Travel Motivations and Behaviours of Mainland Chinese Students in New Zealand

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Attestation of authorship

"I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person (except where explicitly defined in the acknowledgements), nor material which to a substantial extent has been submitted for the award of any other degree or diploma of a university or other institution of higher learning."

Signed _____ Date 10/04/2019

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Abstract

Due to the growth in numbers of international students studying abroad, the international education market has gradually increased globally. In New Zealand, international student tourism is the fourth largest export and makes a significant impact on the tourism industry. Chinese international students constitute the largest international student market in New Zealand, and this market seems set to continually increase in the future. In spite of the economic effects of Chinese student, not many studies have targeted Chinese students travelling in New Zealand. Moreover, no research has followed push and pull theory as a category to analyse Chinese students' motivations and understanding of their travel behaviour is not comprehensive. Therefore, the present study aims to investigate mainland Chinese international students' push and pull motivation and behaviour towards travelling in New Zealand. More importantly, respondents' characteristics are analysed to discover their travel motivations and behaviours to understand Chinese students' travel.

This study adopted a quantitative approach to identify the travel motivations and behaviours of Chinese international students in New Zealand, and a self-administered questionnaire survey was selected as a research instrument. A total of 267 valid questionnaires are used for data analysis. The research findings reveal that the main push factors motivating Chinese international students are "Human relationship and entertainment" and "Escape and relaxation". Conversely, the core pull factors are "Accessibility" and "Hospitality". The research also discovers that several motivation factors can vary according to demographic characteristics. For instance, older Chinese students (31 to 40) are more likely to learn new things and seek nature and local culture than younger ones (18 to 24). In terms of travel behaviour, most Chinese students prefer to travel with friends and family, travel for a short period of time, obtain travel information from the Internet, travel by individual vehicle and public transport, and choose a hotel. As with travel motivations, travel behaviours can also vary according to respondents' characteristics. Chinese students with lower monthly expenditure are more likely to go for a short trip, and those aged above 40 tend to join a package tour with a tour guide. This research offers valuable insight into the New Zealand tourism market associated with the Chinese international university students, which can

help tourism stakeholders to develop specific packages and services to cater to the market.

Keywords: Chinese students, New Zealand, travel motivation, travel behaviour, push and pull theory, quantitative method

Chapter 1 Introduction

1.1 Research Background

The continually increasing number of international students makes a beneficial contribution to the host countries' economies. Moreover, international university students are considered a niche market for the tourism industry. International students normally are more likely to go travelling because they cannot easily go back home, and they are curious about the national culture. Among all education sectors, university students can be the most profitable market as semester break and other holidays offer more opportunities for them to travel. In New Zealand, the export income is significantly impacted by international university students, especially those from China. Thus, Chinese international university students can potentially bring economic benefits to the travel market. This section includes four subsections. The initial part is a brief background to New Zealand tourism. The remaining parts present the statistics of international students globally and then focus on the New Zealand international student.

1.1.1 New Zealand tourism

Since 1999, the launch of "100% pure New Zealand" advertises and builds the New Zealand brand to attract tourists around the world. This brand promotes New Zealand as a remote destination with a pollution free environment and beautiful landscape (Bell, 2008; Morgan, Pritchard, & Piggott, 2002). Subsequently, the movie "Lord of the Rings" shot in New Zealand brought a significant impact on tourism. This film released in 2001 relates to the scenery of the country and was utilised by Tourism New Zealand and Air New Zealand to promote New Zealand as a tourist destination (Leotta, 2012). Māori culture is also an important part in New Zealand tourism. As the Ministry of Business (n.d.) stated, Māori culture associated with New Zealand's landscapes and communities can enhance tourist experience and present the unique insight into the world. Therefore, the environment and local culture have become important features for tourism stakeholders and the Department of Tourism to promote New Zealand.

Statistics New Zealand (2017) showed that the growth of the tourism industry made a significant contribution to various sectors of the New Zealand economy such as producing goods and employment opportunities. Total tourism expenditure was $36 billion for the year ended March 2017, compared with $34.7 billion in 2016. Moreover, the tourism

industry contributed $14.7 billion, or 5.9% of GDP, to the economy. Tourists produced $3.3 billion in goods and services tax (GST) revenue. The number of people who worked in the tourism industry was 230,793, which accounted for 8.4% of the people employed in New Zealand. This number increased by 9.3%, compared with 2016.

1.1.2 International Student Market

According to Richards and Wilson (2004), when the population of the international students has grown, student travel has potentially become an important market which cannot be overlooked. In 2015, United Nations Educational Scientific and Cultural Organization (UNESCO) showed that 4.1 million tertiary students were studying overseas in 2013, and Bohm, Davis, Meares, and Pearce (2002) anticipated that this number would reach more than 7 million by 2025. Due to the growth of this market, the export earnings from international students have contributed a significant amount of income to a country's economy (United Nation World Tourism Organization, 2016). During their study in the host countries, international students have to pay for their tuition fees and living costs, and these economic benefits make a vital contribution such as developing infrastructure and the increase of job opportunities (OECD, 2017). Regarding the most popular countries for international students, International Consultants for Education and Fairs (2017) revealed that in 2016, the United States, United Kingdom and Australia were the top three leading destination choices for the students. The statistics with regard to the number of international students and the contribution to the economy in these countries will be discussed in the following paragraphs.

According to the Institute of International Education (IIE) (2017), the number of international students studying in the U.S. for higher education has risen from about 723,000 in 2010 to more than one million in 2016. In addition, Association of International Educators (NAFSA) (n.d.) identified that international university students contributed almost 37 billion US dollars to the economy and created over 450,000 job opportunities in 2016. Migration Policy Institute (MPI) (2018) reported that approximately 65% of international students obtained their educational funding outside the United States, and three out of five received financial support from their family or relied on personal finance.

Another popular country for international students is Australia. The total number of international students was more than 550,000 in 2016 and over 620,000 in 2017

(Australian Education International, 2016, 2017a). The international student industry in Australia generated 28.6 billion Australian Dollars, which was Australia's third largest export earner, and has provided more than 130,000 jobs (Australian Education International (2017b).

