

STUDY ABROAD MOTIVATIONS, DESTINATION SELECTION AND PRE-TRIP  
ATTITUDE FORMATION

**ABSTRACT:** This study examines the role of motivations, prior travel experience, social ties and destination in pre-trip attitude formation. The sample for this study is composed of a group of university students who recently participated in study abroad programs to the South Pacific or Europe. The results revealed that academic motivations and social ties influence students' destination selection for the study abroad program. Social motivation emerged as the most important factor that influences attitude toward the destinations prior to the trip. Further analysis found that the destination intended to visit mediates the effect of social motivation on pre-trip attitude formation.

Keywords: attitude formation; destination selection; students travel; study abroad

## INTRODUCTION

Study abroad programs constitute a major international tourism activity with significant economic and social impact due to participants' length of stay, which is much beyond the duration of the typical holiday tourist. These programs are also truly multi-directional since student mobility involves arrivals from and departures to several countries. The Institute of International Education (2006) indicates that there are over 560,000 international students studying within the United States. Even though the number of international students studying in the U.S. has decreased since the September 2001 tragedy, which can be attributed to tighter visa regulations, the number of new international student enrollment increased by 8.3 percent during 2005. Within tourism education, study abroad programs can play an important role by offering students international experience and an increased global awareness, complement the classroom learning experience, and also provide firsthand insights into future careers.

While most students face constraints (Sanchez *et al.*, 2006) that prevent them from participating in the traditional 'junior year abroad,' universities, particularly in developed regions, are now starting to offer study abroad programs that range from a few weeks to full year programs. The traditional junior year abroad stems from the early 1900s in which American university students were encouraged to spend their junior year in Europe (Hullihen, 1929) and later various other regions in the world. The junior year, or third of four years at university, became the period during which students would traditionally study abroad. Modern constraints including academic programs with little freedom in class selection, financial constraints and societal pressure to complete a four year degree and get a

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good job have led to an increased demand for short-term study abroad programs in colleges and universities in the United States, in particular.

A national survey conducted by the Association of International Educators (NAFSA, 2006), formerly known as the National Association of Foreign Student Advisers, showed that 77 percent to over 90 percent Americans believe that it is important for their children to learn other languages, study abroad, attend a college where they can interact with international students, and learn about other countries and cultures. Over the last century, the number of study abroad programs and participants has continually grown. In the 2006-2007 academic year alone, over 241,000 American students studied abroad for academic credit, an 8.5% increase from the previous year (NAFSA, 2008).

In order to raise awareness of study abroad programs, the US congress declared 2006 as the year of study abroad. The U.S. Senator Paul Simon Study Abroad Foundation Act (2007) has been instrumental to the increased number of study abroad programs in the US, by creating a national program that will establish study abroad as the norm, not the exception, for undergraduate students.

The NAFSA further highlighted the importance of American students studying abroad to meet the challenges of the twenty-first century. Study abroad programs have both economic and socio-cultural significance. From an economic point of view, one in six U.S. jobs is tied to international trade; however, U.S. companies lose an estimated \$2 billion per year because of insufficient cross-cultural guidance for their employees in multicultural positions. From national security and foreign policy perspectives, almost a third of all State Department officers in language-designated positions overseas do not meet the requirement

of foreign language skills. The former chair of the 9/11 Commission indicated that, “the U.S. cannot do effectively in a competitive international environment when the workforce lack exposure and understanding of the world” (Kean and Hamilton, 2008, p. 1). Despite the need of the internationally exposed workforce, less than one percent of students enrolled in all U.S. higher education institutions study abroad for credit (Kean and Hamilton, 2008). This underscores the need for the government and universities to expand study abroad programs, including making them more accessible and affordable to students. The Commission on the Abraham Lincoln Study Abroad Fellowship (2005) therefore proposed to send one million American students to study abroad annually by the 2016-17 academic year.

