



Souvenir Purchase Motivations and Product Attribute Preferences among Arts and Design Students amidst Covid-19

Nadine Kiandra B. Baronia¹, Julia S. Daño¹, Athia Bless R. Mingo¹, Diane Kirsdy Y. Miones¹, Flordeliza S. Gagani¹

¹Basic Education Department, Senior High South School, University of San Carlos, Cebu City, Philippines



*Corresponding Author: Nadine Kiandra B. Baronia

Article Info

Article history:

Received 15 May 2022

Received in revised form 9 June 2022

Accepted 13 June 2022

Keywords:

Correlation
Motivations
Memorabilia
Vacation

Abstract

Despite the onslaught of COVID-19, people still travel and tourism can only thrive further upon its end. Souvenir shopping has long been integral to the tourism business and one's travel experience. This quantitative non-experimental descriptive correlational study aimed to determine the relationship between souvenir purchase motivations and product attribute preferences among the randomly selected 50 Grade 12 Arts and Design students in the University of San Carlos South Campus for the school year 2021-2022. Two standardized and reliable Likert-type survey tools were used to collect data. Results revealed that students acquire souvenirs for a variety of reasons before making their decision. Students also valued the portability, aesthetic value, and authenticity of an item when looking for a souvenir. Researchers found out that there is a high positive correlation between souvenir purchase motivations and product attribute preferences and the relationship between the two variables is found to be significant, $r(48) = 0.547, p < 0.05$. This means that students who go on trips have distinct motivations and it affects their decision-making towards purchasing souvenir items. This study recommends that the variables be tested in more settings post-pandemic, as travel restrictions ease worldwide.

Introduction

Amidst the COVID-19 pandemic, people continue to travel and there will be more tourist activities upon its end. According to a survey done by the Department of Tourism in 2018, the most popular activity for tourists is shopping (Shoval et al., 2011). The variety of reasons why people buy souvenirs and the range of souvenirs to meet their unique demands motivated the researchers to conduct this study: to learn about other people's purchasing motives and product attribute preferences when it comes to buying souvenirs on their travels.

Olalere (2017) examined the importance of product attributes and their influence on foreign tourists' perception of souvenir purchase in South Africa. Results showed that tourists mainly sought souvenirs to conjure pleasant memories from their travel experiences. Important attributes included local branding, functionality, portability, innovative and traditional features. Meitiana et al. (2019) investigated the factors that influence souvenir purchasing behavior and discovered that sentiments toward authenticity and aesthetics had a substantial effect on the intent to purchase which was realized in actual buying behavior. In the Philippines, a study evaluated the travel decisions and experiences of visitors in the Caramoan islands wherein the most-participated tourism activities were ranked according to the visitors' responses. Souvenir shopping ranked 5th out of 15 categories, garnering 53% of the total (Lasarte, 2020).

Souvenir shopping is a recognized practice connected with a variety of activities, including travel and other leisure pursuits. Souvenir purchase has become essential to the travel experience (Gordon, 1986; Littrell et al., 1994).

Souvenir purchase motivations in this study pertain to the urge or motive of the traveler to purchase a memento to fulfill a certain desire or need that is also related to the travel experience. There can be several motivations for souvenir purchase, including its function as gifts (Kim & Littrell, 2001; Gordon, 1986), as signs (Gordon, 1986), and as a reminder (Littrell et al. 1994; Swanson 2004). Souvenirs are recognized in their role as keepsakes (Gordon, 1986), as well as acts of gift-giving and self-gifting (Ward & Tran, 2008).

Self-gifts and presents to family and friends, according to Tosun & colleagues (2007), enable travelers to share their experiences. Furthermore, souvenirs are items with significant symbolic significance that may be utilized as a trophy or a memory trigger (Nora, 1993). Souvenir shopping increases the trip's tangibility for the tourist up to the point where it fosters recollection of crucial events in one's own life, a phenomenon known as 'Strategic Memory Protection' (Zauberman, 2009). Souvenirs may not only serve as an aid to memory but also as proof of the experience (Gordon, 1986; Swanson, 2004). Souvenir shopping as proof of travel experiences reflects the importance of travel experiences in the development of the self and as prestige consumption products (Wilkins, 2010).