Between 2007 and 2015, the number of international students had increased 28% in the UK (Universities UK, 2017b). In 2016, 442,375 international students accounted for 19% of all students at the universities (UK Council for International Student Affairs, 2018). Concerning the economic impact, Universities UK (2017a) stated that international students purchased goods, activities and services in 2014, and their expenditure supported 206,600 full-time jobs, and tax revenues produced about 26 billion British Pounds to the economy.

1.1.3 New Zealand International Student Market

Even though New Zealand is not the top host country for international students, they have contributed remarkably to the country's economy in the past 10 years. The number of international students had continually grown from 2013 to 2016 but dropped 5% in 2017, with the total number being 125,392 (New Zealand Education, 2018a). The number of international students studying at universities was greater than that at other sectors such as English language schools and secondary schools and has increased steadily (New Zealand Education, 2018a). With respect to the region of study, 50% of the university students were in Auckland, compared with Wellington and Canterbury with 12% each (New Zealand Education, 2017).

The export income from international students to gross domestic product (GDP) had grown between 2.5 billion New Zealand dollars (NZD) in 2012 and approximately NZD 4.4 billion in 2017 (Infometrics and National Research Bureau, 2016; New Zealand Education, 2018c). Moreover, expenditure by international students in New Zealand was the fourth-largest export and produces over 33,000 jobs in 2017 compared with 28,000 in 2012 (New Zealand Education, 2016, 2018c). Regarding the benefits to the tourism industry, New Zealand Education (2018b) pointed out that international students were interested in travelling and can boost the economy by spending on tourism products. Moreover, international students would attract or recommend their friends and relatives to travel and study in New Zealand.

1.1.4 Chinese International Students in New Zealand

The growth of the Chinese international student market was the result of the rapid economic development in China after the country's open-door policy (Huang, 2003; Zweig, Changgui, & Rosen, 2004). Along with the improvement of the quality of life and the living standard in China, Chinese people have seen more opportunities to travel and study abroad to broaden their horizon (Wang & Sheldon, 1996). Statistics from the New Zealand Immigration Service showed that Chinese students started to come to New Zealand in 1998, and they have become the largest international student market in New Zealand (Zhang & Brunton, 2007). As New Zealand Education (2017) stated, the number of Chinese students had steadily increased and reached 38,046 in 2016, which represented 29% of all international students. More importantly, Infometrics and National Research Bureau (2016) revealed that Chinese students constituted the largest market of international students and made up 35% of the total foreign exchange earnings with $1.4 billion in total. In addition, Chinese student had the highest average living expenditures (31,462) compared to students of other countries. From the information above, it is suggested that Chinese international students can play a vital role in the travel market by participating in tourism activities. Thus, more research is necessary to investigate the perspectives of Chinese international students travelling in New Zealand.

1.2 Significance of the Research

Numerous studies have targeted international students and investigated their travel motivation and behaviour because they are considered an important market for tourism industry. For instance, Kim and Jogaratnam (2003) and Xiao, So, and Wang (2015) focused on travel motivation by conducting a comparative study between international and domestic university students in the United states and Australia, respectively. Hsu and Sung (1997) looked at international university student travel behaviours in the United States.

In New Zealand, Chinese students represent the largest sector of international students. Nevertheless, limited studies have explored the travel motivations and behaviours of Chinese international university students towards travelling in New Zealand. In addition, no research has adopted push and pull theory as a category to analyse Chinese students' motivations, and no comprehensive investigation has been made into travel behaviours. As Kim, Jogaratnam, and Noh (2006) stated, students were pushed by internal needs and

pulled by external needs when making travel decisions. Pearce (2005) claimed that understanding travel behaviours can help tourism operators to meet customers' needs.

To bridge the research gaps, this study attempts to examine Chinese international university students' motivations as they travel in New Zealand, based on push and pull theory and behaviours. Importantly, respondents' characteristics are used to identify travel motivation and behaviour to comprehensively understand Chinese students' travel. The results of this research can provide valuable insight into New Zealand tourism related to Chinese international university students so that travel suppliers can establish effective strategies and design suitable products and services to cater to the Chinese students' market.

1.3 Research Question and Objectives

Based on the research gaps and the trends of Chinese international student travel market, the research question is "what are Chinese international university students' motivations and behaviours towards travelling in New Zealand?". To answer the research question, four research objectives are specifically identified:

1. To discover the push and pull motivations of the Chinese international university students towards travelling in New Zealand;
2. To examine the relationship between push and pull travel motivation and demographic characteristics;
3. To investigate travel behaviours of Chinese international university students as they travel in New Zealand;
4. To identify the relationship between respondents' characteristics and travel behaviour.

1.4 Methodology

Many studies have utilised the quantitative method to examine travel motivations and behaviours. Guided by the previous studies, the present study adopts the quantitative approach to discover travel motivations and behaviours of Chinese international students in New Zealand, and a self-administered questionnaire survey was employed as a research instrument. Thus, the positivist paradigm is the philosophical underpinning of this study because quantitative method is usually followed by this paradigm to analyse social behaviours and phenomenon (Carson, Gilmore, Perry, & Gronhaug, 2001; Hudson & Ozanne, 1988; Jennings, 2010). During the process of data collection, positivist researchers try to maintain a distance from the participants so that they can remain

emotionally neutral when expressing their perspectives (Carson et al., 2001; Scotland, 2012).

The target populations for this study are Chinese international students with a student visa studying at university in New Zealand and living in New Zealand at least for six months, who were 16 years old or over. Questionnaires were distributed to 270 participants, with 267 valid questionnaires: a 98% response rate. The data was analysed by Statistical Package for Social Sciences (SPSS) to address research objectives. In the process of data analysis, the data was analysed by six statistical tests, these being descriptive analysis, multiple response analysis, exploratory factor analysis, chi-square, independent t-test and one-way ANOVA.