While the benefits of study abroad programs highlighted by educational institutions are related to education and career, many young American students are motivated by non-academic desires for international travel. Study abroad programs enable students to fulfill their desires for travel through a socially legitimate travel motivation (Jarvis and Peel, 2008), and many study abroad participants tend to combine the structure of the study abroad programs with short periods of independent travel. An Australian study found that this group of tourists sometimes referred to as ‘study backpackers,’ account for about 29% of the total nights spent in the destination, and contributed an estimated \$3 billion per year to the Australian economy (Jarvis and Peel, 2008).

Universities offer a range of study abroad programs to a multitude of countries that provide students with the opportunity to travel and explore the world, gain experience, and earn credits towards completing their degrees. In addition to cost and timing considerations,

various other factors may influence students' decisions regarding program choice, including their motivations and their attitude toward the destination. However, there is a dearth of research on how attitudes are formed and what factors play important roles in forming attitude towards the destinations. Attitudes and destination image play an important role in the destination choice of individuals. Understanding the process of attitude formation towards competing destinations for this specific tourist segment will contribute to a greater comprehension of an important part of the decision making process (Sirakaya *et al.*, 2001).

As a growing and unique tourist segment, University students, and specifically students participating in a study abroad, need to be examined more deeply. This study does so by examining the distinctive travel motivations that university students and study abroad tourists have. Further, this study contributes to the destination choice and pre-trip attitude formation literature by presenting and testing a conceptual model. This study therefore aims to examine the role of motivations, prior travel experience, and social ties in forming pre-trip attitude toward the study abroad destinations. More specifically, the conceptual model is tested to examine whether or not destination intended to visit mediates the effect of previous travel experience, social ties and motivation on pre-trip attitude formation.

## STUDY ABROAD MOTIVATIONS

There have been several traditional key goals to attract students to participate in study abroad programs including: promoting world-mindedness and international understanding (Coelho, 1962; Gullahorn and Gullahorn, 1958; Leonard, 1964; Meras, 1932), educational goals of foreign language proficiency, increasing competitiveness and

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career opportunities, and exploring a topic not offered at a home institution (Teichler and Steube, 1991). The literature examining the motivations of study abroad participants is relatively limited. The results of two studies on study abroad student motivations by Kistantas (2004) and Weirs-Jenseen (2003) can generally be grouped into four motivational categories including cross-cultural experience, academics, future careers, and family heritage. While examining the study backpackers in Australia, Jarvis and Peel (2008) found that most individuals participate in a short-term study abroad in order to gain a broadened global awareness, to experience new and exciting cultures, to have social interactions and meet new people, and to get away from normal life.

Some geographical areas are historically preferred by students in the United States. For the 2006-2007 academic year, the majority of US students chose to go to Europe (57%), while other regions received fewer students: Latin America (15%), Asia (10%), Oceania (~6%), and Africa (4%) (NAFSA, 2008). In addition to factors such as cost, historical ties, institutional arrangements, level of socio-economic development, the destination or geographical preference can also be explained by students' motivation, experience and social ties, which has been conceptualized within the framework of tourist decision-making (Sirakaya *et al.*, 2001; Um and Crompton, 1992). Tourist motivation and attitude have been found to be influential factors in the destination selection process (Phillips and Jang, 2008). Several studies have attempted to examine changes in attitudes as a result of the interaction between tourists and hosts. However, how attitudes are formed and what factors play important roles in forming attitude towards the destinations have not been explored much in the tourism literature (Nyaupane *et al.*, 2008). This understanding is even more lacking with

respect to the large number of students who annually participate in various forms of study abroad programs.

## ATTITUDE FORMATION TOWARD A DESTINATION

Attitude change towards a destination or group of people as a result of tourism experience has been examined by several previous studies (Gomez-Jacinto *et al.*, 1999; Milman *et al.*, 1990; Nyaupane *et al.*, 2008; Pizam *et al.*, 1991). However, there has been limited literature addressing how attitudes towards a destination are formed. Broadly speaking, attitudes and the formation of attitudes have been considered functions of experience in the social-psychology literature (Olson and Zanna, 1993); however, it has been scarcely explored in the tourism context with a few exceptions. Phillips and Jang (2008) examined how attitude is influenced by two components (cognitive and affective) of destination image. Daruwalla and Darcy (2005) addressed several theoretical and conceptual frameworks of attitude formation and change although their study particularly focused on attitude toward disabilities.

