students from international countries as well as students from South Africa have different travel patterns and factors influencing their travel behaviour which also differs one from another. In considering the main findings from each of the studies indicated in Table 3.2, it is notable that there are some correlations among the different students as well. Preferred accommodation, group size, mode of transport, activities and travel motivations have the most similarities whereas gender, culture, type of travel and preferences regarding travel indicate the main differences among the students. The latter point out that there is a variety of factors influencing the students' travel behaviour. This emphasises the fact that students may seem to portray homogeneous travel behaviour, but definitely resemble heterogeneous travel characteristics.

Table 3.2: Previous research regarding student travel behaviour

TRAVEL BEHAVIOUR	MAIN FINDINGS	STUDENTS UNDER INVESTIGATION	AUTHOR(S)
Preferred accommodation	• Backpackers prefer to stay in motels and hotels. • Students also prefer to stay with family and friends.	• English and non-English speaking nationalities in the Australian backpacker market. • Chinese students to New Zealand. • University students in the United States.	• Pearce and Son (2004) • Ryan and Xie (2003) • Kim (2006:48)
Group size	• Backpackers tend to travel in larger groups. • Students rarely travel alone and the average group size is usually between 4 and 5 students.	• English and non-English speaking nationalities in the Australian backpacker market. • American college students travelling in Europe.	• Pearce and Son (2004) • Gmelch (1997:480)
Mode of transport	• Students prefer public transportation. • Students travel by automobile. • Airplanes as well as busses and trains are the most frequently used transportation by students	• Asian students studying in Australia. • Asian and Australian student travel preferences and planning. • US university students	• Michael *et al.* (2003) • Kim and Jogaratnam (2002) • Kim (2006:46)
Type of travel	• Students usually travel during semester breaks and summer. • Students are more active on weekdays than weekends.	• Asian students studying in Australia. • Leisure of college students.	• Michael *et al* (2003:21) • Keating, Guan, Pineio and Bridges (2005)
Gender	• *Female* students are more adventurous and willing to try new experiences such as different foods while *male* students are more inclined with different drinking experiences. • Male students tend to have more favourable attitudes toward party-related behaviour such as drinking, drugs, and casual sex compared to female students.	• American college students travelling in Europe. • College students at two US universities.	• Gmelch (1997:482) • Mattila *et al.* (2001:197)
Culture	• Differences among white, black, Indian and coloured students exist concerning type of travel, activities, travel motivations and choice of destination.	• South African tourism students	• Pretorius *et al. (2010:12)*
Travel motives	• Pull factors: Getting away, adventure and excitement, discovery and learning, connecting with family and friends, engaging in nature and rejuvenation. • Push factors: Lodging and transportation, convenience and value, recreation and entertainment, cultural opportunities, natural scenery, sun and beaches as well as family-friendly. • Knowledge, Sports, Adventure, Relax, Lifestyle, Travel bragging and Family. • Educational reasons and to develop personal growth. • To meet new people. • Escape from boredom, finding adventure and meeting new people. • Broadening knowledge, building friendship and appreciating everyday life and culture.	• Push and pull factors motivating US students to travel. • US college student travellers. • International exchange students studying in Canada. • American college students travelling in Europe. • International exchange students studying in Canada. • Student behaviour during spring breaks. • Youth travel and intercultural communication.	• Kim (2006:65) • Kim *et al.* (2007:81) • Gmelch (1997:476) • Sönmez *et al.* (2006:904) • Wiza (2007:270)

Activities	• Shopping, visiting friends and relatives, going to bars, eating local foods and sunbathing at the beach. • Touring a city and going sightseeing, going to the beach, visiting state/national parks, visiting museums, nightclubbing, sport events, visiting resorts, shopping, amusement parks and historical sites. • Dining, festivals, going to national parks, entertainment such as theatre, theme parks and museums.	• A cross-cultural study of students at 11 universities in 11 different countries (including South Africa). • Asian and Australian student travel preferences and planning. • International students studying in Australia.	• Pizam *et al.* (2004:255) • Kim and Jogaratnam (2002:25) • Michael *et al.* (2003:65)
Preferences	• Student travellers make use of package deals like adventure trips, bus tours and packages which include accommodation and transport. • Students prefer active, inexpensive, medium-paced, slightly spontaneous, rural vacations to which they travel with friends.	• Youth travellers on breaks from school. • A cross-cultural study at 11 universities in 11 different countries (including South Africa).	• Bywater (1993) • Pizam *et al.*(2004:255)

Source: Adapted from Pretorius et al. (2010)

3.8 CONCLUSION

The aim of this chapter was to analyse the literature on travel behaviour. In doing so a theoretical discussion was presented to create the framework for this study. The literature indicates that the research of travel behaviour is important for marketing purposes. From the discussion regarding the factors it is clear that the specific target market should be analysed according to the different backgrounds of the tourists, also that it is the task of the marketing function to analyse the tourists in order to determine the specific factors that influence that particular market's travel behaviour.

In understanding the travel behaviour of tourists, the factors that have an influence on their behaviour could be identified. This was achieved by analysing the travel decision-making process and conceptualising travel behaviour. Furthermore it is clear that the travel behaviour of a tourist is influenced by two main factors from which the other factors derive, namely the demand of the tourist and the supply from the destination. The travel decision-making process identified a variety of factors which influence the travel behaviour of tourists. Previous research on different students from different countries indicates that there are differences as well as similarities regarding the factors which influence the travel behaviour, travel patterns and overall travel behaviour.

The following chapter will determine the profile, travel characteristics and motivations as well as the travel behaviour of the third-year students from the NWU, Potchefstroom Campus in order to reach the main goal of the study.

"Knowledge is two kinds. We know a subject ourselves or we know where we can find information upon it."

Samuel Johnson

4.1 INTRODUCTION

The literature reviewed in Chapter 2 and Chapter 3 revealed that different motives and factors influence the overall travel behaviour of tourists in general as well as of students from both the international market and from South Africa. However, in an attempt to determine the afore-mentioned specifically on the student market at the NWU, Potchefstroom Campus, the overall travel behaviour and factors influencing them should be measured.

The aim of this chapter is thus to reflect the results of the empirical research. This chapter focuses on the research methods used for collecting data to determine the travel behaviour of third-year students, studying at the NWU, Potchefstroom Campus. The chapter therefore gives an overview of the statistical processes and reports the results. The latter will be discussed in the following three sections:

- Section 1 gives an overview of the profile of the respondents;
- Section 2 deals with factor analyses regarding the activities influencing holiday experience; the reasons to go on holiday (travel motives) and the factors influencing the choice of destination.
- Section 3 discusses the analysis of variance (ANOVA), Tukey's multiple comparisons and chi-square tests to show whether there are statistically significant differences between the students from different faculties at the University based on socio-demographics, travel characteristics, motives and factors influencing travel behaviour.

4.2 STATISTICAL METHODS

The capturing of the data was done in Microsoft© Excel© while SPSS (SPSS, 2009) and Statistica were used for additional data analyses. Using the descriptive analysis, it was possible to identify the factors influencing travel behaviour. As previously indicated the statistical analyses will be presented in three sections, namely the profile; factor analysis and ANOVAs and Chi-square tests. The statistical analyses used in each section will consequently be discussed.

4.2.1 The profile

In the first section the demographic profile and travel characteristics of third-year students were determined. Descriptive analysis as well as two-way comparison tables were used to analyse the data obtained from question 1 to question 18 in the questionnaire (see Appendix A). These results are presented with the help of tables and graphs.

4.2.2 Factor analyses

Three principal component factor analyses were respectively conducted on 18 holiday activities, 20 motives to go on holiday and 21 factors influencing the choice of destination, to explain the variance-covariance structure of a set of variables through a few linear combinations of these variables. Field (2005:731) explains that a factor analysis is a technique for identifying whether the correlations between a set of observed variables stem from their relationship to one or more latent variables in the data.

The factor analysis describes the covariance relationships among many variables in terms of a few underlying, but unobservable, random quantities called factors. The factor model can be motivated by the following argument: Suppose that variables can be grouped according to their correlations where all variables in a particular group are highly correlated among themselves, but small correlations with variables in a different group. If this is the case, it is conceivable that each group of variables represents a single underlying factor that is responsible for the observed correlations. It is just this

type of structure that a factor analysis seeks to confirm (Johnson & Wichern, 2002:477-478).

To determine the appropriateness of principal component analysis (data reduction procedure) for the collected data, a correlation matrix for the data and a Kaiser-Meyer-Olkin measure of sampling adequacy were examined. The Kaiser-Meyer-Olkin measure of sampling adequacy aims to examine whether the strength of the relationship between variables is large enough to proceed to a factor analysis. Kaiser's criteria, for the extraction of all factors with eigenvalues larger than one, were used because they were considered to explain a significant amount of variation in the data. In addition, all the items with a factor loading above 0.2 were considered as contributing to a factor, whereas all the items with a factor loading lower that 0.2 were considered as not correlating significantly with this factor (Steyn, 2000). In addition, any item that cross-loaded on two factors with factor loadings greater than 0.2 was categorised in the factor where it would be interpreted the best. A reliability coefficient (Cronbach's alpha) was computed to estimate the internal consistency of each factor. All factors with a reliability coefficient of above 0.6 were considered as acceptable in this study. The average inter-correlations were also computed as another measure of reliability and, according to Clark and Watson (1995), the average inter-item correlation should lie between 0.15 and 0.55.

4.2.3 ANOVAs and Chi-square tests

In the third stage, two-way frequency tables and Chi-square tests as well as ANOVAs (analysis of variance) and Tukey's multiple comparisons were employed to investigate any significant differences between the students from the different faculties with regard to demographic and travel characteristics, holiday activities, travel motives, factors influencing choice of destination and the holiday preferences (question 22 in the questionnaire). ANOVA is defined as a statistical procedure that uses the *F*-ratio to test overall fit of a linear model which tends to be defined in terms of group means to see if group means differ (Field, 2005:724).

Levene's test was used to determine whether the variance is homogeneous, which is a requirement for ANOVA. Although Levene's test indicated heterogeneous variance, the ANOVA analysis was carried out and, for comparison, the data was analysed for

heterogeneous variance. Tukey's *Post-hoc* test was used to determine where differences between factors occurred. Cross tabulations with Chi-square were furthermore employed to profile these groups. The results of the statistical analyses are discussed in the next section.

4.3 RESULTS

The results are discussed in three sections. Firstly, an overview of the profile of the third-year students at the NWU, Potchefstroom Campus is presented, followed by a discussion regarding the three factor analyses conducted on the holiday activities, motives for travel and factors influencing the choice of destination. Lastly, the results of the ANOVAs and cross tabulations with Chi-square tests are presented.

4.3.1 The demographic profile and travel characteristics

This section aims to provide a general overview of the demographic profile and travel characteristics of the third-year students studying at the NWU, Potchefstroom Campus.

4.3.1.1 Gender
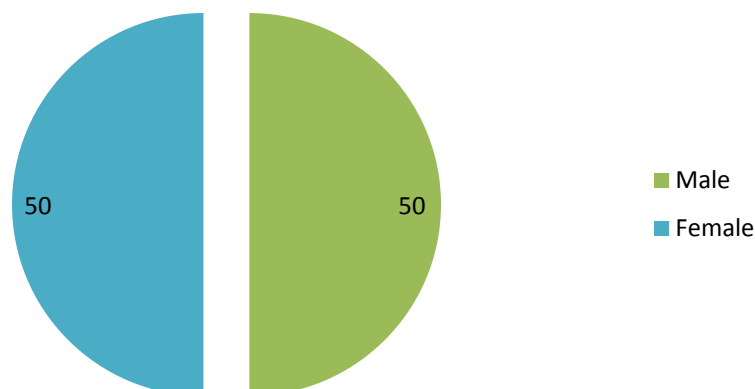
Figure 4.1: Gender

Figure 4.1 indicates that 50% of male students and 50% of female students participated in the survey. Previous research regarding gender indicates that some student populations are represented by more females (Heung & Leong, 2006:86-89; Chen,

2004:71,81; Haung, 2006:66-67; Pearce & Son, 2004:343-347; Kim & Jogaratnam, 2003:265; Kim *et al.*, 2006b:24-26; Liu, 2008:219; Heyns, 2009:36; Pretorius *et al.,* 2010:9) while others indicate a larger male population (Field, 1999:377-379; Mohsin & Ryan, 2007:5-8; Kim *et al.*, 2007:77-79). The gender profiles of the studies done by Shoham *et al.* (2004:4) as well as Chadee and Cutler (1996:78) concur with this one, indicating a 50% split between male and female students. It is clear that it depends on the institution or the student population under investigation whether one gender dominates or not.

4.3.1.2 Age
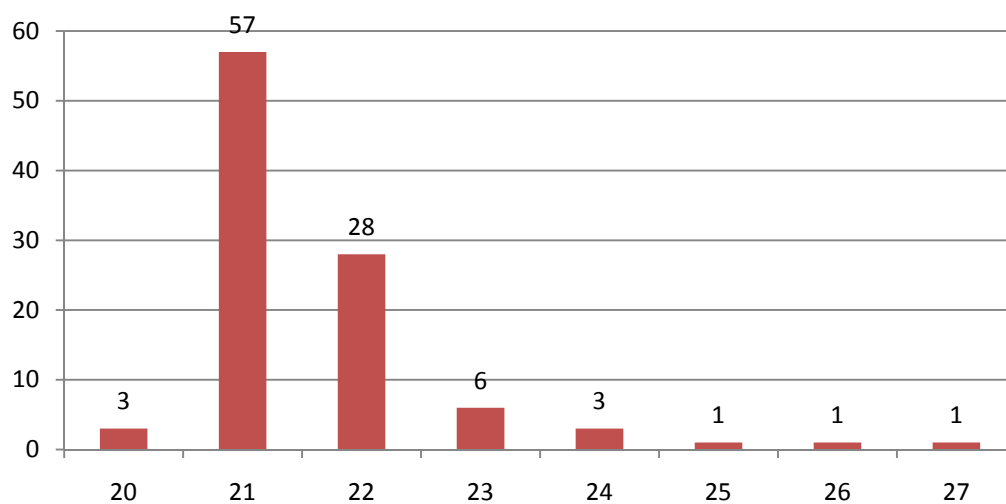
Figure 4.2: Age

In terms of age distribution, the students appear to be between the ages of 20 and 27 years. Figure 4.2 indicates that a total of 57% of the students were 21 years old, followed by students that were 22 years old (28%). It is also indicted that there are some students which were 20 years old (3%) as well as 23 years and older, representing the last 12% respectively. The average age of the third-year students at the NWU, Potchefstroom Campus is 21.6 years. Previous research also indicates the average age of students to be between the ages of 20 and 25 years (Heung & Leong, 2006:86-89; Chen, 2004:71,81; Field, 1999:377-379; Shoham, *et al.*, 2004:4; Kim *et al.*, 2007:77-79; Liu, 2008:219; Heyns, 2009:36; Pretorius *et al.,* 2010:9). This study was conducted on third-year students from the NWU, Potchefstroom Campus and because of this, 57% of the students were 21 years old.

4.3.1.3 Language
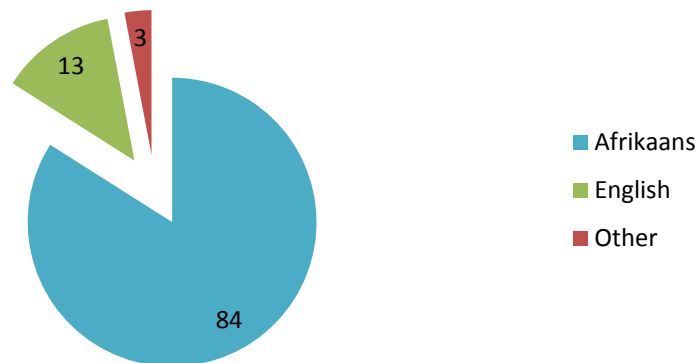
Figure 4.3: Language

Figure 4.3 clearly indicates that the majority of students (84%) was Afrikaans-speaking, while only 13% was English-speaking. The other 3% represents other languages (mostly IsiXhosa, Setswana and Sesotho). The fact that the NWU, Potchefstroom Campus is seen as an Afrikaans University could be the reason why Afrikaans is spoken by the majority of the contact students. This may differ when all the students studying on a part-time basis are also taken into account. Afrikaans was also the preferred spoken language among South African tourism students (Heyns, 2009:36; Pretorius *et al.,* 2010:9).

