



ICEBTH 2021

International Conference on
Entrepreneurship, Business,
Tourism and Hospitality

ORGANIZED BY:



STRATEGIC
PARTNERSHIP:



CONFERENCE
PROCEEDING

31st JULY 2021

KUALA LUMPUR, MALAYSIA



**Proceeding: 1st International Conference on
Entrepreneurship, Business, Tourism and Hospitality (ICEBTH 2021)
(eISBN:978-967-17373-0-9)
Kuala Lumpur, Malaysia**

Copyright © 2021

ACADEMIC INSPIRED NETWORK

All rights reserved. No part of this proceeding may be reproduced in any form, except for the inclusion of brief quotations in review, without permission in writing from the author/ publisher.

eISBN:978-967-17373-0-9

Published by:
ACADEMIC INSPIRED NETWORK
(KT 0416380 – P)
Kota Bharu
Kelantan



**1ST INTERNATIONAL CONFERENCE ON
ENTREPRENEURSHIP, BUSINESS, TOURISM AND HOSPITALITY
(ICEBTH 2021)**

ORGANIZING COMMITTEE

- Chairman** : **Dr. Johan Afendi Bin Ibrahim**
(*Universiti Utara Malaysia*)
- Treasurer** : **Siti Nor Ain Osman**
(*Academic Inspired Network*)
- Technical reviewer** : **Dr. Roslizawati Che Aziz**
(*Universiti Malaysia Kelantan*)
- Dr. Nor Dalila Marican**
(*Universiti Malaysia Kelantan*)
- Dr. Wan Farha Wan Zulkifli**
(*Universiti Malaysia Kelantan*)
- Dr. Muhamad Nasyat Bin Muhamad Nasir**
(*Universiti Malaysia Kelantan*)
- Dr. Nor Syuhada Binti Zulkefli.**
(*Universiti Malaysia Kelantan*)
- Dr. Ruzanifah Kosnin**
(*Universiti Malaysia Kelantan*)
- Technical committee** : **Nur Azilah Izyan**
(*Academic Inspired Network*)
- Nor Haslinda Ahmad**
(*Academic Inspired Network*)
- Liaison officer** : **Zaim Shah Adnan@Nasir**
(*Academic Inspired Network*)



TABLE OF CONTENTS

1) ATTITUDES, SUBJECTIVE NORMS, AND PERCEIVED BEHAVIOUR CONTROL FACTORS INFLUENCING MUSLIM FRIENDLY SPA VISIT.....	1
2) A CONCEPTUAL FRAMEWORK FOR MUSLIMS INTENTION TO USE ONLINE ZAKAT PAYMENT	9
3) CADANGAN PEMERKASAAN KEMUDAHAN JETI AWAM PULAU GAYA SEBAGAI DESTINASI PELANCONGAN PULAU DALAM BANDAR: SATU PENEMUAN	14
4) CIRI TARIKAN DAN TAHAP KEMUDAHAN PELANCONG DI DESTINASI PELANCONGAN PULAU: KAJIAN KES DI TAMAN LAUT TUNKU ABDUL RAHMAN, SABAH	24
5) COMPARISON OF THE EFFECTIVENESS OF BOARD GAME AND SONG FOR THE CHILDREN’S SPEAKING SKILL	30
6) CONCEPTUAL FRAMEWORK FOR THE ADOPTION OF FINTECH PRODUCTS AND SERVICES IN MALAYSIA.....	39
7) DETERMINANT FACTORS THAT INFLUENCE TOURISTS TO TRAVEL AS BACKPACKERS.....	44
8) FACTOR OF LOGISTIC SERVICE TOWARDS E-SHOPPER’S SATISFACTION.....	58
9) FACTORS THAT MOTIVATE STUDENTS AT UNIVERSITI MALAYSIA KELANTAN TO PARTICIPATE IN CULTURAL AND HERITAGE TOURISM	67
10) IMPACT OF SELF-SERVICE KIOSKS TOWARDS CONSUMERS PURCHASING BEHAVIOR AMONG STUDENTS IN UNIVERSITY	75
11) IMPLIKASI DAN STRATEGI PENGGIAT SENI PERSEMBAHAN UNTUK MENDEPANI PANDEMIK COVID-19.....	84
12) ISU DAN INISIATIF UNTUK MENINGKATKAN POPULARITI DESTINASI PELANCONGAN PANTAI: KAJIAN KES PANTAI KELANANG, SELANGOR	92
13) KADAR BAYARAN DAN KESANGGUPAN UNTUK MEMBAYAR: KAJIAN KES DI KUNDASANG - RANAU, SABAH.....	99