The functionalist approach (Daruwalla and Darcy, 2005; Katz, 1960; Smith *et al.*, 1956) can be helpful in understanding attitude formation towards a destination. Function theory examines attitudes from a motivation perspective. The theory addresses why attitudes are held by people, and what specific situations help to manifest or maintain those attitudes (Snyder and DeBono, 1989). Generally, the functions of attitudes have been divided into four categories: ego-defensive, value expressive, knowledge, and social adjustive (Katz, 1960; Smith *et al.*, 1956; Snyder and DeBono, 1989). The ego-defensive

function results from internal conflicts. For example, open hostility towards an activity like snorkeling could be an ego-defensive function of an internal fear of water. Value expressive attitudes function is a manifestation of personal values and self-expression or self perception. In the context of attitude formation of study abroad students towards destinations, the knowledge function and the social adjustment function, however, are more relevant than the other two categories.

Attitudes allow people to process acquired knowledge into expectations, beliefs, and eventually behaviors. Attitudes that address the knowledge function provide a frame of reference for evaluation of the world and events (Katz, 1960). In specific situations, especially those in which a person has no direct experience, the knowledge function of attitude become stronger. The media play a significant role in attitude formation by portraying selective news about the destination (Daruwalla and Darcy, 2005). Previous travel experience to international destinations is also an important source of knowledge and subsequently attitude formation (Lewin, 1942).

Decisions that result in the maximization and/or minimization of benefits or rewards will heighten more utilitarian functions, such as the social adjustment function (Shavitt, 1989) in addition to the knowledge function. The social adjustment function is based on the need for people to have a feeling of belonging and/or to gain the approval of a certain group, such as friends or family (Katz, 1960; Smith *et al.*, 1956; Snyder and DeBano, 1989). The social adjustment function of attitudes, in a travel and tourism sense, is related to the maximization of social benefits and minimization of social consequences of travel by



conforming to certain acceptable tasks or behaviors, such as traveling to socially beneficial destinations, buying souvenirs for friends and family, and sharing travel experiences.

Gnoth (1997) introduced a theoretical model of tourism motivation that helps in analyzing attitudes towards destinations. Within this model, tourists' attitudes are determined by their felt needs and value systems through either inner-directed or outer-directed motives. Satisfying inner-directed values and motivations are more general and dependent upon classes of objects, whereas outer-directed values are situation specific. Inner-directed values reflect emotion-dominant attitudes towards an object, and are driver-based. These inner-directed needs or values are based more on an overall process, such as a 'need to travel,' which can be substituted by another object. Outer-directed values, however, target specific objects, and thus can be difficult to replace. Examples of outer-directed values include status, self-esteem needs, social acceptance, and a sense of belonging.

Drive theory (Hull, 1943) can be useful in understanding the influence of past travel experience on attitude formation. As a person fulfills a need, behavior occurs and if that behavior can successfully fulfill the need or reduce drive, then the behavior will be repeated in the future, thus drive theory is reflective in nature. In a tourism setting, past travel experience can fulfill certain need or reduce drives. Past experience is considered by behaviorists as a strong stimulus of behavior, and is often included in destination choice models symbolized by a feedback loop (Chon, 1990; Mansfeld, 1992; Woodside and Lysonski, 1989).

The relationship between motivation and attitude formation can be explained by a two-step process (Gnoth, 1997). First, attitude formation is influenced by motivations mediated by subjective situations. Motivations for an object or situation that fulfills needs or drives that are outer-directed, cognitively based, and cannot be easily substituted could contribute to the formation of attitudes. Second, there is a cyclical relationship between attitudes, expectations, and events (Chon, 1990). Attitudes can be formed and/or reconfirmed as a result of an event. Bosque and San Martin (2008) presented a cognitive-affective model of tourist satisfaction that indirectly supports this relationship. In their model, destination image directly influences expectations that are either confirmed or disconfirmed to affect satisfaction and in the end destination loyalty. In a tourism context, attitude formation can be influenced by past travel experience and tourism motivations that are mediated through specific situations.