Product attribute preferences are referred to in this study as the determined most important attributes when purchasing a souvenir by the research respondents. Before making a purchase, the traveler must examine the product's relative features (Anderson & Littrell, 1996; Turner & Reisinger, 2001).

Travelers preferred products that were easy to transport, reasonably affordable, comprehensible, cleanable, and used when they returned home (Graburn, 1976). Size, fragility, and manageability were mentioned as key product qualities by air travelers (Pysarchik, 1989). Attitudes toward aesthetic souvenirs have a strong positive effect on purchasing intentions (Kim & Littrell, 1999). The foremost criteria for purchasing crafts like souvenirs were appealing colors and design, high-quality workmanship or skills, being able to exhibit in the house, affordability, and a wonderful present (Littrell et al., 1994). Furthermore, perceptions of authenticity have a major impact on buying intent (Cho & Lee, 2013). General product characteristics such as distinctiveness and authenticity have been revealed to be major purchase factors, but cultural linkage is a particularly important component that enhances international tourist shopping (Yu & Littrell, 2003).

This study is anchored by the Theory of Revealed Preference (Samuelson, 1938) and the Theory of Reasoned Action (Fishbein, 1976). The role of pre-existing attitudes in the decision-making process is central to the Theory of Reasoned Action's (TRA) evaluation. According to Fishbein (1976), consumers act on behavior based on their goal to achieve or obtain a specific consequence. Specificity, according to this view, is crucial in the decision-making process. When a consumer does a precise action, he or she expects an equally specific result. Meanwhile, Samuelson's (1938) Theory of Revealed Preference claims that the best approach to determine a person's preferences is to monitor an individual's purchase. Consumers will have weighed a variety of choices before deciding on the best buy for them. As a result, if a customer selects one choice from a set, that option must be the preferred option. Since then, several economists have built on the Revealed Preference Theory, and it remains fundamental to the explanation of consumer behavior.

With these perspectives in mind, the researchers intended to examine how the variables interacted and sought the influence of purchase motivations to attribute preferences of Grade 12 Arts and Design students when purchasing souvenirs as a basis for product development. The researchers have identified the following research gaps: (1) lack of studies on the correlation of both variables; (2) deficiency of literature on both variables considered as a basis for souvenir product development, and (3) absence of environments concerning art students in existing studies regarding souvenirs.

Hence, this research aimed to determine the relationship between souvenir purchase motivations and product attribute preferences among Grade 12 - Arts and Design students in the University of San Carlos South Campus for the school year 2021-2022. The researchers hypothesized that there was no significant correlation between the two variables. This study is only limited to the population of the identified male and female Grade 12 Arts and Design students at the University of San Carlos (USC) during the school year 2021-2022. The resulting knowledge of the levels of souvenir purchase motivations and attribute preferences, as well as comprehension of the relationship between these variables, is beneficial to the students and educators in the business and design fields, as well as to the producers, artists, consumers and the tourism sector as a whole. Information gathered from this research can be further integrated into marketing strategies and practices for souvenirs. Moreover, future researchers may use this study's findings and recommendations to further validate the results.

Methods

This study used a quantitative non-experimental descriptive research approach supported by qualitative data. It investigated the relationship between souvenir purchase motivations and product attribute preferences among the randomly chosen grade 12 Arts and Design students in the University of San Carlos, Cebu City, Philippines. The university is an accredited private sectarian school, administered and managed by the Society of the Divine Word, a missionary religious congregation. Table 1 presents the total respondents in this study.

Table 1. Respondents of the study

Blocks	f	Rf (%)	Age	f	Rf (%)
Block A (<i>n</i> =35)	25	50%	17-18	28	56%
Block B (<i>n</i> =35)	25	50%	19-20	18	36%
			21-22	4	8%
Total (n)	50	100%		50	100%

Two standardized Likert-type survey questionnaires were employed to gather data in this study. The first questionnaire is adapted from 3 seven-point scales by Wilkins (2010) namely souvenirs as gifts, souvenirs as memories, and souvenirs as evidence with Cronbach's Alpha reliability coefficients of 0.754, 0.909, and 0.841 respectively. The intervals used for the 7-point scale were 1.000 - 1.857 (Very Low); 1.858 - 2.714 (Low); 2.715 - 3.571 (Below Average); 3.572 - 4.428 (Average); 4.429 - 5.285 (Above Average); 5.285 - 6.142 (High); 6.143 - 7 (Very High). For the 5-point scale, 1.00-1.80 (Very Low); 1.81-2.60 (Low); 2.61-3.40 (Average); 3.41-4.20 (High); 4.21-5 (Very High) were used.