1.5 Structure of the Thesis

This dissertation consists of six chapters, and the outline of each chapter will be listed below. The first chapter shows the research background including New Zealand tourism, the growth of the international student market globally and in New Zealand, and Chinese international students in New Zealand. This chapter also describes the significance of this study by addressing the research gaps after analysing the trend of Chinese students travel market in New Zealand. Subsequently, research questions and objectives are identified to provide an explicit aim of this research. Finally, the process of research methodology is explained.

The second chapter reviews the previous literature focusing on educational tourism, and travel motivation and behaviour of international students. This chapter firstly presents the definition of educational tourism, the importance of the international university student's travel market and studies on Chinese international University Students' Travel. Next, the theory utilised to examine travel motivation and past research focusing on international and Chinese international university students are discussed. In addition, the chapter introduces the travel behaviour and identifies previous studies related to travel behaviours of international and Chinese international university students. Lastly, research gaps and the model adopted by this research are demonstrated.

The third chapter focuses on the methodology of this study. This chapter begins with the research paradigm and presents the paradigm underpinning the research design. Furthermore, the quantitative method is comprehensively explained, including the

process of data collection and analysis. The consideration of reliability, validity and research ethics is identified in the last section of this chapter.

The fourth chapter reveals the results of the data analysis. Followed by the research question and objectives, this chapter first examines the demographic profile of Chinese international university students through descriptive analysis. The main push and pull travel motivations are ranked by the mean scores and then analysed by factor analysis to find out the underlying factors within the motivational variables. Afterwards, to identify the relationship between motivational factors and the participants' demographics, an independent t-test and one-way ANOVA is conducted. Travel behaviours are analysed by descriptive analysis with frequency and percentage, and the relationship between travel behaviour and the participants' demographics is found by cross-tabulation with chi-square analysis.

The fifth chapter is based on the results from data analysis and presents a discussion by comparing and linking them with the previous studies. This chapter discusses the push and pull travel motivations and travel behaviours of the Chinese international university students and the impact of demographic characteristics. The main purpose of this chapter is to highlight the importance of the findings and bring new insights to the field which were not revealed before.

The last chapter is the conclusion of this dissertation. It summarises the main findings of this research and presents the contribution and limitations. After that, the implications and recommendations for future research and the tourism stakeholders in New Zealand are suggested.

Chapter 2: Literature review

2.1 Introduction

Due to the growth of the Chinese international student market, the present study focuses on travel motivations and behaviours of mainland Chinese students in New Zealand. This chapter firstly introduces the concept of educational tourism and demonstrate the importance of the international student travel market. Moreover, it discusses previous research findings regarding international and Chinese international university students' travel. Subsequently, the theory of travel motivations and the previous studies related to the travel motivation of international and Chinese international university students are identified. Next, to understand travel behaviours, the section indicates the factors that may affect the nature of travel, and previous studies focusing on the travel behaviours of international and Chinese international university students are discussed. Finally, the gaps and limitations of the previous literature are revealed.

2.2 Educational Tourism

According to Roppolo (1996) once countries have become more interdependent, they highly depend on tourism and education industries to support international learning and exchange because it could potentially enhance economic and social prosperity. Moreover, Ritchie (2003) claimed that in the recent decades, there was a strong relationship between tourism and education industries, which can also be known as educational tourism. For instance, many people travel for the interest of learning local culture and history, or students travel during their study. Therefore, the combination of tourism and education has become the potential market that should be paid more attention and not be ignored (Ritchie, 2003).

2.2.1 The Definition of Educational Tourism

Due to the limited number studies discussing this field, there is little consensus about the concept of educational tourism (Ritchie, 2003). One of the significant discussions was identified by Bodger (1998) who defined that educational tourism can be any programmes where people travel to a location individually or in a group with the intention of increasing knowledge or having a learning experience. In addition, Donaldson and Gatsinzi (2005) considered that to conceptualise and research educational tourism, it was essential to focus on a broad range of activities related to education and learning such as school trips,

exchange programmes, under- and post graduate study, short courses and language courses, among others.

Ritchie (2003) provided a more comprehensive definition of educational tourism and established a model that demonstrates the relationship between the external environment, education and tourism (see Figure 2-1). Educational tourism refers to "tourist activity undertaken by those who are undertaking an overnight vacation and those who are undertaking an excursion for whom education and learning is a primary or secondary part of their trip. This can include general educational tourism and adult study tours, international and domestic university and school students' travel, language schools, school excursions and exchange programmes. Educational tourism can be independently or formally organised and can be undertaken in a variety of natural or human-made settings" (Ritchie, 2003, p. 18).

From the above discussion, the concept of educational tourism can be classified into two categories based on the tourism-first and education-first views. Tourism first is the segment in which travel is the main factor, and education is secondary (Ritchie, 2003). Education first segment refers to language school and university or college student experience, and learning is the primary motivation; although this group is primarily motivated by education, they still have tourist impacts and play a vital role in regional development (Ritchie, 2003). Indeed, Sung and Hsu (1996) claimed that international students appeared to have time to travel during semester break and contributed to the tourism market. Based on the purpose of this research, the "education first" segment of educational tourism is the area where the present study focuses.