Despite the theoretical relationship between motivations and attitude formation, there is a lack of empirical research to examine what aspects of study abroad motivations influence attitude. In addition to motivations, as previously indicated, attitude formation is a function of many factors; however, to our knowledge, this remains unexplored in a tourism context. According to the theories discussed above, the choice of trip is influenced by motivation, past experience, and social ties. Attitudes toward a destination are influenced by motivations (Gnoth, 1997), past travel experience as suggested by drive theory (Hull, 1943), and social ties (Katz, 1960). Further according to Gnoth (1997), the relationship is mediated by subjective situations. In this context, the regions students intend to visit are subjective situations.

Building on these theories, this study aims to examine these relationships empirically. More specially, it will examine the role of motivations, past travel experience, and social ties in selecting destinations for study abroad programs. It will also examine the role of these factors in attitude formation. Further, destination choice (region) students intend to visit will be tested as a mediator variable (Figure 1).

## METHODS

A group of 136 study abroad participants from an American university were surveyed. These students were all undergraduate and participated in a summer study abroad program lasting five weeks. Two summer programs were selected for this study, a Pacific program (Australia, Fiji and New Zealand) and a European program (Austria and the Netherlands). Participation in either program was elective and had no bearing on the graduation and degree requirements. Students were surveyed prior to departure of the study abroad program. The surveys included questions concerning social ties, previous travel experience, motivations, and attitudes towards destinations. The program participants were surveyed before the start of the orientation meeting held several days prior to the programs departure. Every student who attended the orientation was given a questionnaire to complete, and 12 (8.7%) students were late or missed the orientation and did not complete the survey. The group instructors and students had met on two occasions prior to being surveyed to discuss program logistical issues including lodging, courses, transportation, costs, application procedures, document requirements, etc. These meetings, as they were related to logistics, would not necessarily influence the participants' destination attitudes.

The sample included more female students (73%) than male (27%), because overall at the Authors' Pre-Proof Draft of paper for personal use. All references should be made to the definitive version published in the *International Journal of Tourism Research*, 13(3), pp. 205-217. Doi:10.1002/jtr.811 <http://goo.gl/N289G>

university there are generally more female students in each study abroad program offered by the university. The vast majority (90%) of the sample were either juniors (45%) or seniors(44%).

Thirty-five motivation questions were developed and modified from the previous studies in order to apply them to a study abroad context (Carlson *et al.*, 1990; Ryan and Glendon, 1998; Sanchez et al., 2006). Discussions with experts who run study abroad programs to these destinations resulted discarding 12 items from the list. A pretest with a group of five former study abroad participants was conducted with the remaining 23 items. Each motivation item was rated on a 5 point scale (1 = not important at all to 5= extremely important) by respondents. The instrument also included a set of 23 attitude questions (see table 3), which were originally developed by Allport (1954) used in the tourism context by Litvin (2003), Milman *et al.* (1990) and Pizam *et al.* (1991). A seven-point semantic differential scale developed by Osgood *et al.* (1957) was used for measurement. These items and scales were further tested with the group of five students mentioned above. After the pilot test, based on their comments, the seven point scale was numbered as -3, -2, -1, 0, 1, 2, and 3. Respondents were asked to place a check mark at the point on a seven-point semantic differential scale (Dawes, 1972).

Past experience was measured by number of previous trips outside the US and number of countries visited. Both the number of trips and number of countries visited were open-ended questions. Social ties was measured by the relationships with people from foreign countries including whether or not they had a good friend and boy/girl friend from a

foreign country, and if they had any relatives and close friends who live in a foreign country.

## DATA ANALYSIS AND RESULTS

The descriptive statistics indicate that 93% of the respondents had previously travelled at least once outside the US, with the majority (60%) visiting up to five countries, mostly Canada, Mexico and those in the Caribbean. The mean number of times travelled outside of the US was 7.1 and the number of countries visited was 5.2 (Table 1). In terms of their relationships with people from foreign countries, 45.7 percent had a good friend, 13.3 percent had a boy/girl friend, and 34.3 percent had close friends from foreign countries. Additionally, 38.6 percent of the study participants had relatives who live in a foreign country.