4.3.1.4 Province of residence
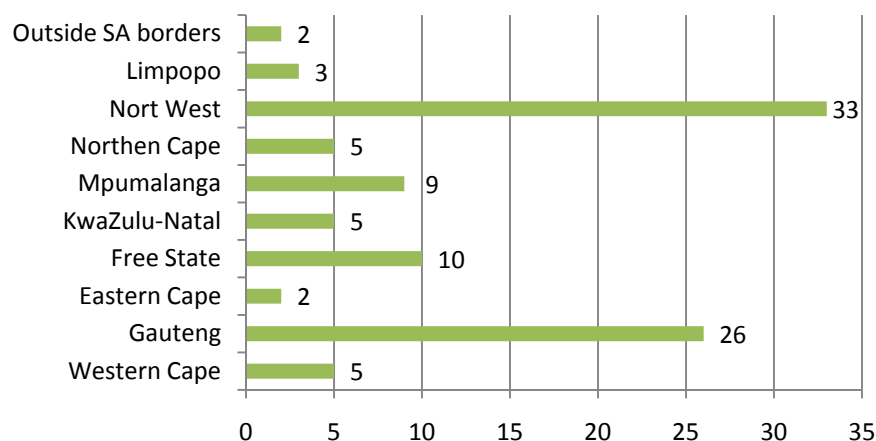
Figure 4.4: Province of residence

It is evident from Figure 4.4 that most students come from the North-West Province (33%), followed by the students from Gauteng (26%), Free State (10%) and

Mpumalanga (9%). Only a small number of students originates from Northern Cape, KwaZulu-Natal, Western Cape (all representing 5%), Limpopo (3%) and Eastern Cape (2%). Only 2% of the students live outside the borders of South Africa. The majority of South African tourism students originate from Gauteng and Mpumalanga as was found by Heyns (2009:36) and Pretorius *et al.* (2010:9). Thus it is clear that previous research supports the fact that Gauteng is one of the provinces where a large portion of South African students originates from whereas the contradiction that third-year students from the NWU, Potchefstroom Campus originate mainly from the North West, can be explained by the fact that the campus is situated in the North-West Province.

4.3.1.5 Form of accommodation used while on holiday

Table 4.1: Form of accommodation used while on holiday

Type of accommodation	Percentage of students
Relatives	36%
Holiday home	31%
Camping	36%
Chalet	38%
Guest house	20%
Backpacker/Youth hostels	5%
Hotel	22%

(Percentages do not add up to a hundred, because the students could choose more than one option)

According to Table 4.1, it is evident that the majority of students (38%) prefer to stay in chalets and can be associated with the comforts that chalets offer for an affordable price. Staying with relatives (36%), camping (36%) and staying at a holiday home (31%) were also more preferred than staying at a hotel (22%) or guest house (20%). This can be explained by the fact that the latter are more expensive choices of accommodation when on holiday. Staying at backpacker/youth hostels were the least preferred (5%), probably because the backpacking and youth hostel concept are fairly unknown to South African students. Previous research contradicts this by indicating that international students prefer to stay at hotels, backpacker/youth hostels and at friends (Field, 1999:377-379; Chadee & Cutler, 1996:78; Haung, 2006:66-67; Pearce & Son, 2004:343-347; Liu, 2008:219), whereas the South African tourism students support this by also preferring to stay with relatives and camping as the preferred types of accommodation (Heyns, 2009:36; Pretorius *et al.,* 2010:9). Chinese students however

also contradict this finding by preferring to stay at motels when taking longer holidays and staying at backpackers while undertaking shorter holidays (Liu, 2008:230).

4.3.1.6 Form of transportation during holiday

Table 4.2: Form of transportation during holiday

Form of transportation	Percentage of students
Car	95%
Bus	7%
Taxi	1%
Motorcycle	2%
Aeroplane	35%
Train	9%

(Percentages do not add up to a hundred, because the students could choose more than one option)

Table 4.2 indicates that almost all the students prefer to travel by car (95%), followed by aeroplane (35%). Train (9%) and bus (7%) were identified as the third and fourth highest preferred form of transport while Motorcycle (2%) and Taxi (1%) are the least preferred forms of transport. It can be argued that using a car to go on holiday gives the student more freedom to travel between destinations and that flying to a destination is the fastest and most comfortable way of travel, but not necessarily the cheapest. Transportation by car and aeroplane are also indicated in previous research to be the preferred forms of transport of international students (see Field, 1999:377-379; Shoham, *et al.*, 2004:4; Pearce & Son, 2004:343-347; Liu, 2008:219) as well as the South African tourism students (Heyns, 2009:36; Pretorius *et al.,* 2010:9) which concur with the transportation preferences of the students from the NWU, Potchefstroom Campus.

4.3.1.7 Decision to go on holiday

Table 4.3: Decision to go on holiday

When students decide to go on holiday	Percentage of students indicating *yes*	Percentage of students indicating *no*
Spontaneous decision	32%	68%
Less than a month	31%	69%
More than a month	70%	30%

Table 4.3 indicates that the majority of students decide to go on holiday more than a month before the time (70%). On the other hand it is clear that the majority of students do not make their decision in less than a month before the holiday (69%) or make a spontaneous decision to go on holiday (68%). This indicates that students prefer to take considerable time when planning a holiday. This concurs with Liu's (2008:221) study where it is notable that Chinese students travelling in New Zealand plan longer holidays in advance whereas shorter holidays are planned more spontaneously.

4.3.1.8 Time of year to go on holiday

Figure 4.5 clearly indicates that the preferred time to go on holiday for the students is during the holiday (96% indicating *yes*). During the semester, the majority of students indicated *no* (90%) while over weekends the difference between the students indicating *yes* or *no* was very small (42% indicating *yes* and 58% indicating *no*). This also corresponds with the results obtained by Liu (2008:219) who found that the Chinese students travelling in New Zealand indicated that most of them travel during breaks (summer and during semester).
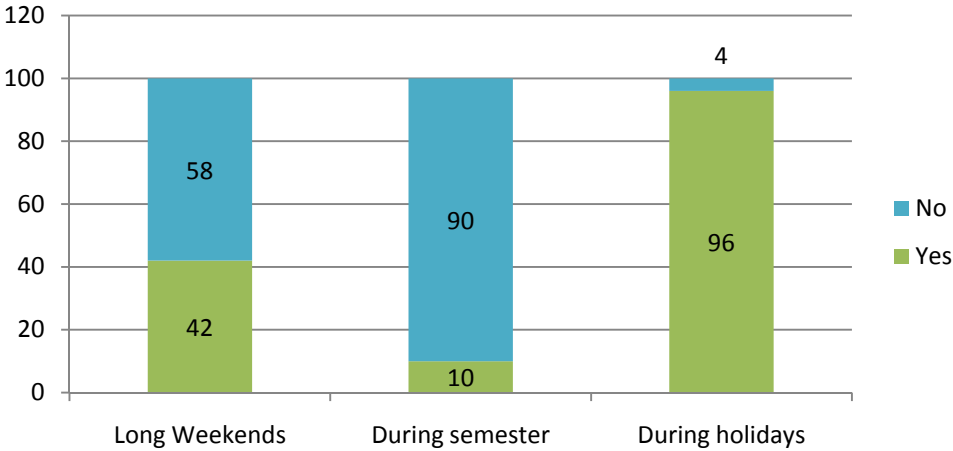
Figure 4.5: Time of year to go on holiday

4.3.1.9 Weekend trips per year

Table 4.4: Weekend trips per year

Weekend trips per year	Percentage of students
0	1%
1 - 5	56%
6 - 10	29%

11 - 15	**4%**
16 - 20	**8%**
More than 20	**2%**
Average	**6.74 weekend trips**

Table 4.4 indicates most students take between one weekend trip and five weekend trips per year (56%), followed by between six and ten weekend trips per year (29%). Between 16 and 20 weekend trips are taken by 8% of the students. Only a few students indicated that they take between 11 and 15 weekend trips (4%) and more than 20 weekend trips per year (2%) as well as no weekend trips (1%). The average number of weekend trips per year, taken by students from the NWU, Potchefstroom Campus is approximately 6.74 trips. The latter concurs with the one to five times a year which the majority of the South African tourism students take as identified by Heyns (2009:36) and Pretorius *et al.* (2010:9).

4.3.1.10 Frequency of holiday taking (longer than a weekend)

Evidently, Figure 4.6 indicates that most students undertake between two and three holidays per year (48% indicating *yes*), followed by only once a year (34% indicating *yes*). Only 13% indicated yes for taking between four and five holidays per year. The majority indicated *no* for taking more than five holidays per year. This concurs with the South African tourism students who also take between two and three holidays per year (Heyns, 2009:36; Pretorius *et al.,* 2010:9).
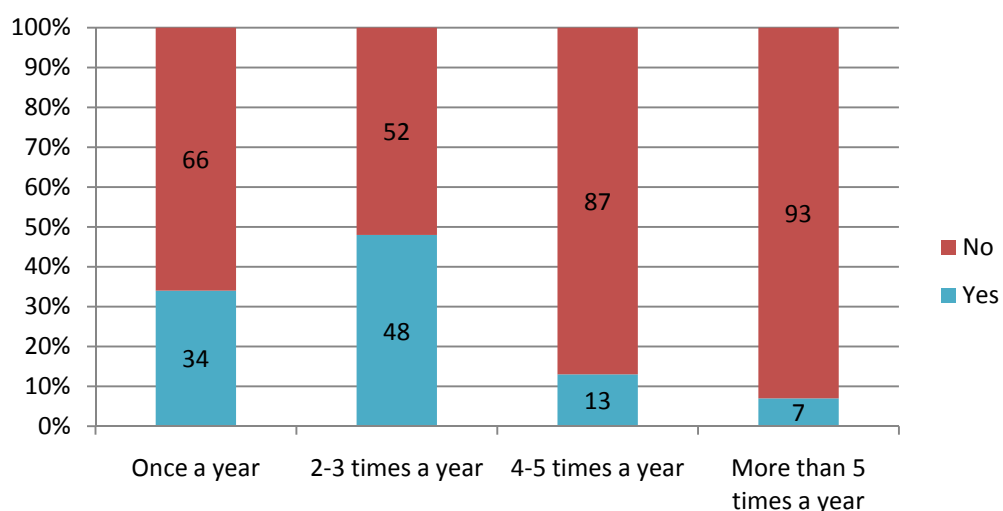
Figure 4.6: Frequency of holiday taking (longer than a weekend)

4.3.1.11 Average duration of holiday

Table 4.5: Average duration of holiday

Duration of holidays (nights)	Percentage of students
0	1%
1 - 5	30%
6 - 10	42%
11 - 15	15%
16 - 20	5%
More than 20	7%
Average	9.99 nights

Table 4.5 indicates that 42% of the students prefer to stay a total of between six and ten nights on average during a holiday. This is followed by 30% of the students who prefer to stay between one and five nights at a destination. Seven percent (7%) of the students prefer to stay more than 20 nights and only 5% indicated that they prefer to stay between 16 and 20 nights on a holiday. An average of 9.99 nights was the average duration of the students' holidays. This can be explained by the type of accommodation the students prefer; the cheaper the accommodation, the longer the students are able to stay. Previous research contradicts this finding of Heung and Leong (2006:86-89) and Kim *et al.* (2006b:24-26) who found that international students prefer to stay three to six nights whereas Heyns (2009:36) and Pretorius *et al.* (2010:9) found that South African tourism students prefer to stay one to five nights.

4.3.1.12 Frequency of international travel per year
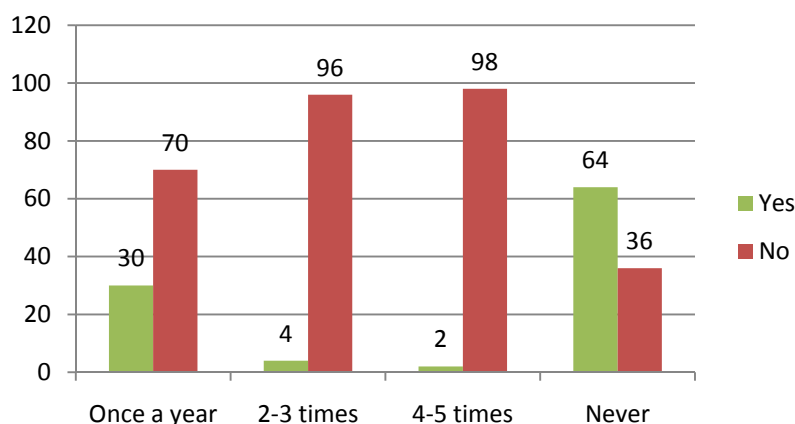
Figure 4.7: Frequency of international travel per year

The majority of students, according to Figure 4.7, indicated that they never take international trips (64% indicating *yes*), followed by 30% of the students who indicated *yes* for travelling internationally at least once a year. Only 4% and 2% of the students indicated *yes* for travelling internationally between two and three times a year and four to five times a year, respectively. This corresponds with the majority of South African tourism students who indicated that they also never undertake international trips as indicated by Heyns (2009:36) and Pretorius *et al.* (2010:9).

4.3.1.13 Average duration of international trips

Table 4.6: Average duration of international trips

Average duration (nights)	Percentage of students
0	64%
1 - 5	3%
6 - 10	13%
11 - 15	12%
16 - 20	4%
More than 20	4%
Average	4.69 nights

According to Table 4.6 it is clear 64% of the students indicated that they never undertake international trips which concur with the findings indicated in Figure 4.7. However those students who indicated that they make international trips, staying between six and ten nights represent 13% of the students, followed by 12% of the students indicating that their average duration is between 11 and 15 nights. Four percent (4%) of the students stay between 16 and 20 nights and more than 20 nights, respectively. Only 3% of the students indicated that they stay between one and five nights while travelling overseas. An average of 4.69 nights was calculated as the average duration of international trips for third-year students studying at the NWU, Potchefstroom Campus. The shorter duration of international trips can also be explained by the fact that the currency of most of the well-known international destinations is stronger than that of the South African Rand and this results in expensive trips. Because of the financial implication, shorter international trips are preferred by the students. Once again this concurs with the results obtained by Heyns (2009:36) and Pretorius *et al.* (2010:9) who found that the majority of South African tourism students never leave the South African borders to go on holiday.

4.3.1.14 Travel companions

Table 4.7: Travel companions

Form of transportation	Percentage of students
Friends	51%
Relatives	88%
Fellow students	17%

(Percentages do not add up to a hundred, because the students could choose more than one option)

Table 4.7 clearly indicates that 88% of the students prefer relatives to accompany them on holiday. This can be due to the fact that in most cases the relatives represent parents who normally pay for the holiday. Friends are identified as the second highest preferred travel companions (51%) due to the fact that friends make good substitutes when relatives stay in different provinces. Fellow students are the least preferred travel companions (17%). This can be explained by the fact that when students go on field trips they only then tend to see their classmates as their travel companions whereas in other situations, their classmates are seen as their friends. The above concurs with the majority of South African tourism students who also indentified relatives as the preferred travelling company (Heyns, 2009:36; Pretorius *et al.,* 2010:9) as well as with Liu's (2008:228) study where Chinese students also preferred to travel with friends.

4.3.1.15 Group size

Table 4.8: Group size

Group size	Percentage of students
1 - 5	57%
6 - 10	41%
11 - 15	1%
More than 15	1%
Average	5.67 people

It is evident from Table 4.8 that 57% of the students travel in groups of between one and five people, followed by 41% of the students indicating that they travel in groups of between six and ten people. Only 1% of the students indicated that they prefer to travel in groups of between 11 and 15 people as well as of more than 15 people, respectively. The average group size of the students is 5.67 people. This concurs with previous

research where international students prefer to travel in groups of five people or more (Gmelch, 1997:480; Shoham, *et al.*, 2004:4; Kim *et al.*, 2007:77-79; Liu, 2008:228).