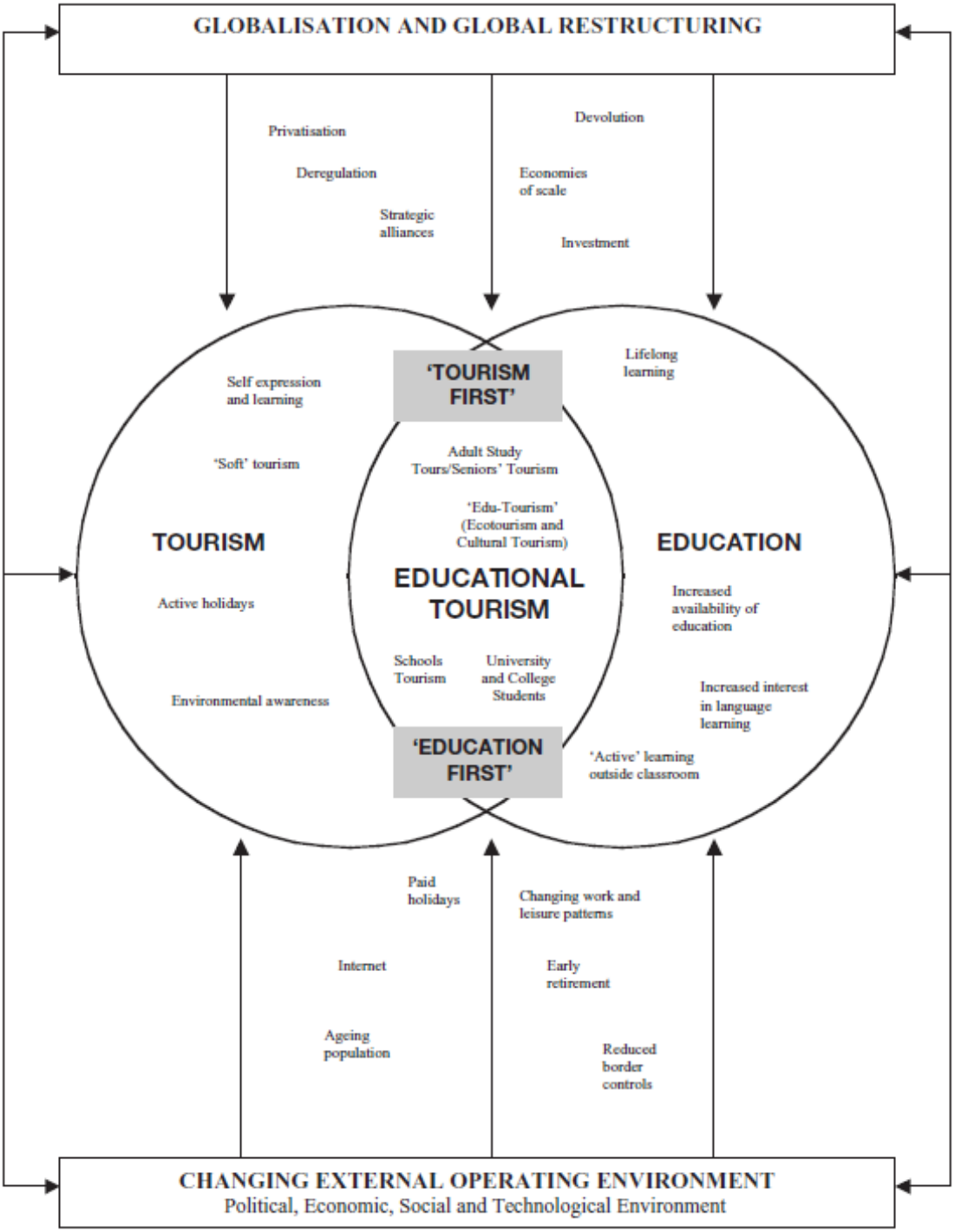

Figure 2-1: Conceptualising educational tourism: a segmentation approach (Ritchie, 2003, p. 13)

2.2.2 Understanding Educational Tourism through Segmentation

Educational tourism includes different market groups such as international and domestic university students, extension programmes and language schools. Ritchie (2003) stated that it was essential to utilise the technique of market segmentation to look at the concept of educational tourism because this technique can help researchers and operators further

understand and manage the educational tourism industry. Segmentation technique is a process of grouping tourists into segments which show similar and dissimilar characteristics, demands, and buying behaviours of other segments (Swarbrooke, 2002). Dolnicar (2008) indicated that tourists were heterogeneous, and they would have different perception while on holiday so that it was difficult for the tourism industry to cater to everyone separately. Therefore, when similar needs and characteristics are classified into the group, tourism researchers and industry are able to specialise and meet the needs of the particular customer (Mill & Morrison, 1998). Generally, there are three main types of segmentation in terms of demographic, geographic and psychographic when discussing educational tourism (Ritchie, 2003).

Regarding demographic and socio-economic segmentation, Ritchie (2003) pointed out that the key factors such as age, gender, income and education, among others played an important role on understanding educational tourism since those factors have known to influence tourists' preferences and behaviours and thus seek different types of activity and vacation. For example, Bai, Jang, Cai, and O'Leary (2001) emphasised that senior travellers seemed to have a higher expenditure and disposable income because of their investment income, savings and other assets. Moreover, they were more likely to have a propensity for long distance and overseas travel. Ritchie (2003) also stressed that females were more willing to seek on-site learning and to believe that ecotourism has changed them to pay more attention to environmental issues than males.

Geographic segmentation is a method of differentiating or distinguishing the different kinds of geographical places in which people may live, work or play (Swarbrooke, 2002). For example, marketers will identify catchment areas to determine where they should place advertisements to attract their customers. Swarbrooke (2002) indicated that marketers should also focus on where the customers are staying and not only where they live because for people on holiday, their trip will typically begin from the accommodation or friends' and relatives' home to their destination. In addition, Reid and Reid (1997) and Woodside and Martin (2008) claimed that the use of geographic segmentation in international tourism was based on the country of origin to distinguish preferred markets and develop customised marketing strategies since this approach offered marketers a means of meeting the needs of the market groups. Regarding university students' travel, Kim, Oh, and Jogaratnam (2007) suggested that university students in a different cultural context would produce different travel decisions and propensity. Likewise, Chadee and

Cutler (1996) stressed that segmenting the student market based on ethnicity could be beneficial for catering the market groups in particular. Thus, to investigate the university travel market, tourism industries and researchers should consider country of origin as a segmentation bases (Kim, Oh, et al., 2007).