The second questionnaire is the Product Attributes Scale developed by Swanson (2004) with a Cronbach's Alpha reliability coefficient of 0.61-0.79. Despite being already valid and reliable, the tools were pilot tested to fit the current setting and respondents using Google Forms, which was also the method used for the final data collection procedures. The pilot test garnered reliability coefficients of 0.880 and 0.775 for Souvenir Purchase Motivations and Product

Attribute Preferences, which are respectively labeled as good and acceptable (George & Mallery, 2012). The contents of the questionnaires were also validated by experts and cross-examiners in terms of content and face validity.

The interview schedule included questions on the respondents' main purposes for buying souvenirs during their travels and the characteristics that they look for in a souvenir when examining items to purchase. By conducting a semi-structured interview, the researchers added extra questions about relevant ideas distinctively to each respondent.

Data obtained were analyzed by using simple percentage, mean, and standard deviation. Pearson's *r* was used to determine the relationship between the levels of souvenir purchase motivations and product attribute preferences as they were continuous and interval variables. The measurement scale of the Likert-type questionnaire was primarily ordinal but converted and treated as a continuous interval to determine the descriptive levels.

Results and Discussion

Based on the gathered data, table 2 presents the level of souvenir purchase motivations of the students in terms of the role of souvenirs as gifts.

Table 2. Level of Souvenir Purchase Motivations in terms of Buying Souvenirs as Gifts

Items	Mean	SD	Description
2. Buying souvenirs for others shows that you are thinking of them.	6.240	1.130	Very High
1. The item makes a good gift.	5.900	1.150	High
4. I buy souvenirs as a gift to take when staying with family and friends overseas or interstate.	5.560	1.340	High
3. I generally buy gifts for my family or friends.	5.540	1.180	High
5. I like to buy souvenirs that I can give to family or friends as gifts for special occasions.	5.420	1.500	High
6. I like to buy souvenirs that can be used as Christmas or birthday presents.	5.060	1.930	Above Average
7. I like to exchange souvenirs with relatives.	4.840	1.730	Above Average
Overall Mean Rating	5.510	1.510	High

The table shows that the students have a high level of souvenir purchase motivation when it comes to buying souvenirs as gifts ($\bar{X} = 5.510$, $SD = 1.510$). This indicates that the respondents respect the gratitude shown by the person who receives the memento they purchased. It also shows that only a few of the respondents participate in souvenir exchange with their families. It is crucial to emphasize, however, that exchanging is not equal to giving.

These findings match those of Tosun & colleagues (2007), who found that giving presents to friends and family helped tourists relate their experiences. It also demonstrates the importance of souvenirs as gifts in the travel industry (Kim & Littrell, 2001).

Overall, it is likely that students shop for themselves and others most of the time. These were the responses of the respondents when interviewed, which could support the gathered data:

“I choose souvenirs depending on the person that I’m going to give it to.”

“Most of the time, I buy souvenirs that they can wear like a t-shirt, necklace or something for their wrist.”

“If I traveled to a certain place without a family member, I’ll buy a souvenir item for them that would make them feel my experience.”

“Souvenirs are something to bring back home for family members.”

“It’s always my friends that I buy souvenirs for and also my relatives and close family. When I’m traveling outside, I’m with my family most of the time so it’s my friends or my relatives.”

The level of souvenir purchase motivations of the students in terms of the role of souvenirs as memories is presented in table 3.