14) KATEGORI BANTUAN DAN KEKERAPAN AGIHAN KEPADA KOMUNITI TEMPATAN DALAM TEMPOH PANDEMIK COVID-19.....	107
15) KESANGGUPAN UNTUK MEMBAYAR: KAJIAN KES EKOPELANCONGAN HUTAN PAYA BAKAU TAMAN NEGARA JOHOR TANJUNG PIAI.....	115
16) MAQASID SYARIAH DALAM FILEM DAN DRAMA DI MALAYSIA	122
17) PANDANGAN ISLAM TENTANG KONSEP TAUBAT: SATU ULASAN	135
18) PENGETAHUAN DAN KETERSEDIAAN KOMUNITI SEMASA TEMPOH PERINTAH KAWALAN PERGERAKAN (PKP): KAJIAN KES DI PULAU GAYA, SABAH.....	141
19) PERCEIVED BARRIER, PERCEIVED BENEFIT AND SELF-EFFICACY FACTORS INFLUENCING PHYSICAL ACTIVITY BEHAVIOUR.....	149
20) PELANCONGAN GUNUNG DI MALAYSIA: KONSEP DAN ISU PEMBANGUNAN.....	157
21) PROPOSING A RESEARCH MODEL OF DESTINATION LOYALTY: THE CASE OF GASTRONOMIC TOURISM IN MALAYSIA	162
22) RURAL TOURISM IN KOTA MARUDU, SABAH: DIVERSITY OF PRODUCTS AND CHALLENGES	166
23) STRESSORS AND INTEGRATIVE COPING APPROACH TO MAINTAIN MENTAL WELLBEING AMONG HOTEL EMPLOYEES IN MALAYSIA DURING COVID-19 PANDEMIC.....	171
24) THE COMPARISON APPROACH BETWEEN THE PARIT BUGIS HOMESTAY AND KAMPUNG STAY DESA MURNI: AN EMPIRICAL ANALYSIS	179
25) THE EFFECT OF SOCIAL MEDIA ON STUDENTS' ACADEMIC PERFORMANCE AMONG HIGHER EDUCATION STUDENTS	189
26) THE FACTORS OF E-WALLET ACCEPTANCE AMONG CONSUMERS IN KELANTAN.....	204
27) THE MOTIVATION TO VISIT FILM-INDUCED TOURISM DESTINATIONS AMONG YOUTH TRAVELERS IN MALAYSIA	212



28) THE MEDIATING ROLE OF PLACE ATTACHMENT ON THE PERCEIVED VALUE AND DESTINATION LOYALTY RELATIONSHIP: A CONCEPTUAL MODEL	220
29) THE POTENTIALS AND BENEFITS OF INTERNET OF THINGS (IOT) IN TRAVEL AND TOURISM INDUSTRY	226
30) TRAVELLER SATISFACTION TOWARD PRODUCT QUALITY AT HIPSTER CAFE IN KELANTAN.....	237
31) WASSIYAH: THE DETERMINANTS OF USE	245
32) FACTORS AFFECTING CONSUMER BUYING DECISION DURING COVID-19 IN MALAYSIA	250
33) DID ONLINE FEEDBACK IMPACT ONLINE SHOPPERS' IMPULSE PURCHASES ON LAZADA MALAYSIA?.....	259
34) THE EFFECTS OF COVID-19 TOWARDS THE ASPECTS OF HUMANS' LIVES.....	270



FACTORS THAT MOTIVATE STUDENTS AT UNIVERSITI MALAYSIA KELANTAN TO PARTICIPATE IN CULTURAL AND HERITAGE TOURISM

Ruzanifah Kosnin*, Soo Ai Leng, Norshahida Yaman, Nur Alyanis Ramly,
Nuraini Md Salleh