4.3.1.16 Restaurant preferences

Table 4.9: Restaurant preferences

Restaurant preferences	Percentage of students
Fast food	49%
Self-catering	57%
Home style restaurants	36%
Deli food	11%
Prestigious restaurant	24%

(Percentages do not add up to a hundred, because the students could choose more than one option)

Table 4.9 indicates that self-catering (57%) and fast food restaurants (49%) are the two most preferred options of dining among the students. This is can be explained by the fact that these two options represent the cheaper options whereas deli food (11%) and prestigious restaurants (24%) are the least preferred options because these options are more pricey. Home style restaurants (36%) are also preferred when students want to eat out. In correlation to this, previous research indicates that international students prefer to eat at fast food outlets and family style restaurants (Field, 1999:377-379; Shoham *et al.*, 2004:4; Liu, 2008:230).

4.3.1.17 Main source of information

According to Figure 4.8, the internet (63% indicating *yes*) is the main source students use to gather information regarding a holiday. This is explained by the fact that the students have access to the internet on campus and that they can do their information search whenever they wish in the comfort of their own home or hostel. Furthermore, the second highest source is word-of-mouth (59% indicating *yes* for family and friends). Press media (magazines with 30% indicating *yes* and newspapers with 14% indicating *yes*) and travel agents (19% indicating *yes*) can be seen as secondary sources of information. It is clear that television (87% indicating *no*) and radio (94% indicating *no*) are the last resort for gathering information for the third-year students of the NWU, Potchefstroom Campus. Previous research contradicts this by indicating even though word-of-mouth was one of their main sources of information, international students use

travel agents more than the students from the NWU, Potchefstroom Campus (Heung & Leong, 2006:86-89; Chadee & Cutler, 1996:78). Chinese students also use the internet as their main source of information when travelling in New Zealand (Liu, 2008:230), which concurs with the third-year students from the NWU, Potchefstroom Campus.
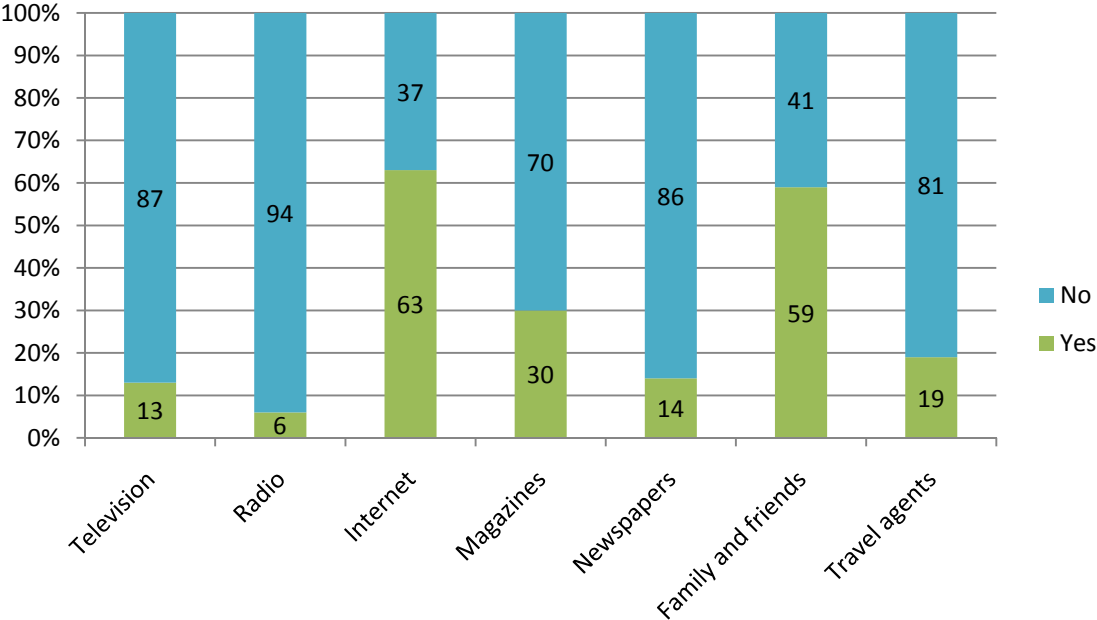
Figure 4.8: Main source of information

4.3.1.18 Type of travel when going on holiday

It is evident from Figure 4.9 that students prefer to organise their own package (86% indicating *yes*) when they go on holiday as opposed to the 10% that indicated *yes* for both pre-packaged tour by travel agents and a packaged tour. The pre-packaged tour organised by travel agents concur with the finding in Figure 4.6 where travel agents were seen as a secondary source of information (19% indicating *yes*). Correspondingly Chinese students also make use of a travel agency when planning longer holidays and prefer to organise shorter holidays by themselves (Liu, 2008:232).
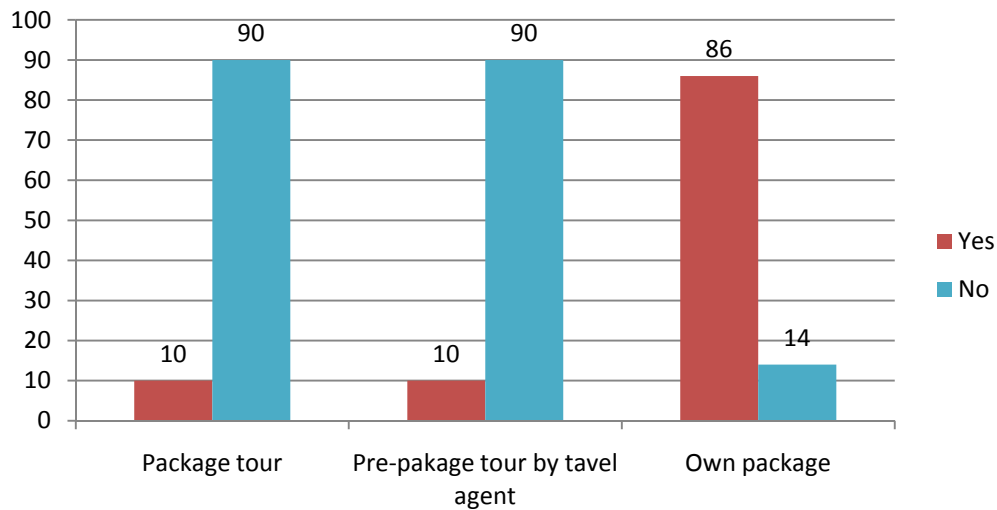
Figure 4.9: Type of travel when going on holiday

The following section will discuss the results from the factor analyses which were conducted in order to determine the overall factors which influence travel behaviour among the third-year students from the NWU, Potchefstroom Campus.

4.3.2 Results from the Factor analyses

Three separate factor analyses were conducted to determine students' main activities, motives and key factors when choosing a holiday destination. The pattern matrix of the principal component factor analysis using Oblimin rotation with the Kaiser Normalisation identified factors that were labelled according to similar characteristics for the four activities, the five motivations and eight choice of holiday destination factors respectively. The different activities, motives and choice of destination factors accounted for 60.32%, 57.4% and 64.07% of the total variance respectively. All the factors had relatively high reliability coefficients and all the items loaded on factors with a loading greater than 0.2. The Kaiser-Meyer-Olkin measures obtained were .810, .743 and .725 respectively, which are highly acceptable and also indicate that patterns of correlation are relatively compact and yield distinct and reliable factors (Field, 2005:640). Factor scores were furthermore calculated as the average of all items contributing to a specific factor in order to be interpreted on the original 4-point Likert scale of measurement (1 = not important; 2 = less important; 3 = important & 4 = very important). The results will be discussed under different headings in the next section.

4.3.2.1 Results of factor analysis regarding activities influencing holiday experience

The factors were labelled according to similar characteristics as follows: *Recreational activities* (Factor 1), *Cultural and historical activities* (Factor 2), *Leisure activities* (Factor 3) and *Adventure activities* (Factor 4). Reliability coefficients were examined for each factor to check the reliability of the data, and to serve as a measure of internal consistency among the items. All the reliability coefficients values were above 0.6 (see Table 4.10). The mean values per factor were also calculated as well as the average inter-item correlation, and it is clear that *Leisure activities* (3.22 & 0.35), which included sightseeing, sunbathing, dining and swimming, had the most influence, followed by *Recreational activities* (2.53 & 0.40) which included mountain climbing, hiking, whale watching and cycling. *Cultural and historical activities* (2.34 & 0.66) and *Adventure activities* (2.33 & 0.43) have the least influence. The latter includes hunting, fishing and skiing whereas *Culture and historical activities* include historical places, visiting museums, architecture and cultural attractions.

Table 4.10: Factor analysis of activities that influence the holiday experience

Factor Label	Factor 1: Recreational activities	Factor 2: Cultural & Historical activities	Factor 3: Leisure activities	Factor 4: Adventure activities
Mountain climbing	.789			
Hiking	.712			
Horse-riding	.626			
Whale watching	.521			
Diving	.445			
Cycling	.288			
Historical places		-.854		
Visits to museum		-.844		
Architecture		-.840		
Cultural attractions		-.669		
Sightseeing			.736	
Sunbathing			.588	
Dining			.534	
Swimming			.522	
Hunting				.722
Fishing				.694
Skiing				.398
Mean value	**2.53**	**2.34**	**3.22**	**2.33**
Reliability coefficient	**0.80**	**0.89**	**0.68**	**0.70**
Average inter-item correlation	**0.40**	**0.66**	**0.35**	**0.43**

These results concur with the findings on the same factor analysis done on the activities which influence the holiday experience of tourism students in South Africa conducted by Heyns (2009:37) as well as the study by Pretorius *et al.* (2010:11) who determined the influence of different cultural backgrounds on the travel behaviour. Results can be explained by the fact that students also suffer from stress, especially during examination times and long for some relaxation whenever they can go on holiday. For this reason *Leisure activities* was identified as the factor which influences the students' holiday experience the most. Apart from relaxing, the students also want to do some recreational, cultural and historical as well as adventure activities as a way of passing the time and experiencing all the possibilities which present themselves. Previous research regarding the activities influencing the holiday experience indicated that cultural, adventure and leisure activities have the most influence (Shoham, *et al.,* 2004:4; Chadee & Cutler, 1996:78; Pearce & Son, 2004:343-347; Kim & Jogaratnam, 2003:265; Kim *et al.*, 2006b:24-26; Kim *et al.,* 2007:77-79) which concur with both the tourism students from South Africa as well as the third-year students from the NWU, Potchefstroom Campus.

Based on the correlation matrix shown in Tables 4.11, it is evident that these factors are all distinct factors measuring different components of the activities.

Table 4.11: Component correlation matrix for activities influencing the holiday experience

Correlation Matrix	Factor 1: Recreational activities	Factor 2: Cultural & Historical activities	Factor 3: Leisure activities	Factor 4: Adventure activities
Recreational	**1.000**	-.325	.226	.466
Cultural & Historical	-.325	**1.000**	-.047	-.177
Leisure	.226	-.047	**1.000**	.118
Adventure	.466	-.177	.118	**1.000**

4.3.2.2 Results of factor analysis regarding motivation to go on holiday

As indicated in Table 4.12, the following motivational factors were identified: *Escape and relaxation (Factor 1), Educational (Factor 2), Exploration and novelty (Factor 3), Having fun (Factor 4)* and *Group identity (Factor 5)*. *Having fun* received the highest mean value (3.59), followed by *Exploration and novelty* with a mean value of 3.50 while the reliability coefficient was 0.69 and the average inter-item correlation was 0.45. *Escape and relaxation* received the third highest mean value (3.40) with a reliability coefficient of 0.71 and an inter-item correlation of 0.27. *Group identity* received the

second lowest mean value (3.34) with a reliability coefficient of 0.61 and an inter-item correlation of 0.34. *Educational* motivations received the lowest mean value (2.68) while the reliability coefficient was 0.72 and the average inter-item correlation was 0.31.

Table 4.12: Factor analysis of the visitor motivation

Factor Label	Factor 1: Escape & Relaxation	Factor 2: Educational	Factor 3: Exploration & Novelty	Factor 4: Having Fun	Factor 5: Group Identity
Get refreshed	.722				
Family	.615				
Escape	.521				
Rest	.397				
Participate in entertainment	.314				
To relax	.271				
Relax from daily tension	.365				
Study		.724			
Similar interest		.677			
Learn new things		.590			
Different lifestyles		.509			
Learn about countries		.503			
Recreational activities		.295			
Explore destinations			.762		
Do exciting things			.702		
Share unfamiliar places			.519		
Have fun				.761	
Group					-.681
Spend time with friends					-.617
Something out of the ordinary					-.457
Mean value	**3.40**	**2.68**	**3.50**	**3.59**	**3.34**
Reliability coefficient	**0.71**	**0.72**	**0.69**	**-**	**0.61**
Average inter-item correlation	**0.27**	**0.31**	**0.45**	**-**	**0.34**

Having fun is very common in leisure, nature, festival and shopping tourism. The students see having fun as the most important motive for travel. This concurs with previous research, especially in festival tourism as confirmed by Nicholson and Pearce (2001) as well as Kim *et al.* (2006a). Previous research regarding student travel motivation also supports this finding where having fun was indicated as a important motivation (Chen, 2004:71,81; Kim & Jogaratnam, 2003:265).

Furthermore it is clear that more similarities are notable between this study and the studies on tourism students in South Africa done by Heyns (2009:39) and Pretorius *et*

al. (2010:11). Both studies showed that *exploration and novelty* are important motivators for travel. *Exploration* includes aspects like exploring destinations, doing exiting things and sharing unfamiliar places and this factor is more commonly found in leisure and nature tourism. *Novelty* on the other hand is more commonly found in nature and festival tourism as confirmed by Kozak (2002); Yoon and Uysal (2005); Molera and Albaladejo (2007) and Saayman and Van der Merwe (2007). Studies conducted on international students also indicate exploration and novelty as important travel motives (Heung & Leong, 2006:86-89; Chen, 2004:71,81; Field, 1999:377-379; Haung, 2006:66-67; Pearce & Son, 2004:343-347; Kim & Jogaratnam, 2003:265; Mohsin & Ryan, 2007:5-8; Kim *et al.*, 2007:77-79).

In terms of studies conducted on travel motives in leisure, event, marine, nature and shopping tourism - *relaxation and escape* were the most common (see for example, Loker and Perdue (1992); Schneider and Backman (1996); Saayman and Van der Merwe (2007) as well as Swanson and Horridge (2006)). The results from this study are no exception. *Escape and relaxation* are identified as the second highest motive for students to go on holiday, emphasising the fact that *escape and relaxation* are also important for third-year students from NWU, Potchefstroom Campus as in the case of tourism students in South Africa as well as the tourists in the above-mentioned tourism areas. This also correlates with studies conducted on the international students' travel motives where *escape* and *relaxation* were identified as important motivators (Haung, 2006:66-67; Pearce & Son, 2004:343-347; Kim & Jogaratnam, 2003:265; Mohsin & Ryan, 2007:5-8; Kim *et al.*, 2006b:24-26; Kim *et al.*, 2007:77-79).

As in the case of *Exploration and novelty* the same is notable with the Factor *Educational*. In both the studies done on tourism students in South Africa and the third-year students of the NWU, Potchefstroom Campus, students indicated travelling for *educational* reasons as the least important reason to travel. Among international students, education was also identified as an important motivator (Kim & Jogaratnam, 2003:265; Kim *et al.*, 2006b:24-26; Kim *et al.*, 2007:77-79).

Educational reasons include to study, similar interests, to learn new things, to experience different lifestyles, to learn about other countries and to participate in recreational activities. Travelling for educational purposes are also more commonly

found in marine and nature tourism (see for example Kozak (2002); Yoon and Uysal (2005) as well as Molera and Albaladejo (2007)).

Based on the correlation matrix shown in Tables 4.13, it is evident that these factors are all distinct factors measuring different components of student motives.

Table 4.13: Component correlation matrix for student motives

Correlation Matrix	Factor 1: Escape & Relaxation	Factor 2: Educational	Factor 3: Exploration & Novelty	Factor 4: Having Fun	Factor 5: Group Identity
Escape & Relaxation	**1.000**	.079	.177	.079	-.372
Educational	.079	**1.000**	.070	.103	-.204
Exploration & Novelty	.177	.070	**1.000**	.057	-.215
Having Fun	.079	.103	.057	**1.000**	-.296
Group Identity	-.372	-.204	-.215	-.296	**1.000**

4.3.2.3 Results of factor analysis regarding the factors influencing choice of destination

The factors were labelled according to similar characteristics as follows: *Destination attractiveness* (Factor 1), *Site preferences* (Factor 2), *Accommodation preferences* (Factor 3), *Holiday preferences* (Factor 4), *Amenities* (Factor 5), *Finances* (Factor 6), *Value for money* (Factor 7) and *Scenic beauty* (Factor 8). All the reliability coefficient values were above 0.6 (see Table 4.14). The mean values and inter-item correlation per factor were also calculated, and it is clear that *Finances* (3.48) was the most important factor influencing students' choice of destination, followed by *Scenic beauty (3.29), Value for money (3.18), Site preferences* (3.08 & 0.36) and *Destination attractiveness* (3.01 & 0.28). *Holiday preferences* (2.85 & 0.33) and *Accommodation preferences* (2.61 & 0.49) have a moderate influence and *Amenities* (2.60 & 0.26) have the least influence on students' choice of holiday destination.