Researchers and tourism operators can also utilise the method of psychographic segmentation to split a population down into segments. This method is based on the tourist's attitudes and opinions to find out their travel behaviours and demands (Ritchie, 2003; Swarbrooke, 2002). Psychographics is a term that describes classifying many psychological concepts including people's lifestyle and personality characteristics (Swarbrooke, 2002). Lifestyle is related to people's lives and the way they see themselves. For example, the decision on which travel destinations to visit is similar to a decision about clothes to buy or about the car to drive (Swarbrooke, 2002). Individual personality can also be used as an indicator of tourists' probable travel decision-making. For instance, Middleton and Clarke (2001, p. 116) hold that "some individuals are mentally predisposed to seek adventure, enjoy risks and active vacations. Some seek environmental qualities often represented as ecotourism, while others seek the self-development associated with cultural tourism".

2.2.3 International University Students as a travel market

According to the United Nations Educational Scientific and Cultural Organization (n.d.), international students can be defined as the "students who have crossed a national or territorial border for the purpose of education and are now enrolled outside their country of origin". Along with the growth of the university student market in the Western world, university students play an important role in tourism marketing (Kim, Oh, et al., 2007). Babin and Kim (2001) and Kim and Jogaratnam (2003) claimed that one of the main reasons why the university student market was considered as a profitable industry was that semester break and other holidays provided more opportunity for students to travel, compared with other segments of society. For this reason, the university market segment has encouraged travel agencies, researchers, suppliers to devote considerable attention to this segment and meet the students' needs and desires (Field, 1999). However, previous research on the market of international students has been ignored due to its small market share (Weaver, 2003). Nevertheless, the number of students seeking overseas education has increased rapidly, and their propensity to travel in the host country has been recognised as a major driver of future tourism (Shanka & Taylor, 2002).

In Figure 2-2, Shanka and Taylor (2002) underlined that although the international students' travel market was included in the youth travel market, international students can be examined individually because they were able to behave differently in many aspects compared with the general youth market. Indeed, in contrast to domestic university students, international university students have higher motivation to travel during their time of study as they tend to be more curious about the national culture and people (Babin & Kim, 2001). Moreover, Sung and Hsu (1996) illustrated that international university students lived overseas and cannot easily go back home, so they were typically more available to travel during their study. This means that the longer they stay in the host countries, the more opportunity there is for them to travel.

To illustrate, previous studies have identified the differences between international and domestic university students. For example, Glover (2011) conducted a comparative study between international and domestic university students' travel behaviours in Australia using online questionnaire surveys at the University of Queensland and found out that there were notable differences such as length of stay, time of travel and destination choices between the two groups of students. The average length of stay for domestic students was slightly higher than that of international students. In terms of travel time, domestic students preferred to travel during the summer break, especially after Christmas. However, international students were more likely to travel during mid-semester breaks. Domestic students tended to travel a short distance, whereas international students typically visited attractions that were further away from where they live.

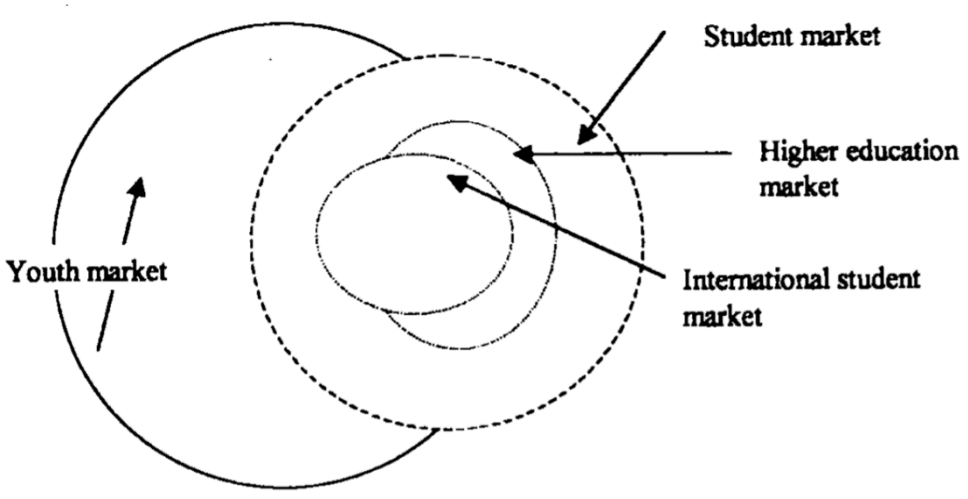

Figure 2-2: Relationship between the changing youth and student markets (Shanka & Taylor, 2002, p. 36)

2.2.4 Studies on Chinese International University Students' Travel

Several studies have specifically pertained to the subject of Chinese international university students' travel in different host countries such as the United States, the United Kingdom, Canada, Norway, Australia and New Zealand. Liao (2012) collected data by self-administered questionnaire at Kent State University in the United States to investigate Chinese international university students' travel motivations. Research conducted by Qiu (2014) employed an online survey to explore Chinese international students' travel motivations, travel information search behaviours and sociodemographic characteristics and the correlation between those variables in Canada. Huang and Tian (2013) focused on Chinese university international students during their study in the United Kingdom; the authors investigated their travel motivations and behaviours and evaluated the importance to Chinese students' travel decisions of the contributions of visiting friends and relatives (VFR) market. Lantai and Mei (2017) utilised a semi-structured interview to examine Chinese international students' travel behaviours, especially their information source, transportation and accommodation preference in Norway.

With regards to the research of Chinese international students' travel in Australia, Zhu (2016) aimed to use online surveys and interviews to analyse their information search behaviours for travel planning as to where and when they research. Zhang, Burgess, and Kerr (2009) interviewed Chinese students regarding their propensity to travel. Wang and Davidson (2008) attempted to find out Chinese students' perceived image of Australia and their pre- and post- arrival perceptions of this destination, which contributed to the understanding of the strengths and weaknesses of Australia as a tourist destination.

Investigating Chinese international students' travel in New Zealand, Ryan and Zhang (2007) explored their travel motivations, travel patterns, information sources, activity and infrastructure preferences at the University of Waikato. Liu and Ryan (2011) not only identified Chinese international students' travel motivations and travel activities but also discussed whether they were satisfied towards those activities and would host their friends and relatives from the Chinese mainland. Lou (2014) aimed to reveal the Chinese

international student's adventure travel motivations and look at the relationship between the demographic characteristics and the motivational variables.