Universiti Malaysia Kelantan

*Corresponding author, ruzanifah@umk.edu.my

Abstract: *Culture and heritage are particularly important in tourism at all levels since it has emerged as a form of alternative tourism among international and domestic tourists. Although youth has been recognized as one of the main contributors for tourism industry, but their role for cultural and heritage tourism is generally underestimated. Therefore, the purpose of this study is to investigate the motivational factors of students at Universiti Malaysia Kelantan to participate in cultural and heritage tourism in Malaysia. This study investigates the role of education, social media, and attitudes towards student's motivation to engage in cultural and heritage tourism. Using convenience sampling, 388 data were gathered through online survey from students at Universiti Malaysia Kelantan. Quantitative analysis using SPSS were employed to analyze the data. The finding shows that education, social media, and attitude are significant factors that lead to youth's motivation to participate in cultural and heritage tourism. This study adds better understanding of the factors that encourage youth's participation and allow industrial players in cultural and heritage tourism to strategize their marketing to this market segment. For future research, factors such as scenic value and social value can be added in addition to educational value.*

Keywords: *Cultural and heritage tourism, motivation, education, attitude, social media*

Introduction

The growth in the tourism industry has made the tourism sector one of the fastest growing economic sectors in the world with high foreign exchange inflows and high growth rates. Contributing to the growth is the cultural and heritage tourism. The rising interest and demand in cultural and heritage tourism invite all policy-makers to be aware of and anxious to develop this type of tourism segment (Montero & Fernández-Avilés, 2010). Cultural and heritage tourism is traveling to experience the places and activities that authentically represent the stories and people of the past and present, which include historic, cultural and natural attractions. Cultural and heritage is an appearance of the ways of living developed by a community and passed on from generation to generation, including customs, practices, places, objects and artistic expressions. Rising number of travellers rank the arts, heritage and cultural activities or places as one of the main reason for travelling (Adina & Medet, 2012).

In Malaysia, cultural and heritage tourism and youth tourism are included as the product augmentation strategies under the Malaysian National Tourism Policy 2020-2030 showing the significant role of these segments for national agenda (MOTAC, 2020). Although there is extensive research on travel motivations, preferences and behaviours, going back to the early years of tourism research, until very recently travel research on students has been a neglected area.

Effective marketing and managements is impossible unless the consumers' motivation were identified, understood, and prioritized. According to Dewar, Meyer, and Li (2001) knowing the motivation of visitors allows tourism agents to intercede more successfully at various points in the visitors' decision making process, resulting in the attraction of more visitors, getting them to stay longer, increasing their enjoyment, changing anti-social behaviour, and much more (Adina & Medet, 2012). Thus the aim of this study is to examine the motivational factors of cultural and heritage tourism among youth in Malaysia.

Literature review

Cultural heritage tourism and youth

Cultural heritage is cultural relics of historical, artistic and scientific value. It is the precious wealth that history has left to mankind that can be divided into tangible and intangible cultural heritage. Tangible cultural heritage includes historical relics, historical buildings and human cultural sites. While intangible cultural heritage refers to all kinds of traditional cultures that exist in intangible forms, which are closely related to people's lives and have been inherited from generation to generation.

Silberberg (1995) defined cultural and heritage tourism as an economic development tool that attracts tourists from outside a host groups who are enthused by the "historical, artistic, scientific or lifestyle/heritage offerings of a community, region, group or institution" (Rosenfeld, 2016, p.1). Tourists in cultural and heritage tourism can be divided into five categories according to the level of motivation and depth of experience (McKercher and du Cros, 2003). The five categories are the purposeful cultural tourists, sightseeing cultural tourist, casual cultural tourist, incidental cultural tourist and serendipitous cultural tourist. McKercher and du Cros, (2003) found that casual and serendipitous cultural tourists tended to be younger.

World Tourism Organisation states that youth travel comprise "all independent trips for periods of less than one year by people aged 16-29 which are motivated, in part or in full, by a desire to experience other cultures, build life experiences and/or benefit from formal and informal learning opportunities outside one's usual environment" (Demeter & Bratucu, 2014). The motivation of youth to participate in cultural and heritage tourism is emerging as an increasing factor in the standard of living (Dolnicar et al., 2012). In addition, education is recognized as a primary motivational factor for young travellers, for whom students prefer to move from their home country to another for studying abroad (King & Gardiner, 2015). Demeter and Bratucu, (2014) made six typologies for youth tourism. These six motives on why young individual travel which are educational, volunteering, work and travel, cultural exchange, sports and adventure, and leisure that mainly practiced on a European.