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Principle component factor analysis with varimax rotation of 23 motivation items resulted in four motivation factors. These four factors include international travel, escape, academic, and social (Table 2). Items with factor loading of .4 or above were included in the factor (Thurstone, 1947). Although the study has a sample size of 136, it is large enough to conduct a 23 items factor analysis based on a 5:1 subject-to-variable ratio, which means that the sample should be five times of the number of variables (Hatcher, 1994), and it has to be more than 100 subjects (Kline, 1979). All of these motivation dimensions had acceptable reliability alpha scores. The mean score of the 23 items used to measure attitudes towards a destination students intend to visit are provided in Table 3. Further, a

composite mean scale was computed using these variables to measure overall attitudes (Litvin, 2003; Pizam *et al.*, 1991).

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INSERT TABLE 5 ABOUT HERE

INSERT TABLE 6 ABOUT HERE

In order to test whether or not “destination intended to visit” mediates the effect of previous travel experience, social ties and motivation on pre-trip attitude formation, Barron and Kenny’s (1986) three steps mediator analysis was used. First, a logistic regression analysis was performed to examine the role of predictor variables (previous travel experience, social ties and motivation) in selecting a destination (Table 4). Second, a regression analysis was conducted to examine the effect of mediator variable (destination region) on the criterion variable (pre-trip attitude formation). Third, two regression analyses were performed, i. regress the criterion variables on the predictors (Table 5), and ii. regress the criterion variable on both predictors and mediator variables (Table 6). The following results were revealed when the above steps were followed. First, destination intended to visit was significantly related to “academic motivation” and “close friend who live in a foreign country” (Table 4). Second, the mediator variable (destination intend to visit) significantly affected the criterion variable (pre-trip attitude formation). Third, when all the predictor variables including previous travel experience (number of times travelled outside the US, number of countries visited outside the US), motivation dimensions (international travel, escape, academic, social), social ties with people in foreign countries (whether or not they had friends, boy/girl friend, relative, and close friends from overseas)

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were regressed against attitude, only social motivation emerged as the most important predictor of pre-trip attitude toward a destination (Table 5). The adjusted R<sup>2</sup> value suggests that the model explains 27.1 % of variance in pre-trip attitude. The standardized beta values ( $\beta$ ) show that social motivation plays a positive role in forming attitude. When the mediator variable was included in the above model, the effect of destination intended to visit was significant, but effect of social motivation was reduced (Table 6). Further, the model improved when the destination intended to visit was added in the model. Both of these variables accounted for 36% of variance in pre-trip attitude formation. The results, therefore, revealed that pre-trip attitude toward a destination is influenced by social motivation. As assumed, the destination intended to visit mediates the effect of social motivation on pre-trip attitude formation.

## DISCUSSION AND IMPLICATIONS

This study contributes to better understanding of the tourist motivations and attitude formation literature. The results showed that academic motivation and social ties, particularly ‘close friends who live in a foreign country’ play an important role in choosing a destination for study abroad programs. This supports the contention that destination choice is often a reflection of the norms and values of an individual’s reference group (Mansfeld, 1992). An individual’s social ties, in this case ‘close friends who live in a foreign country’, can influence the value placed upon certain destinations. Further the importance of academic motivations for the population under examination, university study



abroad students, in choosing a destination region to travel can be a reflective of the norms and values of the reference group for these students.

This study also showed that pre-trip attitude formation is influenced by social motivation. Further, this relationship is mediated by the destination intended to visit. This supports Gnoth's (1997) model that attitude formation is influenced by motivations and mediated by subjective situations. The subjective situations can be specific destination or program. Only one of the motivational domains, social, was found to contribute to the formation of attitudes towards the destinations of the study abroad programs. International travel, escape, and academic motivations are considered inner-directed or emotion-based needs, whereas social motivation domain satisfies needs and values that are outer-directed and cognition-based, which are best satisfied by specific destinations (Gnoth, 1997). This supports some of the theoretical assumptions about attitude formation based on function theory. Within the functionalist approach to attitude formation, the social adjustment function is supported by the study. The motivational items that make up the social motivation domain address needs and values that are based on knowledge about the expected outcomes of traveling to those countries. The knowledge function of attitude formation is often heightened during making decisions in specific situations in which individuals have no prior experience (Shavitt, 1989), and was supported through the mediated relationship between destination choice and attitude formation. As the students participating had no prior experience traveling with the particular study abroad program, their destination choice and pre-trip attitude formation was based on a frame of reference developed from other sources of knowledge.