Table 3. Level of Souvenir Purchase Motivations in terms of Buying Souvenirs as Memories

Items	Mean	SD	Description
1. Souvenirs allow me to have a memento of where I’ve been.	6.560	1.250	Very High
2. I like to buy souvenirs that represent the country I visited.	6.400	1.160	Very High
3. Souvenirs are a reminder of how special my travel experiences were.	6.360	1.352	Very High
6. Souvenirs bring back the travel experience.	6.300	1.374	Very High
5. The souvenirs I buy bring connection to my trip.	6.220	1.314	Very High
5. I buy souvenirs that create an association with the place that I visited.	6.080	1.455	High
Overall Mean Rating	6.320	1.320	Very High

The data implies that students purchase souvenirs that evoke a memory of the place where they stayed. One of the respondents stated, “I buy souvenirs mostly to remember where I’ve been.” Another expressed, “The purpose of a souvenir is to help you remember where you went.”

However, some respondents still purchase mementos that are reflective of the places they have visited, but these are not their top priority, as shown with the item, which got the lowest mean.

These findings support the idea that mementos have substantial symbolic value and serve as excellent memory triggers (Nora, 1993). 'Strategic Memory Protection' (Zauberman, 2009) is further supported by the findings, which show that buying gifts gives the trip a tangibility that helps people remember what happened.

Overall, the level of souvenir purchase motivation of Grade 12 Arts and Design students in terms of buying souvenirs as memories is very high ($\bar{X} = 6.320$, $SD = 1.320$). They buy souvenirs frequently to preserve the experiences of their trip. The following statements from the respondents support the claim:

“I actually buy souvenirs when I go somewhere I’ve never been before.”

“I usually buy it for remembrance of that place.”

“Souvenirs remind me that I have been to that place.”

“My reason for purchasing a souvenir is to have a remembrance of our trip.”

The level of souvenir purchase motivations of the students in terms of the role of souvenirs as evidence is now presented in table 4.

Table 4. Level of Souvenir Purchase Motivations in terms of Buying Souvenirs as Evidence

Items	Mean	SD	Description
1. I like to buy souvenirs that identify where I've been.	6.160	1.251	Very High
3. Buying souvenirs gives you the opportunity to share your experience with others.	5.920	1.320	High
2. I like souvenirs that you can talk about with others.	5.760	1.250	High
5. I like to put my souvenirs on display to show the places I've visited.	5.640	1.258	High
6. I like to buy souvenirs so that I can decorate my home or office with artifacts from other countries.	5.500	1.420	High
1. I like to buy souvenirs that are famous from a particular place.	5.460	1.590	High
Overall Mean Rating	5.740	1.366	High

The data shows that respondents choose gifts that are unique to the areas they have visited. For frequent travelers, this distinction in a collection could be very important. However, findings revealed that the respondents buy souvenirs that are well-known from the location they visited, but that this is not their primary motive for purchasing souvenirs.

These results prove how souvenirs may not only serve as an aid to memory but also means to prove the experience (Gordon, 1986; Swanson, 2004). Wilkins (2010) also stated that the significance of travel experiences in personal development reflected in the journeys that took place is pertinent to the purchase of souvenirs as evidence of travel.

Overall, the level of souvenir purchase motivation in terms of buying souvenirs as evidence is high ($\bar{X} = 5.740$, $SD = 1.366$). They are amenable to buying souvenirs that prove the occurrence of a certain trip. These responses affirm the gathered data:

“Souvenirs are like physical evidence besides pictures and videos that we traveled somewhere and proves that we went there before.”

“Most of the time are souvenirs are like very small decorations such as fridge magnets or something we can like display in our house, just something small not really the big souvenirs.”

The level of product attribute preferences of the students in terms of souvenir care and travel is presented in table 5.

Table 5. Level of Product Attribute Preferences in terms of Care and Travel

Items	Mean	SD	Description
2. Price	4.42	0.78	Very High
1. Easy to care for or clean	4.40	0.81	Very High

5. Made in the state you are visiting	4.40	0.95	Very High
4. A Good Gift	4.30	0.89	Very High
3. Item can be used	3.70	1.20	High
Overall Mean Rating	4.24	0.97	Very High

The highest-ranked item on this construct suggests that respondents largely examined the price of a souvenir item concerning their budget before purchasing it. During an interview, one of the respondents expressed emphasis on price, saying they preferred smaller keychains because they are cheaper. Another expressed the aspect of gifting keychains within a budget, “Even though the souvenir is cheap, at least the thought is there.”