Motivation to participate in cultural heritage tourism

Motivation is made up of psychological needs that activate, direct, and incorporate the action and operation of an individual (Currell & Marques-Quinteiro, 2009). Theory of motivation is the ideology that studies a means of inspiring individuals. It assumes that performance and efficiency are directly linked to attitude, and managing attitude depends on the degree of fulfilment of the need and the reward element. For example, Maslow, an American psychologist, categorized the different needs of individuals into five levels: physiological needs, protection needs, social needs, needs for recognition and needs for self-actualization (Maslow, 1943). After that, the others theory about motivation is pull and push theory.

According to Dann (1981) and Crompton (1979), tourism behaviour can be explained by the pull-and-push factors. Understanding consumers' motives is a key prerequisite to designing and tailoring offerings to particular markets (Park, Reisinger & Kang, 2008). Several studies that investigate youth motivation in cultural and heritage tourism are Adina and Medet, (2012), Bizirgianni and Dionysopoulou (2013), Boukas (2013), and Demeter and Bratucu (2014). Those factors are educational, volunteering, work and travel, cultural exchange, sports and adventure, and leisure (Demeter & Bratucu, 2014), learning reasons, cultural motives, experience something new, pleasure-seeking and entertainment, physical reasons, relaxation-based motives and indirect motives (Adina & Medet, 2012). Thus education, social media and attitude are some of the explanatory factors that motivate students to participate in cultural and heritage tourism.

Education

According to Richards and Wilson (2003), around one-fifth of all world tourism trips are taken by young people aged 15 to 25 years, of whom students account for a significant percentage. They find that the primary incentive for youth is to discover different cultures, accompanied by curiosity and awareness. Study on the motivation of youth towards cultural and heritage tourism (Adina & Medet, 2012) highlight factors such as learning reasons, cultural motives, experience something new, pleasure-seeking and entertainment, physical reasons, relaxation-based motives and indirect motives.

Social Media

Bizirgianni and Dionysopoulou, (2013) investigates the role of social media among young tourists in Greece on their travel decisions. The finding showed 89% of respondents chose the Internet as first option for planning their trip. Social media has become important tool and platform to promote new tourism products, services, and other offerings to their market. "Since travel products lack the features of pre-trial and frequent repeat purchases, this first-hand knowledge communicated by similar others who do not have commercial interests is seen as an especially useful" (Yoo & Gretzel, 2011, p.610).

Attitude

Attitude has a significant role in explaining human social behaviour. As to understand the influence of attitude on behaviour, Fishbein and Ajzen (2005) classified it into two categories. The first type is general attitudes towards physical objects, groups, institutions or other targets. While the second is attitudes towards performing specific behaviours, that Fishbein and Ajzen (2005) referred to as "attitude toward a behaviour" (p. 174) study. Attitude is defined as "the person's overall evaluation of what it would be like to perform a particular behaviour" (Sheeran, Trafimov, & Armitage, 2003, p.393). Various empirical studies had shown the relation of more favourable attitude contributes to the greater strength of behavioural intention (Fishbein & Ajzen, 2005). Therefore based on the discussion above, this study develop the following hypothesis to be investigated in the context of students in Universiti Malaysia Kelantan.

H1: There is a positive significant relationship between education and motivation to participate in cultural and heritage tourism among youth.

H2: There is a positive significant relationship between social media and motivation to participate in cultural and heritage tourism among youth.

H3: There is a positive significant relationship between attitude and motivation to participate in cultural and heritage tourism among youth.

Figure 1 shows the conceptual framework for this study where three explanatory constructs namely education, social media and attitude may have a role in influencing students' motivation in cultural and heritage tourism.