The inner directed motivations (international travel, escape, and academic motivations) did not significantly contribute the attitude formation towards destinations. The reason for this could be that these motivations reflect inner-directed needs and values that are fulfilled by studying abroad in general, rather than a specific destination. Studying abroad, no matter what the destination, provides students the opportunities for to satisfy motivations for international travel, academics, and escape.

The findings of the study suggests that program designers should take into account the previous travel experience of students as well as the perceived fulfillment of outer-directed needs that the specific trip can fulfill. This study also provides important insight for university administrators and the tourism industry catering to study abroad students. Study abroad programs can be very expensive, and many students could satisfy their motivation for international travel independently or on an organized tour for a much lower cost. In order for universities to provide the greatest return on investment for the students, they must integrate the program within their curriculum and provide courses that are academically enriching, geographically relevant in order to take advantage of the destination(s) of the program, and easy to apply towards students' own university degree programs.

## CONCLUSION

This study contributes to the academic literature on tourists' motivation and attitude formation, as well as study abroad programs as tourism phenomenon. Four dimensions of study abroad students' motivation were extracted: international travel, escape, social, and

academic. Among the four dimensions, social motivation contributes the most to the formation of attitudes towards the destination of the program. A conceptual model of the mediating role of destination choice on pre-trip attitude formation was presented and tested. This study found that the effect of social motivation on pre-trip attitude is mediated by the destination intended to visit. Based on this study, the academic motivation domain and close friends who live in a foreign country are very important in a student's decision to choose a program to a particular destination. This study contributes to the literature on destination choice, as it examines some of the concepts presented in previous destination-choice models for a very specific population, university study abroad students. The findings suggest that this specific segment of the population has unique factors influencing their destination choices, in this case academic motivation and social ties. The paper used the drive theory and function theory of attitudes to conceptualize how pre-trip attitude are influenced. This study provides empirical support for some of the structural relationships in Gnoth's (1997) model of tourism motivation and attitude formation. The study suggests that social motivations, which fulfill needs or drives that are outer-directed, cognitively based, and cannot be easily substituted, contribute to the formation of attitudes.

The empirical findings of this study should be built upon by future research. Future studies are recommended to include students from non-US source countries, programs traveling to different regions, and programs of varied time lengths. Future studies should also extend to examine attitude formation in different tourist settings and of different tourist segments.

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Table 1. Descriptive table of the variables included in the analysis

Variables	Response	Mean/Percent
Number of Times Travel Outside of the US		7.1
Number of Countries Visited		5.2
Good friend from a foreign country	Yes	45.7%
Boy/girl friend from a foreign country	Yes	13.3%
Relatives who live in a foreign country	Yes	34.3%
Close friends who live in a foreign country	Yes	38.6%
Destination	Pacific	75%

Table 2. Exploratory factor analysis of study abroad students' motivations

Motivation Items	International	Escape	Academic	Social
Socially/culturally learn more about host country	.786			
Interact with people in host country	.771			
Experience culture of host country	.733			
Meet people from different country	.703			
Learn about host country	.692			
Have an authentic experience with past cultures	.637			
Get broader understanding of the world	.610			
Visit several countries	.580			
Travel outside of US	.451			
Getaway from stressful situation		.797		
Escape social boundaries		.669		
Travel independently without family		.664		
Escape day-to-day life		.664		
Have convenience of prearranged travel		.586		
Escape legal boundaries		.545		
Develop close relationships with locals	.433	.457		
Earn six academic credits			.818	
Earn academic credit while traveling			.764	