The table also shows that the lowest-ranked item indicates that while the item's utility and usefulness are significant, other qualities like "simple to care for or clean" and "a good gift" are more important.

These results are supportive of the study of Mogindol & Bagul (2016) which states that tourists consider the ease to carry and pack the souvenir during the trip to be important. It also affirms that travelers prefer products that are reasonably affordable, cleanable, and usable upon returning home from their trip (Graburn, 1976).

Overall, the level of product attribute preference in terms of care and travel is very high ($\bar{X} = 4.24$, $SD = 0.97$). They value the utility and practicality of a souvenir very well in making purchase decisions. These responses support the statement:

“Other times, I buy souvenirs that are just small knick-knacks like keychains, cups, anything like that.”

“I usually buy something small, not something very big. For me personally, I would buy something like a small keychain, maybe a mug.”

The level of product attribute preferences of the students in terms of product aesthetic is presented in table 6.

Table 6. Level of Product Attribute Preferences of the Grade 12 Arts and Design Students in terms of Aesthetic

Items	Mean	SD	Description
2. Appealing design	4.68	0.51	Very High
1. Appealing colors	4.48	0.76	Very High
4. Item can be displayed in the home	4.02	1.04	High
3. Item can be worn	3.44	1.22	High
Overall Mean Rating	4.22	1.13	Very High

The highest-ranked item indicates that the physical attractiveness of an item is a major consideration for respondents before making a purchasing decision.

They place heavy emphasis on the aesthetic value of the souvenir. This is evident in their statements such as, “I prefer colorful souvenirs with eye-catching designs,” and, “In souvenir shops, I usually go for something that is pretty and instantly catches my eye.” However, it is important to note that the perception of beauty is subjective to every individual and varying preferences exist. One expressed, “I wouldn’t buy anything that has ridiculous bright colors like neon or anything like that.”

It also shows that the lowest-ranked item suggests that respondents would buy souvenirs just for display purposes, even if they couldn't be worn as accessories or clothing, and that other factors are more essential.

These findings support Kim & Littrell's (1999) study, which found that views regarding aesthetic souvenirs had a significant favorable impact on buying intentions. Similarly, it backs up an early paper's claim that appealing colors and design are among the most essential factors for customers when buying mementos (Littrell et al., 1994).

Overall, the level of product attribute preference in terms of aesthetics is very high ($\bar{X} = 4.22$, $SD = 1.13$). Aesthetics play a huge role in whether or not the respondents are inclined to buy souvenirs. Several responses further affirm the gathered data and implications. Some answered, "I would pick a souvenir that is not overly flashy, but still appealing," and, "It should be attractive." Another stated, "Yes, color and style and the overall look of the souvenir is something to consider."

The level of product attribute preferences of the students in terms of souvenir uniqueness is presented in table 7.

Table 7. Level of Product Attribute Preferences of the Grade 12 Arts and Design Students in terms of Uniqueness

Items	Mean	SD	Description
3. Workmanship is of high quality	4.36	0.85	Very High
5. A clever idea	4.34	0.90	Very High
4. New, innovative	3.96	1.05	High
1. Made by well-known craftsman/artisan from area	3.82	1.04	High
2. Unique, one of a kind, limited edition	3.60	1.20	High
Totality	4.02	1.53	High

The highest-ranked item suggests that the respondents place a high value on the item's workmanship, as this is a factor in how long it lasts. They would get the greatest value for their money if the work were done well.

The table also shows that the lowest is still described as of high importance, other attributes have more weight to the purchase intentions of the respondents and they would still be amenable to buying these souvenirs even if they were not custom-made as long as other criteria are met.

The results affirm Yu and Littrell's (2003) study which states that product characteristics such as uniqueness and authenticity to the place where it was crafted are found to be significant determinants of tourist shopping.

Overall, the level of product attribute preference in terms of uniqueness is high ($\bar{X} = 4.02$, $SD = 1.53$). The authenticity and individuality of the item affect the decision-making process of the students in buying souvenirs. These responses back the claim:

"Souvenirs should not get broken easily."

"Yes, especially like before when we would go out of Cebu, we really buy souvenirs. If ever we find like a souvenir shop, we'll always buy something uniquely made there to bring home with us."