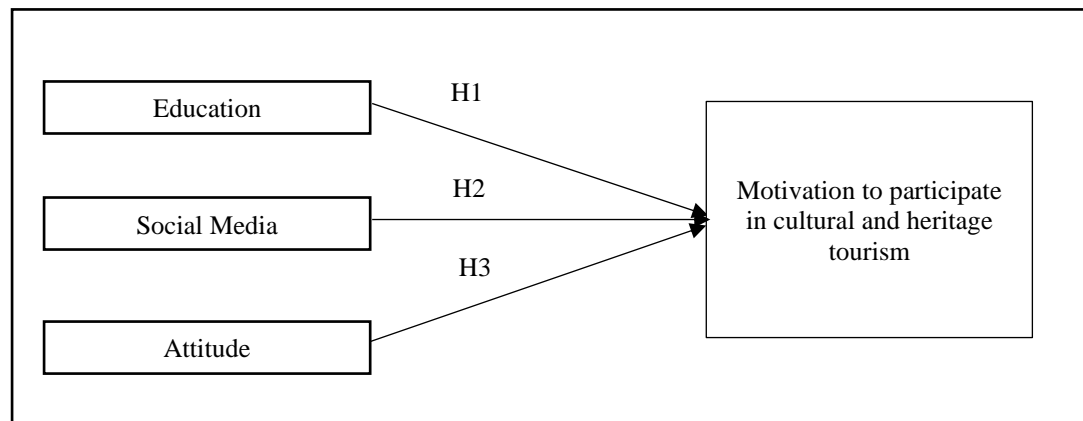


Figure 1: Conceptual framework

Methodology

Quantitative study using online questionnaire has been employed for this study. Research instrument was developed based on four variables namely education, social media, attitude and motivation. The survey consists of demographic questions, respondent's tourism participation profile and questions related to the factors of motivations. Measurement items were measured using five-point Likert scale from strongly disagree to strongly agree. The instrument was pilot tested with 30 respondents to ensure the validity and reliability of the measurement items. The total number of students in Universiti Malaysia Kelantan Campus Kota is 5631, thus 360 of data should be gathered according to Krejcie and Morgan, (1970). Data were then collected using Google Form through social networks such as WhatsApp, Facebook and Telegram from students at the Universiti Malaysia Kelantan Kampus Kota that represent youth for this study. Finally, 388 data were gathered and analysed using SPSS for descriptive analysis, reliability analysis, and hypothesis testing using Pearson correlation coefficient.

Findings

Table 1 shows the demographic profile of the respondents. Finding shows that majority of the respondents are female (59.50%) and the highest frequency for the age is between 21-24 years old. All respondents are categorized as youth since they are in the age range of 15 to 24 years old. There are almost an equal distribution of races among the Malay, Chinese, and Indian respondents with 38.7%, 36.3% and 25% respectively. As an entrepreneurship university students, majority of the respondents are either self employed or working with public or private organisation (66.2%) and the remaining 33.80% are full time students. The highest percentage for monthly income is between RM0 to RM 1,200 which represent 51%. Finally, 324 respondents are single which represent 83.80%.

Table 1: Demographic of the respondent (n=388)

Respondent Profile	Classification	Frequency	Percentage (%)
Gender	Male	157	40.5
	Female	231	59.5
Age	15 -17 years	48	12.4
	18 - 20 years	77	19.8
	21 – 24 years	263	67.8
Occupation	Self Employed	66	17
	Private Employment	104	26.8
	Public Employment	87	22.4
	Not working	132	33.8
Race	Chinese	150	38.7
	Indian	97	25
	Malay	141	36.3
Monthly income	RM 1200 and below	198	51
	RM 1201-RM 2000	75	19.3
	RM 2001 – RM 3000	75	19.3
	RM 3001 and above	40	10.3
Marital status	Single	324	83.8
	Married	63	16.2

Table 2 shows the descriptive statistics for all the constructs. With five-point likert scale, all items showing higher mean values with 3.78 as the lowest and 4.06 as the highest. Standard deviation for all items ranging from 0.813 and 0.935 showing data are clustered around the mean. For education construct, the highest mean is for item E2 on statement 'I have learned about cultural and heritage tourism at school/university'. Meanwhile, for social media construct, the highest mean is 4.06 for item S4 on statement 'I use social media to get information that interest me'. For attitude, the highest mean is 3.97 for item A2 and A4 on statements 'I feel good if I participate in cultural and heritage tourism' and 'Participating in cultural and heritage tourism is wise'. Finally for motivation construct, statement C4 'I will enjoy spending time when participating in cultural and heritage tourism' has the highest mean with 4.03.