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Learn more about travel industry			.641	
Explore career opportunities			.627	
Show friends/family that have been to host country				.773
Travel with friends				.743
Buy goods and gifts from host country				.743
Eigen Value	7.35	2.21	1.95	1.42
Variance Explained	31.96	9.61	8.51	6.20
Reliability (Alpha)	.874	.814	.803	.746
Number of items	9	6	4	3
Mean	4.25	3.29	3.67	3.45
KMO	.762			
Barlett's Test of Spheriosity	885.03, df=253, p< .001			

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Table 3. Items used to measure attitudes towards a destination

Attitude Items	Mean	SD
warm/cold hearted	5.65	1.16
nice/awful	5.68	1.22
good/bad	5.51	1.23
honest/dishonest	5.32	1.12
friendly/unfriendly	5.77	1.20
submissive/aggressive	4.89	3.70
reliable/unreliable	4.99	1.12
flexible/rigid	5.09	1.14
intelligent/stupid	5.19	1.24
hardworking/lazy	5.39	1.26
like myself/not at all like me	4.57	1.35
educated/illiterate	5.40	1.28
clean/dirty	5.24	1.30
fast/slow	4.48	1.24
not at all/discriminate against women	5.08	1.39
not at all/discriminate against minorities	5.05	1.43
love Americans/hate Americans	4.61	1.19
kind/cruel	5.51	1.17
relaxed/tense	5.65	1.20
modern/old fashioned	4.71	1.54

active/passive	4.75	1.42
modest/boastful	5.22	1.31
Composite Mean attitude	5.16	0.91

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Table 4. Logistic regression analysis of predicting the role of motivations, travel experience and social ties in selecting a trip (region)

Variable	Estimate (b)	Std. Error (SE)	e <sup>b</sup>	P value
International Motivation	1.535	.914	4.641	.093
Escape Motivation	-.409	.515	0.664	.427
Academic Motivation	-1.393	.614	0.248	.023
Social Motivation	-.390	.382	0.677	.307
Number of Times Travel Outside US	-.215	.156	0.807	.167
Number of Countries Visited	.052	.218	1.053	.811
Good friend from a foreign country	-1.248	.971	0.287	.199
Boy/girl friend from a foreign country	-.266	1.119	0.766	.812
Relatives who live in foreign country	-.744	.827	0.475	.368
Close friend who live in a foreign country	2.174	1.052	8.797	.039

Model chi-square (df =10) = 19.13\*

-2LL =52.038

Nagelkerke R Square=.41

Table 5. Regression analysis for motivation, experience and social ties to predict attitude toward a destination.

Variable	Unstandardized $\beta$	SE B	Standardized $\beta$	P value
International Motivation	-.114	.191	-.075	.551
Escape Motivation	-.052	.111	-.053	.637
Academic Motivation	.108	.107	.116	.317
Social Motivation	.365	.095	.435	.000
Number of Times Travel Outside US	.013	.015	.139	.383
Number of Countries Visited	.018	.028	.104	.512
Good friend from a foreign country	.102	.202	.056	.615
Boy/girl friend from a foreign country	-.265	.278	-.100	.344
Relatives who live in foreign country	.183	.203	.097	.369
Close friends who live in a foreign country	-.104	.206	-.056	.615

$R^2 = .271$



Table 6. Regression analysis for motivation, experience, social ties and region to predict attitude toward a destination

Variable	Unstandardized $\beta$	SE B	Standardized $\beta$	P value
International Motivation	.026	.249	.017	.916
Escape Motivation	-.086	.141	-.088	.545
Academic Motivation	.015	.142	.016	.916
Social Motivation	.334	.121	.399	.008
Number of Times Travel Outside US	-.004	.020	-.047	.827
Number of Countries Visited	.043	.037	.244	.249
Good friend from a foreign country	.017	.259	.009	.947
Boy/girl friend from a foreign country	-.241	.353	-.091	.498
Relatives who live in foreign country	.128	.258	.067	.623
Close friends who live in a foreign country	.073	.271	.040	.788
Destination	-.716	.300	-.343	.022

$R^2 = .36$

Independent variable: Attitude toward a destination

Figure 1. Conceptual model of mediating role of destination choice on pre-trip attitude formation