The correlation between the variables, souvenir purchase motivations, and product attribute preferences amidst COVID-19 is presented in table 8.

Table 8. The Correlation between Levels of Souvenir Purchase Motivations and Product Attribute Preferences

Correlations			
		Souvenir Purchase Motivations	Product Attribute Preferences
Souvenir Purchase Motivations	Pearson Correlation	1	.547**
	Sig. (2-tailed)		0.000
Product Attribute Preferences	Pearson Correlation	.547**	1
	Sig. (2-tailed)	0.000	
N=50. **. Correlation is significant at the 0.01 level (2-tailed).			

The correlation between the levels of self-confidence and self-efficacy while learning online amidst the pandemic was found to be significant, $r(58) = .547$, $p = .000057$, $p < 0.05$ at $\alpha = 0.05$. Therefore, the researchers reject the null hypothesis stating there is no significant relationship, and conclude with at least 95% confidence that there is a high positive correlation ($r = 0.75$) between the souvenir purchase motivations and product attribute preferences of the Grade 12 Arts and Design students.

In line with the Theory of Reasoned Action (Fishbein, 1976), the researchers found that the students buy souvenirs for a variety of motivations that the products satisfy. Consumers act on behavior based on their goal to achieve or obtain a specific consequence, or in this case, their motivations for purchasing a certain souvenir item. Similarly, the theory anchors how these motivations are crucial in the decision-making process, positively affecting the attributes that they consider when choosing a souvenir. In connection to the Theory of Revealed Preference (Samuelson, 1938), the students favored certain product attributes over others based on their personal preferences. Both theories contributed to the research process and were successfully used as evidence to support the study's findings.

The respondents acknowledged several purposes for buying souvenirs, as well as characteristics sought towards making the purchase. One of the main motivations shared between all of the respondents is the role of souvenirs as gifts to their family and friends. Most of the respondents agreed that souvenirs act as a reminder of their travels and served as physical evidence that the trip took place. This can be further explored in that proof of the occurrence of an event can trigger recollection of the experiences and locations associated with it. The respondents sought several characteristics when making a souvenir purchase, namely price, portability, usability, attractiveness, workmanship, and authenticity.

Conclusion

Based on the findings of the study, there is a significantly high positive correlation ($r = 0.547$) between the levels of souvenir purchase motivations and product attribute preferences among Arts and Design students amidst the pandemic. This implies that highly-motivated souvenir purchases were accompanied by high considerations for product attributes. Numerous reasons for buying souvenirs were found, as well as attributes that were desired while making the purchase. The most common motivation shared is the use of souvenirs as gifts for family and

friends. Students were willing to acquire mementos to keep the memories of their journey alive. Compact and portable souvenirs are most preferred for their mobility and price range. The respondents' willingness to purchase souvenirs is also heavily influenced by their aesthetic preferences. Therefore, this study recommends that future studies should concentrate on the market's motivations and preferences in the post-pandemic by gathering more information on the consumers' current preferences, needs, and wants. Observational studies are needed to gain a better understanding of the possible market shift in souvenirs after the pandemic and how these data can be integrated to benefit the tourism industry. Researchers also recommend that souvenir vendors consider the price and portability of their souvenir products and explore the possibilities of multi-purpose souvenirs, as well as personalized souvenirs that can be tailored to each consumer's purchase motivation.