Table 2: Descriptive Statistics for Constructs

Item	Mean	Standard Deviation, σ
Education		
E1. I have participated in cultural and heritage tourism organized by my school/ university.	3.81	0.935
E2. I have learned about cultural and heritage tourism at school/ university.	3.91	0.884
E3. My friends/ lecturers at school/ university teach me about cultural and heritage tourism.	3.90	0.897
E4. I engage in cultural and heritage activities at my school/ university.	3.88	0.922
E5. I had made a project about cultural and heritage tourism at school/ university.	3.82	0.936

<i>Social Media</i>		
S1. My online-friend have similar interests in cultural and heritage tourism.	3.78	0.908
S2. Social media promote and advertise about cultural and heritage tourism.	3.96	0.853
S3. I can obtain information about cultural and heritage tourism from social media.	3.92	0.890
S4. I use social media to get information that interest me	4.06	0.851
<i>Attitude</i>		
A1. Participate in cultural and heritage tourism is a good idea.	3.88	0.927
A2. I feel good if I participate in cultural and heritage tourism.	3.97	0.905
A3. I am interested in cultural and heritage tourism.	3.95	0.908
A4. Participating in cultural and heritage tourism is wise.	3.97	0.873
<i>Motivation</i>		
C1. I am willing to participate in cultural and heritage tourism in the future.	3.85	0.909
C2. I will consider participating in cultural and heritage tourism	3.94	0.930
C3. I will encourage my family and friends to participate in cultural and heritage tourism.	3.94	0.873
C4. I will enjoy spending time when participating in cultural and heritage tourism.	4.03	0.813

Table 3 shows the reliability analysis using Cronbach's alpha. The values of Cronbach's alpha shows above 0.80 level which implies all the items reliably measuring each of the constructs.

Table 3: Reliability Analysis using Cronbach's Alpha

Constructs	No of Items	Cronbach's Alpha, α
Education	5	0.830
Social Media	4	0.852
Attitude	4	0.876
Motivation	4	0.870

Using Pearson correlation coefficient to analyse the relationship between constructs and, the result of this study shows that all the independent variables were significantly correlated with dependent variables (see Table 4). Education and motivation were significantly correlated at r-value of 0.634, $\rho < 0.005$. This result is in line with the study of Hinkle, Wiersma and Jurs (2003), who found moderate association between education value and intention to participate in cultural and heritage tourism. There was also a statistically significant correlation between social media and motivation with r-value of 0.721, $\rho < 0.005$. The correlation coefficient shows a moderate strength between social media and motivation. Finally, attitude correlate significantly with motivation with r-values of 0.730, $\rho < 0.005$. The correlation coefficient shows a moderate strength of correlation between attitude and motivation to participate in cultural and heritage tourism. Therefore from this analysis, it was found that education, social media and attitude were significantly correlated with youth motivation to participate in cultural and heritage tourism.

Table 4: Results of Pearson Correlation Analysis

Hypothesis		Pearson's correlation result	
H1	Significant positive relationship between education and motivation	$r = 0.634, \rho < 0.005$	Supported
H2	Significant positive relationship between social media and motivation	$r = 0.721, \rho < 0.005$	Supported
H3	Significant positive relationship between attitude and motivation	$r = 0.730, \rho < 0.005$	Supported

Discussion & Recommendation

This study, setting cultural and heritage tourism who are on their trip as the sample, analyzes the factor of youth motivation to participate in cultural and heritage tourism by using the method of questionnaire, and also identifies the relationships between education, social media and attitude towards motivation youth participate in cultural and heritage tourism. Through an empirical study, main conclusions of this study can be made as follows. There is a significant relationship between education with motivation of youth in cultural and heritages tourism. There is a significant relationship between social media with motivation of youth in cultural and heritages tourism. There is a significant relationship between attitude with motivation of youth in cultural and heritages tourism.