2.3 Travel Motivation

According to Backman, Backman, Uysal, and Sunshine (1995, p.17), motivation is "a state of need, a condition that serves as a driving force to display different kinds of behaviour toward certain types of activities, developing preferences, arriving at some expected satisfactory outcome". Similarly, Huang and Hsu (2009) and Pearce (2014) claimed that travel motivation could be considered as a driving force behind tourist behaviour, and it helped to understand tourists' needs and how they made their travel decisions. Due to the importance of travel motivation, investigating motivation for travel has become an important study area in the field of tourism. Academics and practitioners have become interested in measuring motivation so that they can have further insight into tourists and subdivide tourists into smaller groups for developing tourism products (Fodness, 1994). There is a substantial number of studies focusing on this field and identifying that travel motivation is multidimensional as people may travel in a variety of ways and choose the destinations for different reasons (Ritchie, Tkaczynski, & Faulks, 2010). To deeply understand the concept of travel motivation, the following sections will discuss three popular theories or frameworks in terms of Maslow's hierarchy of needs theory, Travel Career Ladder (TCL) and push and pull theory ladder, all of which have been widely used in the previous studies to investigate tourist motivation.

2.3.1 Maslow's Hierarchy of Needs Theory

Originally related to the field of clinical psychology, Maslow's theory is commonly applied in tourism studies (Huang & Hsu, 2009). Maslow (1943) underlined that human needs can be arranged in a hierarchy of five broad categories which were physiological needs, safety needs, love needs, esteem needs and self-actualisation needs (see Figure 2-3). When basic needs are satisfied, humans will attempt to fulfil new and higher needs. The hierarchy begins with physiological needs such as food, air and sleep which are the physical needs to maintain a human's life. After that, safety needs are related to personal safety, stability and freedom. Next, love needs are keen to attain emotional needs from family and friends. Moving on to esteem needs, everyone in the society has a desire for self-esteem and to be respected by others. After all the needs above are reached, the highest level of human motivation is self-actualisation. Individuals will start realising their potential and seeking their growth to become what they want to be.

Figure 2-3: Maslow's Hierarchy of Needs (McLeod, 2007, p. 3)

With respect to tourism studies, Pearce and Caltabiano (1983) utilised Maslow's hierarchy of needs theory to investigate tourists' motivations and behaviours. The authors gathered data from 198 participants, and each participant was asked to provide one positive experience and one negative experience from their holidays. After the data collection, Pearce and Caltabiano (1983) coded the data into five categories based on Maslow's hierarchy of needs theory, and the findings demonstrated that the factors affecting tourists' travel motivations towards destination choice were similar to Maslow's theory. To illustrate, enjoying delightful food at the destination could fulfil physical needs, and developing intimate relationships during the trip satisfy self-esteem needs.

2.3.2 Travel Career Ladder (TCL) Theory

TCL produced by Pearce in 1988 was derived from Maslow's hierarchy of needs theory and conceptualisation of psychological maturity (Ryan, 1998). Although TCL was similar to Maslow's theory, Pearce provided valuable insight into tourist behaviours. The TCL model identified five different levels of needs (as shown in Figure 2-4) to depict travel motivation, and those needs may affect tourist behaviours (Ryan, 1998). As Pearce (1996, p. 13) noted, "the five motivational levels described in the scheme are; a concern with biological needs (including relaxation), safety and security needs (or levels of stimulation), relationship development and extension needs, special interest and self-development needs, and fulfilment or deep involvement needs (formally defined as self-

actualization)". Beginning with the lower order of biological needs moving through to higher order of fulfilment needs, tourist motivation will be changed from their travel experiences. That is, with accumulated travel experience, people will consider higher level needs to satisfy their desire (Huang & Hsu, 2009; Pearce, 1996). For instance, without any travel experience, people may prefer package tour because of the security concerns, but once they become more experienced, they may change to becoming independent travellers (Ryan, 1998).

In a study which set out to conceptualize travel motivations by the framework of TCL, Paris and Teye (2010) stated that backpacker travel motivations could be affected by the level of previous travel experience. For example, backpackers with less travel experience are more likely to be motivated by factors of personal and social growth such as developing a relationship and a sense of belonging, as opposed to backpackers with more travel experience. The reason may be that backpackers with more travel experience typically are older, and they may be constrained by family, work or time. Thus, those constraints may incline older backpackers towards personal and social growth dimension.

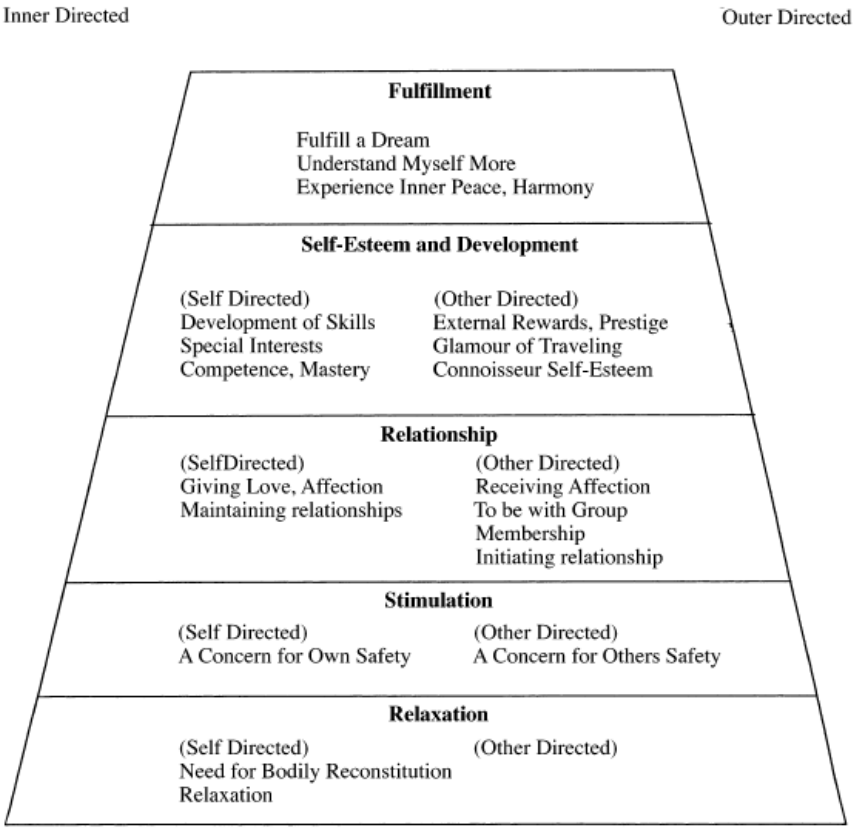

Figure 2-4: The Travel Career Ladder (Ryan, 1998, p.938)