Table 4.14: Factor analysis of the factors influencing choice of destination

Factor Label	Factor 1: Destination Attractiveness	Factor 2: Site Preferences	Factor 3: Accommodation Preferences	Factor 4: Holiday Preferences	Factor 5: Amenities	Factor 6: Finances	Factor 7: Value for Money	Factor 8: Scenic Beauty
Security	**.611**							
Entertainment	**.565**							
Transport	**.479**							
Available tours	**.406**							

	1	2	3	4	5	6	7	8
Type of accommodation	.386							
Length of holiday		-.702						
Season		-.603						
Purpose		-.591						
Previous visits		-.418						
Holiday home			-.861					
Time share			-.705					
Size of group			-.404					
Climate				.733				
Popularity				.576				
Distance				.423				
Sport					-.770			
Available activities					-.544			
Parents					-.217			
Finances						.768		
Value for money							.276	
Scenic beauty								.158
Mean value	3.01	3.08	2.61	2.85	2.60	3.48	3.18	3.29
Reliability coefficient	0.66	0.69	0.74	0.60	0.51	-	-	-
Average inter-item correlation	0.28	0.36	0.49	0.33	0.26	-	-	-

Finances scored the highest mean value followed by *Scenic beauty* and *Value for money*. Seeing as both *Finances* and *Value for money* ended up in two of the three highest factors influencing the choice of destination, it is clear that this contradicts the study done by Heyns (2009:44) where *Money matters* were identified as having the least influence on the choice of destination. Previous research also indicates that international students prefer inexpensive holidays (Pizam *et al.,* 2004:255). *Scenic beauty* can be related to travelling in order to experience nature and concur with previous research regarding nature-based tourism (see Kim *et al.* (2006a:957-967)).

Site preferences, with a reliability coefficient of 0.69 has the fourth highest influence and include aspect like length of holiday, season, previous visits and purpose of the holiday. *Site preferences* more commonly has an influence on the choice of destination among tourist wishing to go to a nature tourism destination (see Kim *et al.* (2006a:957-967) as well as Saayman and Van der Merwe (2007)).

Destination attractiveness was identified as the factor that has the fifth highest influence, with a reliability coefficient of 0.66. *Destination attractiveness* includes

aspects such as security, transport, entertainment, available tours and type of accommodation. Previous research done by Kozak (2002); Yoon and Uysal (2005) as well as Molera and Albaladejo (2007) indicate that *Destination attractiveness* has a stronger influence on the choice of marine tourism destinations. In the study done on the tourism students of South Africa, *Destination preferences* were identified as the highest factor. The third-year students from the NWU, Potchefstroom Campus seem to agree with this by indicating that this factor also has an influence on their choice of destination.

Holiday preferences were ranked the third lowest factor and include aspects such as climate, popularity of the destination and distance to the destination and scored a reliability coefficient of 0.60. *Accommodation preferences* (with an availability coefficient of 0.74) was identified as the second lowest factor and includes aspects like availability of a holiday home, the size of the group and availability of time-share. Since there are no previous studies where *Accommodation preferences* and *Holiday preferences* have been identified, no comparisons could be done.

Amenities (including aspects like available activities, sports facilities and parents' influence) has the lowest influence on the choice of destination for third-year students and scored a reliability coefficient of 0.51. These findings concur with Heyns (2009:41) where *Amenities* was identified as the second lowest factor with an influence on tourism students' choice of destination. Thus it is clear that *Amenities* is not seen as a very important factor among both tourism students from South Africa and third-year students from NWU, Potchefstroom Campus. Previous research done by Lee *et al.* (2004); Jang and Wu (2006) as well as Molera and Albaladejo (2007), identifies aspects like the availability of facilities and activities to have an influence on the tourist's choice of destination for shopping, leisure, nature, marine and festival tourism.

Based on the correlation matrix shown in Tables 4.15, it is evident that these factors are all distinct factors measuring different components of the factors influencing the choice of destination.

Table 4.15: Component correlation matrix for factors influencing choice of destination

Factor Label	Factor 1: Destination Attractiveness	Factor 2: Site Preferences	Factor 3: Accommodation Preferences	Factor 4: Holiday Preferences	Factor 5: Amenities	Factor 6: Finances	Factor 7: Value for Money	Factor 8: Scenic Beauty
Destination Attractiveness	**1.000**	-.262	-.288	.234	-.203	.028	.109	.246
Site Preferences	-.262	**1.000**	.271	-.109	.155	-.076	-.027	-.123
Accommodation Preferences	-.288	.271	**1.000**	-.218	.318	-.088	.008	-.083
Holiday Preferences	.234	-.109	-.218	**1.000**	-.155	.006	.151	.103
Amenities	-.203	.155	.318	-.155	**1.000**	.000	-.032	-.112
Finances	.028	-.076	-.088	.006	.000	**1.000**	.016	.061
Value for Money	.109	-.027	.008	.151	-.032	.016	**1.000**	.036
Scenic Beauty	.246	-.123	-.083	.103	-.112	.061	.036	**1.000**

4.3.3 Analysis of variance (ANOVA) and Tukey's *Post-hoc* tests on the student characteristics and factors influencing travel behaviour

ANOVAs were employed to determine the differences among the different faculties of the NWU, Potchefstroom Campus regarding certain socio-demographic factors and travel characteristics, activities influencing the holiday experience, motives to go on holiday, factors influencing the choice of destination as well as holiday preferences.

Table 4.16: Sample size from each faculty

Faculty	Abbreviations	Questionnaires obtained
Faculty of Arts	ART	95
Faculty of Economic and Management Sciences	ECON	174
Faculty of Law	LAW	120
Faculty of Educational Sciences	EDU	133
Faculty of Engineering	ENG	114
Faculty of Health Sciences	HLTH	152
Faculty of Natural Sciences	NAT	112
Faculty of Theology	THEO	25

Table 4.16 indicates that the majority of third-year students are located in the Faculty of Economic and Management Sciences, whereas the Faculty of Theology represents the smallest faculty in the NWU, Potchefstroom Campus.

4.3.3.1 Socio-demographic factors and travel characteristics

With regard to socio-demographics and travel characteristics, Table 4.17 indicates that there are no statistically significant differences except for weekend trips per year ($p <$

0.003) for which Tukey's post-hoc test indicates that there are no statistically significant differences among the students from the different faculties. However when looking at the information reported in Table 4.17 the following is still notable:

- The average **age** of all the students from the different faculties is between 21 and 22 years, which can be explained by the fact that the survey focused on third-year students.
- The students from the Faculty of Theology undertake the most **weekend trips** per year (an average of 10 trips) whereas the students from the Faculty of Education undertake the least weekend trips (an average of 5 trips). It is also clear that the other faculties' students take between six and eight weekend trips per year.
- When looking at the **length of stay** of students when on holiday, students from the Faculties Theology and Law travel for a duration of eight and nine nights respectively, whereas the students from the other faculties stay for an average of 10 nights per trip.
- When undertaking **international trips**, students from the Faculty Law stay the longest (an average of 6 nights) while the students from Engineering stay the least (an average of 4 nights). The other faculties' students stay for an average of five nights per international trip.
- With regard to **group size**, students from the Faculties Economic and Management Sciences, Health Sciences, Engineering and Natural Sciences travel in groups of six people whereas the Faculties Educational Sciences, Theology and Arts travel in groups of five people.

Table 4.17: Socio-demographic factors and travel characteristics

CHARACTERISTICS	DIFFERENT FACULTIES								F-ratio	Sig. level
	ECON	EDU	HLTH	THEO	ENG	ARTS	NAT	LAW		
Age	21.62	21.58	21.61	21.64	21.66	21.36	21.57	21.61	0.77	0.614
Weekend trips per year	6.73	5.47	6.45	10.12	6.60	6.31	7.62	7.48	3.13	0.003*
Average duration of holiday	10.38	10.19	10.13	7.80	10.36	10.33	10.05	8.95	0.58	0.770
Average duration of international trips	4.75	4.81	4.91	4.80	4.25	5.23	4.89	5.51	0.21	0.983
Group size	6.06	5.30	5.63	4.67	6.00	5.47	5.73	5.52	1.67	0.113

ECON = Faculty of Economic and Management Sciences; EDU = Faculty of Educational Sciences; HLTH = Faculty of Health Sciences; THEO = Faculty of Theology; ENG = Faculty of Engineering; ARTS = Faculty of Arts; NAT = Faculty of Natural Sciences and LAW = Faculty of Law
* Statistically significant difference: p ≤ 0.05

4.3.3.2 Activities influencing the holiday experience

Adventure activities indicate a statistically significant difference ($p < 0.032$) (Table 4.18). However Tukey's post-hoc test indicates no statistically significant differences. Even though there are no statistically significant differences among the different faculties, the following can still be seen:

- Students from the Faculty of Economic and Management Sciences identified *Recreational activities* (with a mean value of 2.45) as a less important activity as compared to the other faculties' students who regard it as important (mean values vary between 2.50 - 2.64).

- Students from the Faculty of Theology identified that the factor *Cultural and historical activities* influences their holiday experience more (2.76) compared to the students from the other faculties (mean values vary between 2.21 and 2.45).

- Students from the Faculties Theology and Arts identified that *Leisure activities* influences their holiday experience more (3.32 each) than the students from the other faculties (mean values differ between 3.18 and 3.24).

- Students from the Faculty of Theology regard *Adventure activities* more important (2.65) for a quality holiday experience while the students from the Faculty of Engineering regard *Adventure activities* as the least important activity to influence their holiday experience. Overall the third-year students at the NWU, Potchefstroom Campus regard *Adventure activities* as a less influential factor on their holiday experience.

Table 4.18: Activities influencing the holiday experience

ACTIVITIES	DIFFERENT FACULTIES								F-ratio	Sig. level
	ECON	EDU	HLTH	THEO	ENG	ARTS	NAT	LAW		
Recreational	2.45	2.57	2.57	2.64	2.52	2.52	2.50	2.51	0.65	0.714
Cultural and Historical	2.28	2.34	2.31	2.76	2.21	2.39	2.35	2.45	1.69	0.107
Leisure	3.18	3.23	3.19	3.32	3.20	3.32	3.24	3.22	0.63	0.734
Adventure	2.24	2.29	2.39	2.65	2.18	2.30	2.31	2.52	2.20	0.032*

ECON = Faculty of Economic and Management Sciences; EDU = Faculty of Educational Sciences; HLTH = Faculty of Health Sciences; THEO = Faculty of Theology; ENG = Faculty of Engineering; ARTS = Faculty of Arts; NAT = Faculty of Natural Sciences and LAW = Faculty of Law

Respondents were asked to indicate how they evaluate each activity on the scale (1 = not important; 2 = less important; 3 = important & 4 = very important).
* Statistically significant difference: p ≤ 0.05

4.3.3.3 Motivation to go on holiday

Table 4.19 clearly indicates statistically significant differences among the different faculties based on the motives *Education* ($p < 0.000$), *Having fun* ($p < 0.000$) and *Group identity* ($p < 0.046$). Tukey's post-hoc test indicates no statistical significance with regards to *Group identity.* Notably students of the Faculty of Economic and Management Sciences differ from students of the Faculties Educational Sciences, Health Sciences, Arts and Law with regard to *Education* as a motive to go on holiday whereas students from the Faculties Theology, Engineering and Natural Sciences do not differ from the students of the other faculties. Furthermore students of the Faculty of Economic and Management Sciences identified *Education* as less important for going on holiday than those of the other faculties (mean values differ between 2.59 and 2.89). Students in the Faculty of Theology are also more inclined to travel for *Educational* reasons (mean value = 2.89) compared to the students in the other faculties (mean values vary between 2.46 and 2.83).

Students of the Faculty of Economic and Management Sciences differ from the students of the Faculties Natural Sciences and Arts with regard to *Having fun* as a motive for going on holiday. Students of the Faculties Natural Sciences and Arts also differ from the students of the Faculty of Engineering when it comes to *Having fun* as a motivation to undertake holidays. Furthermore Table 4.19 indicates that students in the Faculty of Law rate having fun the least important (3.35) compared to all the faculties, whereas the students in the Faculty of Theology rate it as the most important motive (3.80).

Although Table 4.19 indicates that the remaining three motives have no significant differences, the following is notable:

- Students in the Faculty of Theology experience that *Escape and relaxation* motivates them more to go on holiday than the students in the other faculties (3.49), whereas the students in the Faculty of Educational Sciences indicate that *Escape and relaxation* motivates them the least (3.37). Students in the other faculties regard this motive as important (mean values ranges from 3.38 to 3.46)

- Students in the Faculty of Arts are more motivated by *Exploration and novelty* (3.60) than the students in the other faculties whereas *Exploration and novelty*

motivates the students in the Faculty of Economic and Management Sciences the least (3.44). Students in the other faculties regard this motive also as important (mean values ranges from 3.48 to 3.53).

- Notably students in the Faculty of Law are the least motivated by **Group identity** (3.19) whereas the students in the Faculties Economic and Management Science and Natural Sciences are more motivated by *Group identity* than the students in the other faculties (3.42 each). *Group identity* is also seen as an important motive by the students in the other faculties (mean values vary between 3.29 and 3.39).

Table 4.19: Motivation for going on holiday

MOTIVES	DIFFERENT FACULTIES								F-ratio	Sig. level
	ECON	EDU	HLTH	THEO	ENG	ARTS	NAT	LAW		
Escape and relaxation	3.38	3.37	3.38	3.49	3.44	3.39	3.46	3.38	0.80	0.589
Educational	2.46^a	2.78^b	2.70^b	2.89^{ab}	2.59^{ab}	2.76^b	2.66^{ab}	2.83^b	5.01	0.000*
Exploration and Novelty	3.44	3.52	3.55	3.48	3.53	3.60	3.48	3.49	1.17	0.319
Having fun	3.79^a	3.54^{abc}	3.56^{abc}	3.80^{abc}	3.68^{ab}	3.65^{ab}	3.47^{bc}	3.35^c	5.90	0.000*
Group identity	3.42	3.29	3.36	3.32	3.39	3.27	3.42	3.19	2.05	0.046*

ECON = Faculty of Economic and Management Sciences; EDU = Faculty of Educational Sciences; HLTH = Faculty of Health Sciences; THEO = Faculty of Theology; ENG = Faculty of Engineering; ARTS = Faculty of Arts; NAT = Faculty of Natural Sciences and LAW = Faculty of Law
Respondents were asked to indicate how they evaluate each motive on the scale (1 = not important; 2 = less important; 3 = important & 4 = very important).
* Statistically significant difference: p ≤ 0.05
^{a} Group differs significantly from type (in row) where ^{b} and ^{c} are indicated.

4.3.3.4 Factors influencing the choice of destination

Table 4.20 indicates that **Destination attractiveness** as well as **Holiday preferences** and **Amenities** all show statistically significant differences. However Tukey's post-hoc test indicates no statistically significant differences for **Holiday preferences** and **Amenities.** It is clear that students in the Faculties Educational Sciences and Natural Sciences differ from one another with regard to the influence of **Destination attractiveness** on their choice of destination. Furthermore students in the Faculty Educational Sciences are influenced less (2.86) by this factor than the students in the other faculties. The students in the Faculties Theology and Natural Sciences are influenced more (3.14) compared to the other faculties.

Even though there are no statistical differences among the other factors, the following are notable:

- Students in the Faculty of Natural Sciences are influenced more (3.22) by **Site preferences** than the students in the other faculties, whereas students in the Faculty of Arts are less influenced (2.96) by *Site preferences* with regard to the choice of destination. Students in the other faculties regard *Site preferences* as important when choosing a holiday destination (mean values range from 3.03 to 3.13).