References

- Anderson, L. F., & Littrell, M. A. (1996). Group Profiles Of Women As Tourists And Purchasers Of Souvenirs. *Family and Consumer Sciences Research Journal*, 25 (1):28 – 56. doi.org/10.1177/1077727X960251002.
- Cho, Y., & Lee, Y. (2013). Analysis of factors affecting purchase intentions for fashion cultural products. *Journal of the Korean Society of Clothing and Textiles*, 37(1), 101-112. <https://doi.org/10.5850/JKSCT.2013.37.1.101>
- Fishbein, M. (1976). A behavior theory approach to the relations between beliefs about an object and the attitude toward the object. In *Mathematical models in marketing* (pp. 87-88). Springer, Berlin, Heidelberg. https://doi.org/10.1007/978-3-642-51565-1_25
- George, D. (2011). *SPSS for windows step by step: A simple study guide and reference, 17.0 update, 10/e*. Pearson Education India.
- Gordon, B. (1986). The souvenir: Messenger of the extraordinary. *The Journal of Popular Culture*, 20(3), 135–146. doi:10.1111/j.0022-3840.1986.2003_135.x.
- Graburn, N. H. (1976). Introduction: Arts of the fourth world. *Ethnic and Tourist Arts*, 1–32. doi:10.1525/9780520316775-004.
- Kim, S., & Littrell, M. (1999). Predicting souvenir purchase intentions. *Journal of Travel Research*, 38(2), 153–162. doi: 10.1177/004728759903800208.
- Kim, S., & Littrell, M. A. (2001). Souvenir buying intentions for self versus others. *Annals of Tourism Research*, 28(3), 638–657. doi:10.1016/s0160-7383(00)00064-5.
- Lasarte, E. S. (2020). Travel decision and destination experiences in the islands of Caramoan, Philippines: A visitors' descriptive evaluation. *International Journal of Innovative Science and Research Technology*, 5(7), 24–29. doi: 10.38124/ijisrt20jul022.
- Meitiana, M., Setiawan, M., Rohman, F., & Irawanto, D. W. (2019). Factors affecting souvenir purchase behavior: Valuable insight for tourism marketers and industry. *Journal of Business & Retail Management Research*, 13(03). doi: 10.24052/jbrmr/v13is03/art-22.
- Mogindol, S. H., & Bagul, A. H. B. B. P. (2016). Tourists' perceptions about an appealing handicraft. *Tourism, Leisure and Global Change*, 1(1), 10-24.
- Nora, P. (1993). Entre memória e história: A problemática dos lugares. *Projeto História: Revista do Programa de Estudos Pós-Graduados de História*, 10, 7–28.

- Olalere, F. E. (2017). Importance of product attributes for souvenir purchase preferences: A viewpoint of foreign tourists in South Africa. *African Journal of Hospitality, Tourism and Leisure*, 6(3), 1-10.
- Pysarchik, D. (1989). Tourism Retailing. In *Tourism Marketing and Management Handbook*, edited by S. F. Witt and L. Moutinho. New York: Prentice-Hall, pp. 553-556.
- Samuelson, P. (1938). A Note on the Pure Theory of Consumer's Behaviour. *Economica*, 5(17), 61. doi.org/10.2307/2548836.
- Shoval, N., McKercher, B., Ng, E., & Birenboim, A. (2011). Hotel location and tourist activity in cities. *Annals of tourism research*, 38(4), 1594-1612. <https://doi.org/10.1016/j.annals.2011.02.007>
- Swanson, K. K. (2004). Tourists' and retailers' perceptions of souvenirs. *Journal of Vacation Marketing*, 10(4), 363-377. <https://doi.org/10.1177%2F135676670401000407>
- Tosun, C., Temizkan, S. P., Timothy, D. J., & Fyall, A. (2007). Tourist shopping experiences and satisfaction. *International Journal of Tourism Research*, 9(2), 87-102. <https://doi.org/10.1002/jtr.595>
- Turner, L. W., & Reisinger, Y. (2001). Shopping satisfaction for domestic tourists. *Journal of Retailing and consumer services*, 8(1), 15-27. [https://doi.org/10.1016/S0969-6989\(00\)00005-9](https://doi.org/10.1016/S0969-6989(00)00005-9)
- Ward, C. B., & Tran, T. (2008). Consumer gifting behaviors: one for you, one for me?. *Services Marketing Quarterly*, 29(2), 1-17. https://doi.org/10.1300/J396v29n02_01
- Wilkins, H. (2011). Souvenirs: What and why we buy. *Journal of travel Research*, 50(3), 239-247. <https://doi.org/10.1177/0047287510362782>
- Yu, H., & Littrell, M. A. (2003). Product and process orientations to tourism shopping. *Journal of Travel Research*, 42(2), 140-150. <https://doi.org/10.1177/0047287503257493>
- Zauberman, G., Ratner, R. K., & Kim, B. K. (2009). Memories as assets: Strategic memory protection in choice over time. *Journal of consumer research*, 35(5), 715-728.