2.3.3 Push and Pull Theory

As Cohen, Prayag, and Moital (2013) stated, the push and pull theory was widely employed in investigating travel motivation. Uysal and Jurowski (1994) pointed out that travel motivation was affected by push factors as internal forces and pull factors as external forces. Push factors are regarded as personal desire towards travel decision making or seek to explain what makes people want to travel while pull factors are described as destination attributes that drive people to travel to the specific destination (Crompton, 1979; Dann, 1977; Snepenger, King, Marshall, & Uysal, 2006). More specifically, push motivations are intangible factors such as relaxation, novelty, health, adventure and social interaction, and pull motivations are tangible factors such as natural landscape, cultural attractions, and entertainment (Uysal & Jurowski, 1994). Moreover, Cohen et al. (2013) underlined that push and pull theory were normally utilised via market segmentation to profile tourists. Likewise, numerous studies often use demographic segmentation to look at whether the segmentation can affect travel motivations. (Kim & Prideaux, 2005; Kozak, 2002). To sum up, "push and pull factors are interrelated and thus should be understood as critical factors that influence people's trip decisions and their efforts to meet individual needs and desires" (Kim et al., 2006, p. 347).

Based on his sociological perspectives, Dann (1977) identified two push motivations of travel in terms of anomie and ego-enhancement. Anomie is related to the desire to escape or get away from daily routine and to improve social situation. Ego-enhancement is associated with "the opportunity to boost the ego in acting out an alien personality" (Dann, 1977, p. 188). Similarly, Iso-Ahola (1983) believed that tourists tended to share their travel experiences and compared them with other people as this could be a way to enhance individuals' social status and self-esteem. More importantly, Dann (1977) claimed that push factors were typically the precursor of pull factors because different destinations may have different attractive factors attracting visitors, but push factors are based on individual desire and needs. Thus, Correia, Oom do Valle, and Moço (2007) indicated that the relationship between push and pull motivation and perception was in the following sequence: push factors followed by pull factors to create people's perceptions towards the destination.

Research conducted by Crompton in 1979 was recognised as a turning point for analysing push and pull travel factors. The author revealed nine motives for tourism, being seven push-factors and two pull-factors. The seven push-factors are socio-psychological

motives: escape from an everyday environment, exploration and evaluation of self, relaxation, prestige, regression, enhancement of kinship relationships and facilitation of social interaction, and the two pull-factors are cultural motives: novelty and education. In addition, Crompton (1979) emphasised that the nine push and pull factors should be considered inclusive when exploring tourist motivations because motivation was multidimensional, and tourists would not be motivated by consideration for travel decision making only.

Regarding university students' tourism, few studies have utilised push and pull theory to examine how students plan their trip. Thus, Kim, Noh, and Jogaratnam (2007) focused on university students in the United States and employed factor analysis to find out six push factors , namely: "Escape and relax", "Leisure and adventure", "Seeing and learning", "Travel bragging", "Visiting friends and relatives" and "Nature" and six pull factors, namely: "Accessibility", "Sun and beach", "Recreation", "Attractions", "Observing nature" and "Family". In addition, Kim et al. (2006) confirmed that students were pushed by internal needs and pulled by external needs when deciding their travel and considered that researchers should investigate the student market in different destinations. Kim et al. (2006) also utilised factor analysis to identify push and pull factors from United States students towards travelling overseas in ten different destinations. The findings showed that the participants may choose their travel according to seven push factors, namely: "Escape", "Seeing Learning", "Adventure and thrill", "Visiting friends and relatives", "Indulgence", "Nature", "Fun and entertainment", and six pull factors, which are "Sun and beaches", "Time and cost", and "Sports", "Attractions", "Family" and "Natural environment".

2.3.4 Travel Motivation of International University Students

In the previous studies, some researchers have focused on international university students' travel motivations from different countries. Xiao et al. (2015) conducted a comparative study between international and domestic university students in Australia. The researchers utilised a quantitative method to identify participants' demographic characteristics such as age, gender and nationality and their travel motivations. In the

Payne (2010) followed the study conducted by Ryan and Zhang (2007) and previous research and then established 16 travel motivational attributes to measure the strength of desire of private tertiary college universities and language schools to travel in New

Zealand. The results indicated that “to relax/chill out/have fun" followed by “to go sightseeing” and “go on holiday with friends” were scored as the three highest motivations for the international students while the three lowest motivations were “participate or support a friend in a sports tournament”, “look for career opportunities” and “look for study opportunities”. Additionally, Payne (2010) explored whether motivations differed significantly by demographic characteristics and noted that males were more likely to travel for the motivation of “to take a break from study”, whereas females rank higher on the motivation of “to participate in tourist activities and attractions”. To classify the participants into homogeneous segments, Payne (2010) employed cluster analysis to divide 16 motivations into four clusters, namely: "sightseeing”, “escape and relax”, “take a break with friends”, and “road trip with family and friends”. Among the four clusters, “road trip with family and friends” was the largest one, followed by “take a break with friends”, “escape and relax” and "sightseeing”.