- Students in the Faculties Engineering and Arts are less influenced by **Accommodation preferences** (2.52 each) than those of the other faculties, whereas *Accommodation preferences* influences the students in the Faculty of Theology more (2.92) than the other faculties. Students in the other faculties also regard *Accommodation preferences* as an important factor when choosing a holiday destination (mean values vary between 2.53 and 2.74).

- **Holiday preferences** is indicated by the students in the Faculty of Theology as a factor with a higher influence (3.11) on the choice of destination whereas students in the Faculty of Educational Sciences are influenced less (2.70) by this factor. All the other faculties regard this factor as important (mean values range from 2.78 to 2.94).

- **Amenities** is seen as a factor with a greater influence (2.91) on the students in the Faculty of Theology as opposed to the students from the other faculties. The Faculty of Educational Sciences indicates *Amenities* as having the least influential factor (2.47) when choosing a holiday destination. The remainder of the faculties also regard this factor as important (mean values vary from 2.53 and 2.68).

- The Faculty of Arts represents the faculty that is the least influenced by **Finances** (3.41) whereas the students in the Faculty of Law are more influenced by *Finances* (3.57). *Finances* is also for the other faculties an important factor to consider when choosing a destination (mean values differ from 3.42 to 3.54).

- **Scenic beauty** influences the students in the Faculty of Engineering more than those of the other faculties (3.30) when choosing a destination, whereas the Faculties Educational Sciences and Natural Sciences are influenced less (3.08) by this factor. *Scenic beauty* is also regarded as an important factor by the other faculties, when considering the mean values which range from 3.13 to 3.26.

- Students in the Faculty Economic and Management Sciences are influenced more (3.37) by the factor **Value for money**, whereas the Faculty of Health Sciences represents the faculty which is the least influenced (3.22) by *Value for money* when it comes to the choice of destination. In general *Value for money* is an important aspect to consider for all the students in the different faculties (mean values vary between 3.23 and 3.35).

Table 4.20: Factors influencing the choice of destination

FACTORS	DIFFERENT FACULTIES								F-ratio	Sig. level
	ECON	EDU	HLTH	THEO	ENG	ARTS	NAT	LAW		
Destination attractiveness	3.06^{ab}	2.86^{a}	2.98^{ab}	3.14^{ab}	3.06^{ab}	2.92^{ab}	3.14^{b}	2.98^{ab}	3.04	0.003*
Site preferences	3.10	3.13	3.03	3.08	3.08	2.96	3.22	3.09	1.61	0.128
Accommodation preferences	2.53	2.74	2.55	2.92	2.52	2.52	2.70	2.64	1.84	0.077
Holiday preferences	2.87	2.70	2.86	3.11	2.83	2.78	2.96	2.94	2.17	0.035*
Amenities	2.53	2.47	2.61	2.91	2.65	2.58	2.68	2.68	2.16	0.036*
Finances	3.50	3.50	3.44	3.48	3.54	3.41	3.42	3.57	0.86	0.536
Scenic beauty	3.26	3.08	3.13	3.16	3.30	3.23	3.08	3.16	0.85	0.547
Value for money	3.37	3.35	3.22	3.28	3.35	3.23	3.24	3.24	1.35	0.223

ECON = Faculty of Economic and Management Sciences; EDU = Faculty of Educational Sciences; HLTH = Faculty of Health Sciences; THEO = Faculty of Theology; ENG = Faculty of Engineering; ARTS = Faculty of Arts; NAT = Faculty of Natural Sciences and LAW = Faculty of Law
Respondents were asked to indicate how they evaluate each factor on the scale (1 = not important; 2 = less important; 3 = important & 4 = very important).
* Statistically significant difference: $p \leq 0.05$
^{a} Group differs significantly from type (in row) where ^{b} is indicated.

4.3.3.5 Holiday preferences

Table 4.21 indicates that only climate and transport show statistically significant differences among the different faculties, whereas even though the *p*-values are significant, Tukey's post-hoc tests indicate that travel time, popularity of destinations, value for money, familiarity of the destination and group size do not indicate statistically significant differences.

The Faculty Economic and Management Sciences differ from the Faculties Educational Sciences, Health Sciences and Law whereas the Faculty of Educational Sciences differs from the Faculty of Engineering with regard to **climate**. Furthermore, the Faculty of Engineering also differs from the Faculty of Law. When looking at the intensity scale, students in the Faculty of Economic and Management Sciences (2.46) prefer warmer climates during their holidays whereas students in the Faculties Educational Sciences (3.06), Health Sciences (2.92) and Law (3.09) prefer colder climates on their holidays. Students in the Faculty of Educational Sciences (3.08) prefer colder climates on their holidays compared to the Faculty of Engineering (2.49). The same is notable between the students in the Faculty of Law (2.85) and the students in the Faculty of Engineering (2.49). Evidently, in considering all the faculties, Economic and Management Sciences prefers the destinations with warmer climates (2.46) whereas the students in the Faculty of Law prefer colder climates (3.09).

The Faculty of Economic and Management Sciences differs significantly from the Faculty of Educational Sciences with regard to **transport**. Students in the Faculty of Economic and Management Sciences (3.96) prefer their own transport, whereas students in the Faculty of Educational Sciences (3.49) prefer public transport. Evidently it is clear that the Faculty of Theology prefers their own transport more than the other faculties (4.09). The students in the other faculties also prefer to travel by their own transport (mean values range from 3.80 to 3.90).

Even though no statistically significant differences were identified among the other preferences, the following can still be seen:

- Students in the Faculty of Law (3.26) and the Faculty of Natural Sciences (3.28) prefer shorter travel time to a destination, whereas students in the Faculties Educational Sciences (3.67) and Engineering (3.69) prefer longer travel time. The other faculties also prefer longer travel time (mean values range from 3.51 to 3.66) .

- Students in the Faculty of Economic and Management Sciences (2.70) prefer that their holiday destinations are popular compared to the other faculties who indicate that they prefer non-popular destinations. The Faculty of Theology (3.26) does not seem to care if their holiday destination is unpopular, being the faculty which indicates that they prefer non-popular destinations the most compared to all the other faculties. The other faculties' opinions regarding the popularity of the destination vary (mean values range from 2.75 to 3.09).

- Students in the Faculty of Theology (3.04) indicate that scenery is less important whereas the students in the Faculty of Engineering (2.42) indicate that scenery is more important. Scenery is important for the students in the other faculties (mean values differ from 2.46 to 2.73)

- The Faculty of Natural Sciences (2.91) prefers destinations with no sports facilities, whereas the Faculty of Theology (3.43) prefers destinations with a variety of sports facilities. It is evident that the opinions from the other faculties vary when the mean values, which range from 2.93 to 3.21, are considered.

- The students in the Faculty of Educational Sciences (3.09) prefer no recreational activities at a destination, whereas the students in the Faculty of Theology (3.57) especially prefer a variety of recreational activities. For the other faculties a variety of recreational activities is also important (mean values differ from 3.33 to 3.47).

- The students in the Faculty of Theology (3.17) see value for money as the least important among all those of the other faculties, whereas the students in the Faculty of Engineering (2.52) see value for money at a destination as the most important along with students in the Faculties of Economic and Management Sciences (2.59) and Educational Sciences (2.77).

- Basic accommodation is preferred by the students in the Faculty of Arts (2.97), whereas the other faculties tend to prefer more luxurious accommodation. The Faculties of Theology and Law (3.35 each) prefer luxurious accommodation more than the other faculties. The other faculties prefer more basic accommodation when the mean values, which range from 3.11 to 3.33, are taken into account.

- Students in especially the Faculty of Theology (3.19) prefer a variety of formally organised tours at a destination, whereas the Faculty of Engineering (2.70) does not prefer formally organised tours. Opinions regarding organised tours differ among the different faculties (mean values vary between 2.84 to 3.18).

- A variety of entertainment at a destination is considered as important by all the faculties (mean values range from 3.42 to 3.74), especially the Faculty of Engineering (3.91).

- Especially the students in the Faculty of Theology (4.13) prefer a safer environment; however safety is important for all the students when choosing a holiday destination (mean values vary from 3.67 to 3.87).

- Students in the Faculty of Law (3.66) prefer unfamiliar destinations more than the students in the Faculties of Economic and Management Sciences (3.21) and Arts

(3.20). The Faculty of Arts prefers a familiar destination more than any other faculty.

- All the students in the different faculties (mean values differ from 3.02 to 3.31) prefer to travel during low season, especially the Faculty of Law (3.53).

- Overall it is clear that all of the faculties prefer to undertake longer holidays (mean values range from 3.61 to 3.89). This correlates with the average duration of holidays (10 nights) indicated in Table 4.5.

- Students in the Faculty of Theology (3.74) prefer to undertake holidays for no specific reason, whereas the students in the Faculty of Arts (3.24) have more specific reasons for going on holiday. Students in the other faculties also prefer to undertake holidays without any specific reasons (mean values vary from 3.38 to 3.68).

- The Faculty of Theology (3.78) prefers to travel in larger groups, more than the other faculties, whereas the Faculty of Arts (2.85) indicates that they prefer to travel in smaller groups. The other faculties also prefer to travel in smaller groups (mean value range from 3.15 to 3.38).

Table 4.21: Holiday preferences

HOLIDAY PREFERENCE	DIFFERENT FACULTIES								HOLIDAY PREFERENCE	F-ratio	Sig. level
	ECON	EDU	HLTH	THEO	ENG	ARTS	NAT	LAW			
Intensity scale	$\xleftarrow{\hspace{0.5cm}}$ 1	2	3	4	5			$\xrightarrow{\hspace{0.5cm}}$	Intensity scale		
Shorter travel time to destination	3.51	3.67	3.36	3.57	3.69	3.66	3.28	3.26	Longer travel time to destination	2.61	0.011*
Warm climate	2.46^a	3.06^{bc}	2.92^{bcd}	3.00^{abcd}	2.49^{ad}	2.72^{abcd}	2.91^{abcd}	3.09^b	Cold climate	5.22	0.000*
Popular destinations	2.70	3.08	2.83	3.26	2.92	3.09	2.75	2.85	Non-popular destinations	2.26	0.028*
Beautiful scenery	2.46	2.73	2.69	3.04	2.42	2.60	2.61	2.71	Scenery is not important	1.38	0.212
No sports facilities	3.04	3.21	2.93	3.43	3.09	2.96	2.91	3.17	Variety of sports facilities	1.25	0.275
No recreational activities	3.47	3.09	3.33	3.57	3.39	3.45	3.47	3.42	Variety of recreational activities	1.65	0.119
Value for money	2.59	2.77	2.96	3.17	2.52	2.58	2.83	2.98	Value for money is not important	2.36	0.022*
Basic accommodation	3.25	3.33	3.30	3.35	3.15	2.97	3.11	3.35	Luxury accommodation	1.25	0.270
No formally organised tours	2.86	2.96	3.05	3.19	2.70	2.84	2.95	3.18	Variety of formally organised tours	1.69	0.108
No entertainment	3.69	3.68	3.53	3.74	3.91	3.56	3.56	3.42	Variety of entertainment	1.93	0.062
Fairly safe environment	3.73	3.77	3.74	4.13	3.87	3.67	3.85	3.77	Very safe environment	0.61	0.747
Public transport	3.96^a	3.49^b	3.88^{ab}	4.09^{ab}	3.90^{ab}	3.89^{ab}	3.95^{ab}	3.80^{ab}	Own transport	2.27	0.027*
Familiar destinations	3.21	3.50	3.58	3.52	3.51	3.20	3.29	3.66	Unfamiliar destinations	3.47	0.001*
Holiday during high season	3.13	3.31	3.28	3.30	3.14	3.02	3.28	3.53	Holidays during low season	1.86	0.073
Short holidays	3.80	3.89	3.79	3.83	3.83	3.66	3.61	3.74	Longer holidays	0.80	0.588
Going on holiday for specific reasons	3.49	3.45	3.58	3.74	3.38	3.24	3.61	3.68	Go on holidays for no specific reason	1.64	0.122
Smaller groups	3.15	3.21	3.26	3.78	3.02	2.85	3.38	3.20	Larger groups	2.50	0.015*

ECON = Faculty of Economic and Management Sciences; EDU = Faculty of Educational Sciences; HLTH = Faculty of Health Sciences; THEO = Faculty of Theology; ENG = Faculty of Engineering; ARTS = Faculty of Arts; NAT = Faculty of Natural Sciences and LAW = Faculty of Law

Respondents were asked to indicate their holiday preferences by making use of the intensity scale.

* Statistically significant difference: $p \le 0.05$

[a] Group differs significantly from type (in row) where [b] is indicated as well as where [c] differs significantly from [d].

4.3.5 Chi-square tests

Chi-square tests were applied to determine the difference among the different faculties from the NWU, Potchefstroom Campus concerning demographic and travel characteristics of the students in these faculties. Table 4.22 indicates that there are statistically significant differences among the faculties based on *gender* ($p < 0.000$); staying at *relatives* ($p < 0.006$) and at *guest houses* ($p < 0.001$) as preferred type of accommodation; *train* ($p < 0.036$) as preferred mode of transport; *spontaneous decision* ($p < 0.005$) as when to travel; *over long weekends* ($p < 0.000$) as when on holiday; *holiday frequency* ($p < 0.029$); *friends and fellow students* ($p < 0.006$) as preferred travel companions; *self-catering* ($p < 0.004$) and *prestigious restaurants* ($p < 0.000$) as restaurant preferences and *internet* ($p < 0.030$) as well as *family and friends* ($p < 0.004$) as preferred information sources.

Table 4.22: Chi-square test results of the demographic and travel characteristics of different faculties from the NWU, Potchefstroom Campus

CHARACTERISTICS	ECON		EDU		HLTH		THEO		ENG		ARTS		NAT		LAW		CHI VALUE	DF	p	PHI
Gender																	159.066	7	0.000*	0.415
Male	41%		40%		43%		72%		96%		18%		51%		58%					
Female	59%		60%		57%		28%		4%		82%		49%		42%					
Language																	11.239	14	0.667	0.110
Afrikaans	85%		85%		78%		92%		86%		86%		87%		84%					
English	12%		12%		18%		8%		13%		13%		10%		14%					
Other	3%		3%		4%		0%		1%		1%		3%		2%					
Province																	57.076	63	0.686	0.248
Western Cape	3%		6%		6%		4%		4%		5%		4%		7%					
Gauteng	23%		28%		28%		24%		25%		43%		25%		18%					
Eastern Cape	1%		2%		2%		4%		2%		2%		2%		3%					
Free State	8%		11%		9%		20%		8%		5%		12%		13%					
KwaZulu-Natal	5%		6%		6%		0%		4%		2%		3%		7%					
Mpumalanga Northern	9%		11%		9%		8%		9%		5%		10%		12%					
Cape	6%		3%		4%		4%		5%		3%		5%		8%					
North-West	39%		29%		33%		28%		39%		31%		34%		27%					
Limpopo	4%		2%		3%		4%		1%		2%		5%		4%					
Outside RSA borders	2%		2%		0%		4%		2%		1%		1%		3%					
Type of accommodation	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No				
Relatives	33%	67%	36%	64%	38%	62%	64%	36%	32%	68%	25%	75%	46%	54%	37%	63%	19.758	7	0.006*	0.146
Holiday home	31%	69%	23%	77%	32%	68%	28%	72%	31%	69%	42%	58%	33%	67%	29%	71%	10.529	7	0.161	0.106
Camping	29%	71%	35%	65%	38%	62%	56%	44%	34%	66%	41%	59%	38%	62%	38%	62%	10.088	7	0.184	0.104
Chalet	33%	67%	36%	64%	38%	62%	60%	40%	36%	64%	43%	57%	40%	60%	36%	64%	9.089	7	0.246	0.099
Guest house	11%	89%	22%	78%	18%	82%	32%	68%	18%	82%	34%	66%	16%	84%	26%	74%	25.322	7	0.001*	0.165
Backpacker	5%	95%	2%	98%	5%	95%	4%	96%	5%	95%	6%	94%	5%	95%	3%	97%	3.267	7	0.859	0.059
Hotel	17%	83%	21%	79%	23%	77%	32%	68%	20%	80%	24%	76%	20%	80%	29%	71%	8.964	7	0.255	0.098
Mode of transport	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No				
Car	95%	5%	93%	7%	95%	5%	100%	0%	93%	7%	96%	4%	98%	2%	94%	6%	5.993	7	0.541	0.080
Bus	6%	94%	4%	96%	7%	93%	8%	92%	4%	96%	14%	86%	7%	93%	10%	90%	11.760	7	0.109	0.113
Taxi	2%	98%	0%	100%	1%	99%	0%	100%	1%	99%	2%	98%	1%	99%	2%	98%	5.179	7	0.638	0.075
Motorcycle	1%	99%	2%	98%	2%	98%	4%	96%	1%	99%	3%	97%	2%	98%	2%	98%	2.828	7	0.900	0.553
Aeroplane	27%	73%	29%	71%	39%	61%	56%	44%	39%	61%	42%	58%	35%	65%	37%	63%	15.415	7	0.129	0.129
Train	3%	97%	13%	87%	9%	91%	20%	80%	7%	93%	7%	93%	8%	92%	12%	88%	14.788	7	0.036*	0.127
Decision to travel	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No				
Spontaneous decision	31%	69%	20%	80%	38%	63%	44%	56%	28%	72%	42%	58%	38%	62%	31%	69%	20.539	7	0.005*	0.149
Less than a month before the trip	29%	71%	26%	74%	31%	69%	40%	60%	35%	65%	28%	72%	37%	63%	32%	68%	5.564	7	0.591	0.078
More than a month before the trip	68%	32%	69%	31%	68%	32%	76%	24%	70%	30%	75%	25%	72%	28%	69%	31%	2.393	7	0.934	0.051
When on holiday	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No				
Over long weekends	40%	60%	26%	74%	45%	55%	68%	32%	39%	61%	48%	52%	51%	49%	43%	58%	27.024	7	0.000*	0.171
During the semester	9%	91%	8%	92%	12%	88%	20%	80%	10%	90%	8%	92%	13%	88%	8%	92%	5.611	7	0.586	0.078
During the holidays	100%	0%	100%	0%	100%	0%	100%	0%	100%	0%	100%	0%	100%	0%	100%	0%				1