This study provides additional contribution to the body of knowledge on the significant role of education, social media and attitude as motivational factors of cultural and heritage tourism among students in UMK. For future research, qualitative approach of study may explore other motivational factors of cultural and heritage tourism among youth in Malaysia. Additionally, other variables such as social influence, pleasure-seeking, and experience something new can be included in future quantitative study the study among youth in Malaysia.

References

- Adina, N., & Medet, Y. (2012). Cultural tourism motivation: the case of Romanian youths. *The Annals of The University of Oradea*, 5450(July), 548–553.
- Bizirgianni, I., & Dionysopoulou, P. (2013). The influence of tourist trends of youth tourism through social media (SM) & information and communication technologies (ICTs). *Procedia - Social and Behavioral Sciences*, 73, 652–660. <https://doi.org/10.1016/j.sbspro.2013.02.102>
- Boukas, N. (2013). Youth visitors' satisfaction in Greek cultural heritage destinations: the case of Delphi. *Tourism Planning and Development*, 10(3), 285–306. <https://doi.org/10.1080/21568316.2012.747986>
- Crompton, J. L. (1979). Motivations for pleasure vacation. *Annals of Tourism Research*, 6(4), 408–424.
- Curral, L., & Marques-quinteiro, P. (2009). Self-leadership and work role innovation: testing a mediation model with goal orientation and work motivation. *Revistade Psicología del Trabajo y de las Organizaciones*, 25(2), 163-174.
- Dann, G. (1977). Anomie, ego-enhancement and tourism. *Annals of Tourism Research*, 4(4), 184– 194.
- Dann, G. (1981). Tourism motivation: an appraisal. *Annals of Tourism Research*, 8(2), 187– 219.
- Demeter, T., & Bratucu, G. (2014). Typologies of Youth Tourism. *Bulletin of the Transilvania University of Brasov*, 7(56), 115–122.
- Dewar, H., Meyer, D., & Li, W. M. (2001). Harbin, lanterns of ice, sculpture of snow. *Tourism*

- Management*, 22(5), 523–532.
- Fishbein, M., & Ajzen, I. (2005). The influence of attitudes on behavior. *The Handbook of Attitudes*. <https://doi.org/10.1007/BF02294218>
- King, B., & Gardiner, S. (2015). Chinese international students: an avant-garde of independent travellers? *International Journal of Tourism Research*, 17(2): 130-139.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607-610.
- Kwang Soo Park, Yvette Reisinger & Hyun Jung Kang (2008) Visitors' motivation for attending the South Beach Wine and Food Festival, Miami Beach, Florida, *Journal of Travel & Tourism Marketing*, 25(2), 161-181.
- Maslow, A. H. (1943). A theory of human motivation. *Psychology Review*, 50(4), 370–396. <https://doi.org/10.1037/h0054346>.
- McKercher, B., & du Cros, H. (2003). Testing a cultural tourism typology. *International Journal of Tourism Research*, 5(1), 45–58. <https://doi.org/10.1002/jtr.417>
- Montero, J.-M., & Fernández-Avilés, G. (2010). An alternative to Test Independence between Expectations and Disconfirmation versus The Positive Version of the Assimilation Theory: an application to the case of Cultural/Heritage Tourism. *International Journal of Management and Information Systems*, 14(4), 7.
- MOTAC. (2020). *National Tourism Policy*. Ministry of Tourism, Arts and Culture Malaysia. Retrieved from http://www.censusindia.gov.in/2011census/PCA/PCA_Highlights
- Richards, G. and Wilson, J. (2003) Today's youth travellers: tomorrow's global nomads. Amsterdam: ISTC/ATLAS.
- Rosenfeld, R. A. (2016). Cultural and Heritage Tourism. *Marketing Cultural and Heritage Tourism*, (January 2008). <https://doi.org/10.4324/9781315424859>
- Sheeran, P., Trafimov, D., & Armitage, C. J. (2003). Predicting behaviour from perceived behavioural control: Tests of the accuracy assumption of the theory of planned behaviour. *British Journal of Social Psychology*, 42, 393–410.
- Yoo, K. H., & Gretzel, U. (2011). Influence of personality on travel-related consumer-generated media creation. *Computers in Human Behavior*, 27(2), 609–621. <https://doi.org/10.1016/j.chb.2010.05.002>