CHARATERISTICS	FREQUENCY OF PARTICIPATION																CHI VALUE	DF	p	PHI
	ECON		EDU		HLTH		THEO		ENG		ARTS		NAT		LAW					
Holiday frequency																	48.094	28	0.010*	0229
Once a year	31%		43%		33%		8%		32%		38%		25%		28%					
2-3 times a year	54%		38%		47%		48%		53%		44%		52%		47%					
4-5 times a year	12%		11%		12%		28%		11%		9%		14%		15%					
More than 5 times a year	2%		8%		8%		16%		4%		9%		7%		10%					
Never	1%		0%		0%		0%		0%		0%		2%		0%					
International travel																	16.872	21	0.719	0.135
Once a year	26%		29%		34%		36%		27%		33%		31%		31%					
2-3 times a year	4%		3%		3%		0%		5%		5%		2%		7%					
4-5 times a year	3%		1%		1%		0%		3%		4%		1%		2%					
Never	67%		67%		62%		64%		65%		58%		66%		60%					
Travel company	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No				
Friends	43%	57%	49%	51%	53%	47%	84%	16%	44%	56%	59%	41%	52%	48%	53%	47%	20.622	7	0.004*	0.149
Relatives	86%	14%	86%	14%	91%	9%	88%	12%	92%	8%	87%	13%	88%	12%	89%	11%	14.236	14	0.419	0.125
Fellow students	9%	91%	20%	80%	19%	81%	44%	56%	11%	89%	15%	85%	20%	80%	21%	79%	27.314	7	0.000*	0.172
Restaurant preferences	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No				
Fast food outlets	43%	57%	50%	50%	49%	51%	68%	42%	50%	50%	46%	54%	47%	53%	58%	42%	7.614	7	0.368	0.091
Self-catering	54%	46%	52%	48%	57%	43%	84%	16%	53%	47%	61%	39%	63%	37%	59%	41%	14.568	7	0.039*	0.126
Home style restaurants	33%	67%	37%	63%	32%	68%	56%	44%	33%	67%	36%	64%	36%	64%	43%	57%	8.773	7	0.269	0.097
Deli food	8%	92%	11%	89%	13%	87%	28%	72%	10%	90%	12%	88%	13%	87%	15%	85%	10.768	7	0.149	0.108
Prestigious restaurants	17%	83%	23%	77%	28%	72%	44%	56%	23%	77%	25%	75%	24%	76%	30%	70%	14.231	7	0.050*	0.124
Information Source	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No				
TV	15%	85%	8%	92%	12%	88%	8%	92%	13%	87%	12%	88%	16%	84%	13%	87%	5.045	7	0.655	0.074
Radio	7%	93%	4%	96%	5%	95%	8%	92%	5%	95%	6%	94%	6%	94%	6%	94%	2.098	7	0.954	0.048
Internet	60%	40%	56%	44%	62%	38%	68%	32%	69%	31%	79%	21%	60%	40%	61%	39%	15.529	7	0.030*	0.130
Magazines	33%	67%	23%	77%	26%	74%	28%	72%	26%	74%	41%	59%	33%	67%	30%	70%	11.648	7	0.113	0.113
Newspapers	16%	84%	11%	89%	16%	84%	24%	76%	10%	90%	9%	91%	18%	82%	10%	90%	10.950	7	0.141	0.110
Family and friends	59%	41%	56%	44%	52%	48%	88%	12%	59%	41%	55%	45%	71%	29%	55%	45%	19.872	7	0.006*	0.148
Travel agents	16%	84%	18%	82%	21%	79%	32%	68%	20%	80%	28%	72%	14%	86%	18%	82%	10.595	7	0.157	0.108
Type of travel	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No				
Package tour	10%	90%	5%	95%	11%	89%	8%	92%	11%	89%	9%	89%	12%	88%	9%	91%	14.726	14	0.383	0.128
Pre-package tour	7%	93%	11%	89%	11%	89%	8%	92%	11%	89%	13%	86%	10%	90%	10%	90%	12.104	14	0.600	0.115
Own package	83%	17%	89%	11%	85%	15%	96%	4%	81%	19%	93%	7%	86%	14%	88%	12%	21.417	14	0.091	0.153

*Statistically significant differences: p ≤ 0.05

ECON = Faculty of Economic and Management Sciences; EDU = Faculty of Educational Sciences; HLTH = Faculty of Health Sciences; THEO = Faculty of Theology; ENG = Faculty of Engineering; ARTS = Faculty of Arts; NAT = Faculty of Natural Sciences and LAW = Faculty of Law

Even though there are no statistically significant differences based on other demographic and travel characteristics, all the differences will be discussed in the following section:

- **Gender:** Students in the Faculties of Economic and Management Sciences, Educational Sciences, Health Sciences and Arts comprise more female students than those of the Faculties of Theology, Engineering, Natural Sciences and Law who are composed of more male students.

- **Language:** The primary language spoken by all the students in the different faculties is Afrikaans, whereas it is evident that there are a few English-speaking students in each faculty and almost no other languages are represented.

- **Province:** The majority of students originate from the North-West and Gauteng Provinces, whereas a small percentage of the other students in all the faculties originate from other provinces.

- **Type of accommodation:** Except for the Faculty of Theology, all the students of the other faculties prefer to stay with relatives whereas the students in the Faculties of Educational Sciences, Health Sciences, Engineering and Natural Sciences prefer to stay at guest houses and these comprise the least of all the third-year students at the NWU, Potchefstroom Campus. Even though there are no statistically significant differences among the different faculties regarding the remaining options for accommodation, it is notable that backpacker/youth hostels are the least preferred accommodation facilities chosen by all the faculties, but the Faculty of Theology is the most open-minded when it comes to sleeping arrangements.

- **Mode of transport:** It is notable that the Faculties of Educational Sciences, Theology and Law prefer to travel by train more than the students in the other faculties. It is also clear that all the students prefer transport by means of a car and aeroplane and that the students in the Faculty of Arts are the most open-minded when it comes to transport arrangements.

- **Decision to travel:** A larger percentage of the students in the Faculties of Educational Sciences, Engineering, Natural Sciences and Law indicates that they

do not make a spontaneous decision to travel, more so than those of the other Faculties. The students in the Faculties of Theology and Arts on the other hand are more inclined to make spontaneous holiday decisions. Even though there are no statistically significant differences among the faculties regarding *less than a month* and *more than a month*, it is clear that the majority of all the students in their different faculties decide to travel more than a month in advance.

- **When on holiday:** Students in the Faculty of Theology indicate that they prefer to go on holiday during long weekends while the students in all the other faculties prefer not to go that often on holiday during long weekends. Although there are no further statistically significant differences, it is evident that the overall majority of students in all the faculties indicate that they do not prefer to go on holiday during the semester. Furthermore it is obvious that all the students go on holiday during the holidays.

- **Holiday frequency:** Students in the Faculties of Theology, Natural Sciences and Law indicate a higher percentage of students going on vacation for more than once a year, whereas students in the other faculties also go on holiday for more than once a year, but only a smaller percentage of them do so. Although there are no further significant differences it is clear that the majority of students, in all the faculties, prefer to go on holiday two to three times a year.

- **International travel:** It is notable that a considerably large number of students in all the Faculties indicate that they never take international trips and that the students who do take international trips do so once a year. This corresponds with the results obtained in Table 4.17.

- **Travel company:** Although all the students prefer to travel with friends, it is clear that especially the students in the Faculty of Theology prefer that the most. These students also prefer to travel with fellow students more so than those in the other faculties.

- **Restaurant preferences:** Yet again, the students in the Faculty of Theology represent the students who prefer self-catering the most, whereas the students in the Faculty of Engineering represent the students who prefer it the least. The

Faculty of Theology also represents the students who most prefer to eat at prestigious restaurants whereas students in the Faculty of Economic and Management Sciences prefer that the least. Even though there is no statistically significant difference among the faculties in terms of where to eat out, it is clear that fast food outlets are the highest and most preferred option when it comes to restaurant preferences.

- **Information source:** Notably there are statistically significant differences among the faculties regarding the information source which students use to obtain as much information as possible for the holiday. Clearly all the Faculties indicate that their main source of information is the *internet* and *word-of-mouth* (family and friends). The other sources are indicated by all of the faculties as secondary sources of information.

- **Type of travel:** There are no statistically significant differences among the faculties regarding the type of travel, but nonetheless it can be noted that all the faculties indicate that they prefer to organise their own package when going on holiday and there is almost an equal distribution of students indicating that they prefer a package tour and a pre-made one done by travel agents (which overall is only a small percentage).

4.4 CONCLUSION

The aim of this chapter was to reflect the results of the empirical research. This chapter focused on the research methods used to determine the factors influencing travel behaviour of third-year students from the NWU, Potchefstroom Campus. The results indicated that leisure activities played the most important role in how the students would like to experience their holiday. Although leisure activities were seen as the most important, the other three activities (*Cultural and historical activities, recreational activities* and *adventure activities*) also play a role. Whenever negative experiences are linked to a destination in terms of one of these activities, students would most probably choose a new or different destination. *Exploration and novelty* was identified as the most important motive for travel among the students. *Relaxation and escape*,

educational reasons, *Having fun* and G*roup identity* were also identified as motives for travelling. These findings concur with previous research.

The students identified *Finances* as the factor with the highest influence regarding their choice of destination. *Destination attractiveness, Site preferences, Accommodation preferences, Holiday preferences, Amenities, Value for money and Scenic beauty* were also identified as factors which influence the choice of destination. This supports previous research.

ANOVA's and Chi-square tests were conducted and indicated statistically significant differences based on *gender, relatives, guest house, train*, *spontaneous decision, over long weekends, holiday frequency*, *friends, fellow students*, *self-catering, prestigious restaurants, internet* as well as *family and friends* as socio-demographic factors and travel characteristics; *Education* and *Having fun* as activities influencing the holiday experience; *Destination attractiveness* as a factor influencing the choice of holiday destination and *climate* and *transportation* as holiday preferences. This emphasises that even though the student market may seem to be homogeneous, there are still heterogeneous differences in terms of their travel behaviour. Thus it is clear that the student market seems more complex, seeing that there are more underlying differences when considering the difference in travel behaviour among the different faculties.

To conclude, these findings are useful in product development, as well as for developing marketing strategies. Tourism destinations and product owners should keep in mind that the target market was third-year students from the NWU, Potchefstroom Campus and because of their nature, tendencies may change over a period of time. Based on these results and findings, recommendations are made in the next chapter.

"Change starts when someone sees the next step"

William Dreyton

5.1 INTRODUCTION

The aim of this chapter is to draw conclusions and make recommendations concerning the research. The aim of the study was to determine the travel behaviour of the students at the NWU, Potchefstroom Campus. To achieve this aim, the following objectives were identify in Chapter 1 and met throughout the study:

- The first objective, namely to analyse the concept of travel behaviour, was discussed in Chapter 3. Conceptualising travel behaviour was done by means of focussing on the following concepts:
  - Understanding travel behaviour;
  - Decision-making;
  - Choice of destination;
  - Factors influencing travel behaviour; and
  - Previous research regarding travel behaviour.

- The second objective, namely to analyse the literature regarding travel motivation and to indicate how travel motivation fits into overall travel behaviour, was targeted in Chapter 2 of the study. This analysis was done by an in-depth discussion concerning the following:
  - Importance of travel motivation research;
  - Where does motivation originate;
  - Defining travel motivation;
  - Motivational theories;
  - Previous research regarding travel motivation; and

- Profiling students and their travel motivation.

- The third objective was to interpret the results from the empirical research in order to identify the factors which influence the travel behaviour of students at the NWU, Potchefstroom Campus as well as to determine the differences in their travel behaviour. This objective was achieved in Chapter 4. The following were included in this section:
  - Demographic profile of students which included gender, age, race, language and province of residence.
  - Students' holiday preferences and travel characteristics which included their type of accommodation, group size, restaurant preferences and preferred mode of transport.
  - Information regarding type of travel preferred by the students and included three factor analyses. The first factor analysis measured the activities which influence the holiday experience. The second factor analysis measured the different reasons for going on a holiday and the third factor analysis measured the factors which influence the choice of destination.
  - Analyses of variance (ANOVA), Tukey's *Post-hoc* tests as well as chi-square tests were also done to determine the differences in the travel behaviour of the third-year students in the different faculties of the NWU, Potchefstroom Campus.

- The forth objective, namely to draw conclusions from the literature study and the empirical research and to make recommendations in order to grow and profit from the student market, will be discussed in this chapter.

5.2 CONCLUSIONS

The following conclusions regarding the research can be drawn:
- Conclusions regarding the literature study; and
- Conclusions regarding the survey.

5.2.1 Conclusions regarding the literature study

- Student travellers represent a significant market with the potential of having a momentous economic impact on the tourism industry (c.f. 1.1).

- Students in South Africa also have the potential to contribute significantly to the country's tourism industry; however it is clear that regardless of the apparent profitability of this market, students are still disregarded by the South African tourism industry (c.f. 1.1).

- Students have specific characteristics which influence their travel behaviour such as money, time, social factors, personal characteristics, motives, special interests and especially cultural or ethnic backgrounds; thus the student market cannot be considered as homogenous (c.f. 1.2).

- Although socio-demographic and psychographic variables may remain similar in each market, the specifics and strength of the relationships suggest that different strategies may be appropriated in achieving marketing objectives across different student markets. Therefore, to fully understand the travel behaviour of students, a comprehensive study should be completed regarding the factors which influence their travel behaviour (c.f. 1.2).

- In view of the fact that this study focuses on students, it is important to understand what motivates them to travel because that generally influences their travel behaviour (c.f. 1.2). However, in order for South Africa to capitalise on this market and to comprehensively understand student behaviour, information is also needed about the activities which the students pursue, with whom and where these activities are pursued and even more importantly, how the students make the decision to purchase the product for going on holiday (c.f. 1.2). This will help product and destination marketers to understand what motivates students to travel and how the marketing strategies can be adjusted to specifically target the student market. An understanding of student travel behaviour will thus be beneficial in the planning and strategic development of tourism aimed at this niche of the market (c.f.1.2).

- Knowledge of travel motivation and the ability to apply it to marketing plans and strategies may furthermore enhance competitiveness, ensure long term profit, survival and the growth of destinations (c.f. 2.2).

- In addition, exploring travel motivations is critical for effective market segmentation as well as understanding that it forms an important part of any tourism marketing strategy (c.f. 2.2).

- The research and understanding of travel motivation is thus imperative to ensure successful implementation of marketing activities and the survival of tourism destinations (c.f. 2.2).

- Motivation is a dynamic concept and may vary from one person to another, one market segment to another, one destination to another as well as one decision-making process to another (c.f. 2.3).

- Motivation occurs when the tourist wants to satisfy a need whereas a motive on the other hand implies action, in other words the tourist is moved to do something. Like for instance to participate in a tourist activity (c.f. 2.3). With this in mind, motivational theories highlight that individuals constantly strive for homeostasis or a state of stability which is disrupted when an individual is made aware of a need deficiency (c.f. 2.3).

- Motivation to travel thus begins when the tourist becomes aware of certain needs and perceives that certain destinations may have the ability to serve those needs (c.f. 2.3).

- The tourist must be aware of a product or service and must perceive the buying of that product or service as having a positive effect on satisfying that need in order to be motivated to buy (c.f. 2.3).

- Travel motivation is thus responsible for the reason why people decide to travel, how long they will travel and how hard they will pursue this need to travel (c.f. 2.4).

- Therefore, motivation forms part of the overall travel behaviour of tourists which also include students (c.f. 2.3; 2.4).

- The variety of travel motives among tourists are quite wide, which will subsequently influence their choices in various ways. Travel motivation for a homogeneous market may differ and come forth as a heterogeneous group (c.f. 2.4).

- Different travel motives can be derived from the different motivational theories, namely Maslow's need hierarchy; TCL and TCP; Push and pull factors; Crompton's seven socio-psychological motives; Sunlust and Wanderlust as well as Plog's model of allocentricity and psychocentricity (c.f. 2.5.1- 2.5.6). Each of these theories examines motivation from a different point of view.

- By analysing previous research on travel motivations regarding the general tourism market, it is also clear that some travel motivations occur regularly, for example, relaxation, socialisation, novelty, family togetherness and escape. These are somewhat independent of the destinations while others are more destination/product related, namely learning about nature, photography, climate, culture and festival attributes (c.f. 2.6).

- Previous research on the student market also indicated that the student market is homogenous with heterogeneous characteristics regarding the profile, travel characteristics and travel motives. Notably the travel motivations of the students are broadly the same as the motivations of those in the general tourism market (c.f. 2.7).

- Correlation between the different student nationalities regarding travel motivations as well as the profile and travel characteristics is also notable (c.f. 2.7).

- The international student traveller can be identified as between the ages of 20 and 25 who prefers to travel in groups, staying mostly up to six nights at hotels. These students travel between destinations by car and like to eat at fast food restaurants. It is also clear that travel agencies are used in order to obtain the necessary information regarding the trip (c.f. 2.8).

- Travel motivation for the students and the general tourism market are similar regarding escape and relaxation, exploration, having fun and socialising as well as taking part in adventure, cultural and natural activities (c.f. 2.8).

- Correlation between the students from South Africa and the international students is also noteworthy with regard to escaping and relaxing, exploring and socialising as motives to travel, as well as transportations modes and the duration of holidays. Accommodation preferences stood out as one of most prominent differences among these students (c.f. 2.8).

- Based on the afore-mentioned, motivation is understood as the underlying forces that arouse and direct the behaviours in which tourists engage in order to realise certain benefits. Behaviour on the other hand, can be viewed as a process of internal psychological factors which generate tension to some extent (c.f. 2.3).

- Behaviour is influenced by a number of aspects of which motivation is only one. It cannot be specified that an individual will be motivated by only one motive at a specific moment. Behaviour is the result of the interaction of several motives, any one of which may be dominant at anytime (c.f. 2.3).

- Concepts such as motivation, benefits, products and service quality can therefore help to measure travel behaviour (c.f. 3.3).

- Consumer behaviour is defined as the activity by which a consumer chooses to purchase or to use a product (c.f. 3.3).

- Travel behaviour is broadly defined as including the whole process of travel, creation of travel demand, planning, motivation and behaviour of tourist choice of destination, tourist perception, expectation and satisfaction as well as the actual expenditure during travel. Tourism organisations and industries pay close attention to travel behaviour because it is significant for marketing tourism (c.f. 3.3).

- There is a variety of psychological and sociological reasons to explain why people travel and that there are various factors which influence how, where and when tourists take a vacation, including the level of education, occupation, income, size of the places where they want to live and their age (c.f. 3.3).

- The tourist's experience is also influenced by marketing activities, such as segmentation, positioning and the marketing mix as well as the image that is created in the tourist's mind, which includes motivation, decision-making and the choice of destination (c.f.3.3).

- In tourism there are furthermore different factors which influence the potential tourist to decide to travel; thus, in order for the tourist to make such a decision there must be a need to travel. When the decision to travel is made there is a need for information regarding different destinations. The tourist compiles information concerning the different options before a decision is made. Different information systems are used in the gathering of information which ultimately influence the final decision (c.f. 3.4). The latter forms part of the travel decision-making process.

- The travel decision-making process focuses on the decision that has to be made regarding the choice whether to travel or not to travel and identifies the factors which influence the tourist's decision-making, ultimately influencing the tourist travel behaviour (c.f. 3.5).

- Six variables influence the choice of the tourist, namely marketing variables, tourist variables, destination awareness, effective association of the destination, destination preferences as well as situational variables (c.f. 3.4).

- Different phases of the travel decision-making process were analysed and interpreted according to travel behaviour, in order to identify different factors which influence it (c.f. 3.5.1 – 3.5.5), namely:
  - Motivation to travel, which discussed the reason why tourist go on holiday;
  - Acquiring of information, which included the marketing mix and discussed how marketing can be targeted to reach the specific market;
  - Evaluation of motives, which discussed how the tourist compare all the motives as well as destination or product alternatives with one another;
  - Decision-making, where different factors were identified which play a role in the decision-making of the tourist; and
  - Feedback, which discussed previous experiences and how these contribute to future decisions.
- Different factors that influence the travel behaviour of tourists are identified by the five phases of the travel decision-making process and can be divided into groups that portray related factors (c.f. 3.6), namely:
  - Personal factors which include age, personality, lifestyle, gender, demographic descriptors and psychology;
  - Culture which also includes lifestyle and personality as well as other characteristics such as rituals and beliefs;
  - Social class which includes status, prestige, occupation and level of income;
  - Perception with regard to the image of a destination or previous experience;
  - Motivation which includes a variety of push and pull factors;
  - Attitude which includes the knowledge of positive or negative feelings with regard to the image of the destination and previous experience of the tourist;
  - Economy which includes currency rate, disposable income, value for money as well as finances;
  - Technology includes marketing and the distribution of information over media platforms such as Facebook and Mxit; as well as
  - Discretionary time, indicating that with more time available to the tourist, the more extensive the travel distance might be.
- With the afore-mentioned in mind, students may seem to portray homogeneous travel behaviour, but resemble heterogeneous travel characteristics with regard

to preferred accommodation, group size, mode of transport, type of travel, gender, culture, travel motives and activities as well as holiday preferences (c.f. 3.7).

- It is thus vital to understand and account for the travel motivation and behaviour of the students in order to understand the student market and improve on the development, promotion and selling of tourism products to this niche segment (c.f. 3.2).

5.2.2 Conclusions regarding the survey

The main goal of the study was to determine the travel behaviour of the third-year students at the NWU, Potchefstroom Campus. This was achieved by means of two-way comparison tables which were used to develop a profile of the students and factor analysis to determine the factors that influence the travel behaviour of the students (c.f. 1.4.2.5). The following were notable:

- A typical profile of a third-year student at the NWU, Potchefstroom Campus can be summarised in Table 5.1

Table 5.1: Student profile

Category	Profile
Gender	Male (50%) and Female (50%)
Age	21 Years old (57%)
Language	Afrikaans (84%)
Province of residence	North-West (33%) and Gauteng (26%)
Type of accommodation	Chalet (38%); Relatives and Camping (36% each)
Mode of transport	Car (95%)
Making a decision to go on holiday	More than a month (70%)
When to go on holiday	During holidays (96%)
Weekend trips per year	1 - 5 times (57%)
Holiday frequency	2 - 3 times a year (48%)
Duration of holiday	6 - 10 nights (42%)
International trip frequency	Never (64%)
Duration of International trips	0 (64%) and 6 - 10 nights (13%)
Travel companions	Relatives (88%)
Group size	1 - 5 people (57%)

Restaurant preferences	Self-catering (57%)
Main source of information	Internet (63%) & Family and friends (59%)
Type of travel	Own package (86%)

Evidently third-year students at the NWU, Potchefstroom Campus are 21 years old, Afrikaans-speaking and reside primarily in the North-West Province. They prefer to stay in chalets and self-catering units. These students travel by car, in groups of 1 and 5 people who are mostly relatives. A considerable time is given to plan a trip and these students prefer to take between one and five weekend trips per year. They also undertake two to three holidays per year, mainly during holiday times and prefer to stay between six and ten nights at a destination. Although the majority of third-year students never leave South Africa's borders during their holidays, those who do undertake international trips, only stay for between six and ten nights. Internet is the main source of information concerning the holiday and the students also prefer to organise their own holiday package.

In the factor analyses, the following is notable with regard to the activities which influence the student's holiday experience as well as the motivations for going on holiday and the factors which influence the choice of destination:

- *Leisure activities* had the highest influence on the holiday experience (cf. 4.5.2.1).
- *Adventure activities* had the least influence on the holiday experience (cf. 4.5.2.1).
- *Having fun* is seen as the main reason to travel (cf. 4.5.2.2).
- *Exploration and novelty* as well as *Escape and relaxation* are also seen as important reasons for going on holiday (cf. 4.5.2.2).
- *Education* is seen as the least important reason to go on holiday (cf. 4.5.2.2).
- *Finance* and *Value for money* have the most influence on the choice of destination (cf. 4.5.2.3).
- *Site preferences* and *Destination attractiveness* also have a major influence on the choice of destination (cf. 4.5.2.3).
- *Amenities* have the least influence on the choice of destination (cf. 4.5.2.3).

From the socio-demographic factors and travel characteristics as well as the factor analyses, the following findings are evident:

- There are significant differences between the travel behaviour of the third-year students at the NWU, Potchefstroom Campus and that of international students. This indicates that although the overall student market may seem homogeneous, there are heterogeneous differences.

- Age differs among the students, and although the majority of third-year students at the NWU, Potchefstroom Campus was 21 years old, there were students indicating that they were up to 27 years old. This indicates that the student market cannot be segmented according to age, but rather according to year of study (for example first year, second year, third year and so forth).

- Students prefer the cheaper option when it comes to type of accommodation (chalet, staying at relatives and camping) and mode of transport (car). Travelling by car and camping resemble options where students can divide the costs among all the travelling companions (between 1 and 5 persons). Staying at relatives also gives the students the financial benefit of not necessarily having to pay for accommodation.

- Travelling by car also provides the students with the convenience of being able to drive to any destination they wish to reach. By organising their own holiday package they also add the freedom provided by flexi-time, breaking their daily routine during the vacation.

- Students take a considerable time in planning their vacation. This goes hand in hand with preferring to organise and plan their own holiday package, using the internet as the main source of information. Evidently the students prefer the convenience that this option offers. Spending more time on planning the holiday as well as making use of the internet as well as their family and friends in order to obtain the information needed also indicate that students spend time and available resources in planning their holiday, as well as that they do destination shopping before making a final choice. Organising their own package enables the students to avoid unnecessary expenses and doing things they do not want to do.

- The students embark on two to three holidays per year, mostly during the holiday time. This means that students travel primarily during high season; however not necessarily because they prefer it that way, but because they do not have a choice as they have to attend classes during the semesters.

- The students also prefer to take fewer vacations and when they do go on vacation, they prefer to stay for longer. This can be explained by the available

time and disposable income to the students; in other words, they stay for as long as the holiday permits them to stay.

- The majority of third-year students at the NWU, Potchefstroom Campus do not travel internationally because of the lack of finances and the accessibly of other countries. The expenses to travel internationally include travel expenses, accommodation expenses, spending money and additional costs for visas et cetera. Keeping in mind that the exchange rate is higher in some countries, the total amount to travel internationally also exceeds the available expendable income of the students. Accessibility of some countries with regard to visas and passports also limit international travel for students.

- Travelling in groups of between one and five people, comprising relatives in most cases, also indicates that students choose the cheaper options. Travelling with friends gives students the opportunity to share expenses whereas travelling with relatives gives the students the benefit of not having to pay for anything because the parents of students most often bear all the expenses.

- The main reason for going on holiday or to travel as well as the activities with the greatest influence on the holiday experience of third-year students at the NWU, Potchefstroom Campus is the combination of *Having fun* and *Leisure activities.* Students travel to get away from their routine, to have fun and to participate in leisure activities as well as to explore new destinations.

- The factor with the greatest influence on the choice of destination is *Finance. Value for money* was identified as the third highest influencer which indicates that even though students prefer to travel to the less expensive destinations, they still expect to receive value for their money. Evidently quality service is still a priority, even though the students take the cheaper option.

- *Site preferences* and *Destination attractiveness* also have a major influence on the choice of destination for the students. Seasonality, length of stay and previous visits all form part of *Site preferences* whereas aspects such as entertainment, type of accommodation and the mode of transport form part of *Destination attractiveness*. When the profile is taken into account, it is clear why these two factors also have a great influence on the choice of destination.

From these findings it is evident that convenience is considered as the most important factor with regard to the travelling characteristics of students, relaxation and having fun as the most important factors influencing the travel motivation of students and that

finance is the most important factor influencing the travel behaviour of third-year students at the NWU, Potchefstroom.

The secondary objective was to identify whether there are any differences among the third-year students in the different faculties of the NWU, Potchefstroom Campus. ANOVAs and Chi-square tests were conducted and the following statistically significant differences were identified:

- Students in the Faculty of Economic and Management Sciences differ from students in the Faculties of Educational Sciences, Health Sciences, Arts and Law with regard to *Education* as a motive to go on holiday whereas students in the Faculties of Theology, Engineering and Natural Sciences do not differ from the students in the other faculties (c.f. 4.3.3.3).

- Students in the Faculty of Economic and Management Sciences differ from the students in the Faculties of Natural Sciences and Arts, whereas the students in the Faculties of Natural Sciences and Arts also differ from the students in the Faculty of Engineering with regard to *Having fun* as a motive for going on holiday (c.f. 4.3.3.3).

- Students in the Faculties of Educational Sciences and Natural Sciences differ from each other with regard to the influence of *Destination attractiveness* on their choice of destination (c.f. 4.3.3.4).

- Students in the Faculty of Economic and Management Sciences differ from the Faculties of Educational Sciences, Health Sciences and Law whereas the Faculty of Education differs from the Faculty of Engineering with regard to climate preferences. Furthermore the Faculty of Engineering also differs from the Faculty of Law (c.f. 4.3.3.5).

- The Faculty of Economic and Management Sciences differs from the Faculty of Educational Sciences with regard to transport preferences (c.f. 4.3.3.5).

With regard to the differences among the different faculties concerning the demographic factors and travel characteristics, the following findings are clear:

- There were no statistically significant differences among the different faculties (c.f. 4.3.3.1). This can be explained by the fact that the study was conducted with third-year students.

- The Faculty of Theology stood out as the faculty which differs the most from all the other faculties.

- Students from the Faculties of Economic and Management Sciences as well as Educational Sciences, Engineering, Arts and Law show fewer differences.
- The Faculties of Health Sciences and Natural Sciences indicated the least differences.

From the differences concerning the activities influencing the holiday experience, the following findings are noticeable:
- No statistically significant differences were identified among the third-year students in the different faculties (c.f. 4.3.3.2).
- The Faculty of Theology, again, showed the most differences.
- The Faculty of Economic and Management Sciences as well as the Faculty of Arts also showed differences.

With regard to the motivations for going on holiday, the following findings are clear:
- Students in the Faculties of Economic and Management Sciences, Theology, Arts and Law differed the most.
- Students in the Faculties of Educational Sciences and Natural Sciences also indicated some differences.

From the factors influencing the choice of destination, the following findings can be made:
- Students in the Faculties of Educational Sciences, Natural Sciences, Theology and Arts indicated the most differences regarding the factors influencing their choice of destination.
- The students in the other faculties indicated the least difference regarding the factors influencing their choice of destination.

The following findings are notable with regard to the holiday preferences:
- The Faculty of Theology indicated the most differences amongst all the other faculties.
- The Faculties of Economic and Management Sciences, Engineering, Arts and Law also indicated some differences among themselves and with the other faculties.
- The Faculties of Natural Sciences and Health Sciences indicated the least differences.

Overall it is clear that the students in each faculty differ in their travel characteristics, activities influencing the holiday experience, motives to go on holiday and factors influencing the choice of destination as well as the holiday preferences. The Faculty of Theology stood out as the faculty which differs the most with regard to the afore-mentioned. This may be explained by the fact that the Faculty of Theology is the smallest faculty on the NWU, Potchefstroom Campus and these students are generally older and some of them are already married. On the other hand, the Faculty of Health Sciences indicated the least differences with regard to the above-mentioned.

Taking all of the above into account, the following is evident:

- Although the student market, more specifically the third-year students at the NWU, Potchefstroom Campus seems to be a homogeneous market, there are some heterogeneous differences with regard to their travel behaviour.
- The course which the students take can also influence their travel behaviour.

Conclusively the third-year student market at the NWU, Potchefstroom Campus cannot be seen as a homogenous market since there are definite heterogeneous differences with regard to their travel behaviour. This market is also very complex since the Faculty to which the student belongs, contributes to these heterogeneous differences.

5.3 RECOMMENDATIONS WITH REGARD TO THE SURVEY

The following recommendations could add value to future surveys regarding the travel behaviour of students:

- The survey should be conducted at the beginning of the academic year in order to capture more students during the survey, and receive more adequate time from the lecturers to conduct the survey during class.
- A question should be included in the questionnaire to measure the preferred destinations (for example national parks, resorts and beaches to name but a few) to give greater insight into the preferred holidays of students. It will then also be easier to link the student travel motives and preferred activities to a specific destination.

- A question regarding the spending behaviour of students should also be included in the questionnaire, to measure the students' estimated spending per holiday in order to understand the spending behaviour of the students more clearly.

5.4 RECOMMENDATIONS WITH REGARD TO TOURISM PRODUCT OWNERS AND MARKETERS

Based on these findings, it is important to note that, although the students in the different faculties appear to be different, the differences are based on variations in the degree to which they prefer a range of activities rather than on preferences for a distinctly different set of activities. The third-year students at the NWU, Potchefstroom Campus were motivated to go on holiday by the same set of travel motives and that would make them equally important to marketers and can be regarded as valuable potential tourists. Kim and Jogaratnam (2003:268) point out that the implications for management depend upon how to highlight the subtle differences in the degree of importance attached to an assortment of activities and preferences. Therefore, the student travel market should be treated separately in terms of marketing communications and that which is offered at destinations. With that in mind, the following marketing actions are proposed:

- The student market may be segmented according to year of study (first year, second year and so forth) or according to the different faculties which imply the fields of study in order to target a specific group of students who indicate similar motives for going on holiday.

- Destination marketers should bear in mind that the student market is price sensitive and that financial consideration plays an important role in their decision to travel. Students in general prefer inexpensive options with regard to accommodation and transportation as well as the activities in which they wish to participate. Product owners should offer student travellers discount packages. For example, Kontiki tours which are popular among students who travel in Europe. Similar concepts should be considered in South Africa. Packages where students can choose among options to travel to various parts of the country in groups consisting only of students should be developed. Budget accommodation (such as backpacking and youth hostels), transport costs and meals can be included in the packages without decreasing the value for money. With the

students' preferences and university holidays in mind, the tours can also vary in duration (weekend, 5-day, 7-day and 10-day trips). The main goal of destination marketers should be to expose the students to the facilities and services they offer in order to convince them to return to the destination when they are older and have more disposable income to spend at the destination. Furthermore, product owners need to develop the student market to create a loyal future market.

- Since the students indicate that they prefer to plan their own holiday and organise their own package, using the internet, it is eminent that the webpage of destinations are up to date, user-friendly and complete. Online booking systems will give students the ability to plan and book their whole trip on the internet.

- Students indicate that they undertake most of their holidays during high season (holiday time), thus resources available to marketers should be used to target students specifically before and during holidays. This can be achieved at the end of the semester through different media options available on campus (such as the campus newspaper, Wapad and radio station, PUKFM), sponsoring certain competitions on campus such as Mr and Miss Campus or even sponsoring inter-hostel sports events such as rugby or netball.

- Since it is more affordable for students to travel in groups, product owners and marketers should target student groups and give them discount. For example, targeting student councils, or hostel councils or even a specific field of study in order to give them discount will motivate them more to visit the destination.

- Students in the different faculties should be invited to visit industry-related destinations in order to expose them to the industry as well as to promote the products and services the industry offers. For example, engineering students should be invited to experience the Gautrain and how the whole project was developed or students studying botany and zoology should be invited by national parks to conduct studies on the plants and animals to promote the preservation of nature as well as to travel in order to do so.

- To effectively target this market, destination marketers and travel agents should focus mainly on providing services, activities and programmes related to the most important travel motives as identified by the students, namely *Having fun,*

Exploration and novelty, Escape and relaxation, Group identity as well as *Education*. Therefore, when developing specific travel information and packages to attract students, factors associated with these motives such as *having fun by doing something unique with someone while at the same time, relaxing, learning and exploring a destination* should be incorporated into the marketing material. Leisure and social activities and amenities such as sightseeing, sunbathing, swimming, dining and cultural attractions should also be promoted and highlighted in the marketing messages.

- In addition to this, product owners and marketers, when designing packages that appeal to students, should note that students are most often 'pulled' by *Site preferences and Destination attractiveness*. Hence marketing strategies and plans should also be based on the needs and preferences of students. These are: longer travel-time to destinations, warm climate, popular destinations, beautiful scenery, variety of sports and recreational activities, value for money, basic accommodation, no formally organised tours, variety of entertainment, very safe environment, travel by own transport, unfamiliar destinations, holidays during low season, longer holidays, larger groups and going on holiday for no specific reason. Aspects relating to safety and security at the destination, as well as the destination attributes and activities on offer should especially be promoted. Marketing can furthermore take place at the different campuses, which will also make it easier and therefore cheaper to reach these students.

5.5 RECOMMENDATIONS WITH REGARD TO THE GOVERNMENT AND TOURISM REGULATING BODIES

Marketing of South Africa and all the products it offers should be promoted by the government and relevant tourism authorities. This research indicates that students (both national and international) do travel and contribute to the tourism economy. The marketing of South Africa especially for the student population will make students more aware of the products and destinations available in South Africa. International students can also be targeted by means of exchange studies at different universities or even compiling tours that only students can attend. A tourism authority department should be established to develop programmes to expand and promote student travel in South Africa.

5.6 RECOMMENDATIONS WITH REGARD TO FUTURE RESEARCH

Based on the results of this research, it is recommended that similar studies be done in the near future in order to compare results. Further research will not only lead to a greater understanding of student travel behaviour, but it will also reveal any future change in tendencies.

Recommendations regarding future research:

- The target market should expand to other universities to determine the differences among those faculties as well as a comparison to be made between South African universities and universities in other countries.
- The students in the different faculties must be compared with practise-wised young adult markets (for example tourism students and graduates just starting out in the industry) in order to determine which industries can be targeted by marketing departments.
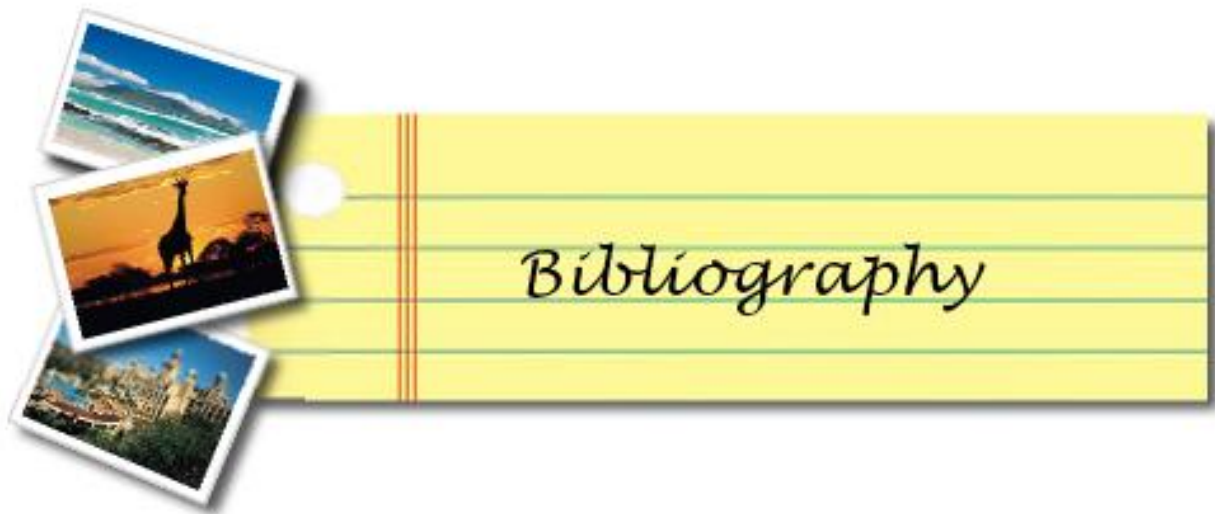
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Appendix A

STUDENT TRAVEL BEHAVIOUR 2010

1. Gender

M	1
F	2

2. Which year were you born?

19

3. Home language?

Afrikaans	1
English	2
Other (Specify)	3

4. Province

Western Cape	1
Gauteng	2
Eastern Cape	3
Free State	4
KwaZulu-Natal	5
Mpumalanga	6
Northern Cape	7
North West	8
Limpopo	9
Outside RSA borders	10

7. When do you usually make your decision to go on holiday?

Spontaneous decision	yes	no
Less than a month before the trip	yes	no
More than a month before the trip	yes	no
Other, specify	yes	no

8. During what time of the year do you usually go on holiday?

Over long weekends	yes	no
During the semester	yes	no
During the holidays	yes	no
Other, specify	yes	no

9. How many weekend-trips do you take per year?

trips per year

10. How often do you go on holiday (for longer than a weekend, that is)?

5. What type of accommodation do you use whilst on holiday?

Relatives	1
Holiday home	2
Camping	3
Chalet	4
Guest house	5
Backpacker; Youth hostel	6
Hotel	7
Other, specify	8

6. What form of transport do you use when going on holiday?

Car	1
Bus	2
Taxi	3
Motorcycle	4
Aeroplane	5
Train	6
Other, specify	7

Once a year	yes	no
2-3 times a year	yes	no
4-5 times a year	yes	no
More than 5 times a year	yes	no
Never	yes	no

11. What is the average duration of your holiday?

nights

12. How often do you travel internationally

Once a year	yes	no
2-3 times a year	yes	no
4-5 times a year	yes	no
Never	yes	no

13. What is the average duration of the international trips you take?

nights

14. In general, who accompanies you on your holiday?

Friends	1
Relatives	2
Fellow students	3
Other, specify	4

15. How many people are usually in your travelling

group? _____ people

16. Please indicate your restaurant preferences while you are on holiday.

Fast food outlets	1
Self-catering	2
Home style restaurants	3
Deli food	4
Prestigeous restaurants	5
Other, specify	6

17. Please indicate the main sources of information when you are planning your holiday.

Television	yes	no
Radio	yes	no
Internet	yes	no
Magazines	yes	no
Newspapers	yes	no
Family and friends	yes	no
Travel agents	yes	no
Other, specify	yes	no

18. Please indicate the type of travel you usually make use of when going on holiday.

Package tour	yes	no
Pre-arranged package tour by travel agent	yes	no
Organise own package	yes	no
Other, specify	yes	no

19. How important is each of the following activities for a quality holiday experience?

	Not important	Less important	Important	Very important
19.1 Visit museum and gallaries	1	2	3	4
19.2 Appreciate architecture	1	2	3	4
19.3 Visit historical places	1	2	3	4
19.4 Visit cultural attractions	1	2	3	4
19.5 Diving; Snorkeling	1	2	3	4
19.6 Horse Riding	1	2	3	4
19.7 Mountain climbing	1	2	3	4
19.8 Whale watching	1	2	3	4
19.9 Hiking	1	2	3	4
19.10 Cycling	1	2	3	4
19.11 Fishing	1	2	3	4
19.12 Hunting	1	2	3	4
19.13 Skiing	1	2	3	4
19.14 Swimming	1	2	3	4
19.15 Sunbathing	1	2	3	4
19.16 Sightseeing	1	2	3	4
19.17 Dining	1	2	3	4
19.18 Other:	1	2	3	4
a.	1	2	3	4

20. Why do you go on holiday? Please rate the following as reasons. (Please answer all possibilities).

	Not important	Less important	Important	Very important
20.1 To relax	1	2	3	4
20.2 To share a familiar/unfamiliar place with someone	1	2	3	4
20.3 To do exciting things	1	2	3	4
20.4 To explore new destinations	1	2	3	4
20.5 To relax from daily tension	1	2	3	4
20.6 To meet people with similar interests	1	2	3	4
20.7 To experience different lifestyles	1	2	3	4
20.8 To have fun	1	2	3	4
20.9 To get refreshed	1	2	3	4
20.10 To be together as a family	1	2	3	4
20.11 To learn new things	1	2	3	4
20.12 To participate in entertainment	1	2	3	4
20.13 To escape from a busy environment	1	2	3	4
20.14 To be together as a group of friends	1	2	3	4
20.15 To study	1	2	3	4
20.16 To participate in recreation activities	1	2	3	4
20.17 To rest physically	1	2	3	4
20.18 To spend time with friends	1	2	3	4
20.19 To learn more about my/other countries	1	2	3	4
20.20 To do something out of the ordinary	1	2	3	4

21. What role do the following factors play in your choice of holiday destination? Rate them according to their importance on the scale provided.

	Not important	Less important	Important	Very important
21.1 Finances	1	2	3	4
21.2 Distance to destination	1	2	3	4
21.3 Climate at destinations	1	2	3	4
21.4 Popularity of the destination	1	2	3	4
21.5 Scenic beauty	1	2	3	4
21.6 Sport facilities available at the destination	1	2	3	4
21.7 Parents' influence	1	2	3	4
21.8 Availability of recreation activities	1	2	3	4
21.9 Value for money	1	2	3	4
21.10 Type of acccommodation	1	2	3	4
21.11 Availability of tours	1	2	3	4
21.12 Entertainment	1	2	3	4
21.13 Security	1	2	3	4
21.14 Transport	1	2	3	4
21.15 Previous visits	1	2	3	4
21.16 Season	1	2	3	4
21.17 Length of holiday	1	2	3	4
21.18 Purpose of the holiday	1	2	3	4
21.19 Size of the travelling group	1	2	3	4
21.20 Availability of a holiday home	1	2	3	4
21.21 Availability of time share	1	2	3	4
21.22 Other: Specify a.	1	2	3	4

22. Indicate your preferences regarding your holiday:

I prefer   **Intensity scale**

	1	2	3	4	5	
22.1 Shorter travel time destination	1	2	3	4	5	Longer travel time destination
22.2 Warm climate	1	2	3	4	5	Cold climate
22.3 Popular destinations	1	2	3	4	5	Non-popular destinations
22.4 Beautiful scenery	1	2	3	4	5	Scenery is not important
22.5 No sport facilities	1	2	3	4	5	Variety of sport facilities
22.6 No recreation activities	1	2	3	4	5	Variety of recreation activities
22.7 Value for money	1	2	3	4	5	Value for money is not important
22.8 Basic accommodation	1	2	3	4	5	Luxury accommodation
22.9 No formally organised tours	1	2	3	4	5	Variety of formally organised tours
22.10 No entertainment	1	2	3	4	5	Variety of entertainment
22.11 Fairly safe environment	1	2	3	4	5	Very safe environment
22.12 Public transport	1	2	3	4	5	Own transport
22.13 Familiar destinations	1	2	3	4	5	Unfamiliar destinations
22.14 Holidays during high season	1	2	3	4	5	Holidays during low season
22.15 Short holidays	1	2	3	4	5	Longer holidays
22.16 Going on holiday for specific reasons	1	2	3	4	5	Go on holiday for no specific reasons
22.17 Smaller groups	1	2	3	4	5	Bigger groups

Thank you for your co-operation!