2.3.5 Travel Motivation of Chinese International University Students

Several studies have investigated Chinese international university students’ travel motivations. Huang and Tian (2013) examined Chinese international university students studying in the United Kingdom; the authors collected the data from 321 participants and utilised the questionnaire to evaluate their travel motivations. Among the 14 motivations, the top three motivations were “to take a rest/to relax”, followed by “to discover new places” and “to learn about culture and ways of life”, whereas the least important motivations were “to escape” followed by “to seek adventure” and “to visit friends/relatives”. In addition, factor analysis was utilised by Huang and Tian (2013) to find out the underlying motivation dimensions, and four dimensions were identified and labelled as “relaxation”, “self-improvement”, “experience culture” and “adventure and excitement”. The dimension of “relaxation” was the most significant reason for students' travel because during the study, the students may be under a lot of pressure, and trip was an effective way to reduce stress. Similarly, the self-improvement dimension such as "to meet new people" and "to integrate myself into society" was also the critical reason motivating the students to travel.

Liao (2012) studied Chinese international university students’ travel motivations towards travelling in the United States by employing the push and pull theory. Moreover, the researcher sought to group the Chinese international university students into homogeneous segments, which can be beneficial for the tourism industry to cater to the

potential market. Analysis of the questionnaires found that the five most significant push-motivations for the Chinese students were "learning something new", fulfilling a desire towards visiting the destination", "good weather", "being entertained" and "experiencing a new destination". Conversely, "sharing the trip after the trip", "to get exercise" and "indulging in luxury" were given least importance for the reason to travel. In terms of the pull motivations, “beautiful landscape”, “safe environment” and “relaxing location” are the three main determinants for the Chinese students to travel to the destination. In contrast, "previous experience, "familiarity with a destination" and "guided tours" were not considered as the important reasons while choosing a destination. In common with the other researchers, Liao (2012) used factor analysis to group 22 push motivations and 23 pull motivations into underlying motivational dimensions. The push motivations were grouped into seven dimensions and named as “enjoying entertainment”, “investigating locality and bragging”, “enhance relationships and ego”, “mental and physical satisfaction”, “cultural and historical attractions”, “escape” and “enjoying good weather”. The pull motivations were divided into four dimensions and labelled as “familiarity and educational opportunities”, “attractions”, “urban organized tourism” and “hospitality”. Liao (2012) also identified that there were considerable differences between demographic characteristics such as gender and education levels and the students’ travel motivations. Compared with males, females were more likely to travel for the reason of “enjoying entertainment” and “enhancing relationships and ego”. However, “investigating locality and bragging” and “mental and physical satisfaction” were more valued by males than females. The participants with higher education level were more likely to be motivated by the factor of “enjoying entertainment”.

Qiu (2014) examined Chinese international university students’ travel motivation towards travelling in Canada. 17 motivation items were used to measure 139 participants, and the results indicated that “relaxation”, “discovering new things and places” and “visiting natural destinations” were scored as the three most important motivations. In contrast, the three items including “to visit friends and relatives living in Canada”, “to visit the places where my friends have not been" and "to enhance my English knowledge" were least significant for the Chinese students. Subsequently, Qiu (2014) adopted factor analysis and identified four motivational factors regarding “exploration and learning”, “memorable activities and achievement”, “socialization and prestige” and “escape and relaxation”. Among these four factors, “escape and relaxation” was rated as the highest motivational factor, followed by “exploration and learning”. In addition, Qiu (2014)

found that undergraduate students were more likely to consider the factor of "socialization and prestige".

In New Zealand, four studies have focused on Chinese international university students' travel motivations (Liu & Ryan, 2011; Lou, 2014; Ryan & Xie, 2003; Ryan & Zhang, 2007). Lou (2014) investigated the Chinese students' travel motivations towards participating in adventure activities in New Zealand and the correlation between the motivations and demographic characteristics. The quantitative method was used by Lou (2014) to answer the research aims. Within the 20 motivational items, "to participate something that has not experienced before", "experiencing different lifestyles" and "to do something exciting" were the main reasons for the Chinese students to participate adventure activities, whereas the three least important motivations were "using my equipment", "low cost for travel" and "friendships". Subsequently, utilising factor analysis, four dimensions including "achievement and risk taking", "ego enhancement", "novelty and knowledge seeking" and "exciting experience" were classified from the 20 motivational items. Additionally, compared with the other demographic characteristics, gender was the only variable that showed differences in travel motivations. Lou (2014) stated that females placed more importance on the dimension of "exciting experience" than males.

Research conducted by Ryan and Xie (2003) showed that the three most important motivations for the participants were "to relax and have fun", "to go sightseeing", "to learn about New Zealand". In contrast, the three least motivations were "to visit relatives", "to look at career opportunities" and "to look at another universities and course". In addition, the researcher demonstrated that females were more interested than males in sightseeing, and males were more likely to explore Maori culture.

Ryan and Zhang (2007) utilised mix-method to research Chinese international university students' travel motivations within New Zealand. Firstly, a focus group was employed to help the researchers to create the questionnaire. Among the 15 motivations used in the questionnaire, 178 participants were asked to rank the importance of each motivation. The findings showed that "relax and having fun" was the most significant motivation for travel, followed by "to do something different" and "to go sightseeing", whereas "to experience something about Maori" and "to visit relatives" are considered not significant. Subsequently, Ryan and Zhang (2007) grouped the participants into four homogeneous

groups by cluster analysis and named those groups as “relax and sightsee”, “explore place and people”, “chill out” and “career oriented”.

Another study focusing on Chinese international university student’ travel motivations in New Zealand was conducted by Liu and Ryan (2011). The authors used importance-performance analysis to measure the importance and satisfaction of travel motivations. The motivations such as “to discover new places and things”, “to holiday somewhere safe”, “spend time with friends/families” and “relax” were both high importance and high satisfaction. Conversely, the participants considered that the motivations such as “to visit cultural attractions”, “adventure seeking” and “educational seeking” were not as important, and their satisfaction was also ranked at low level.

In the comparison, there are similarities and differences between travel motivation of international university students in general and Chinese international university students. The similarities within these two groups are that the motivations such as “relaxation”, “discovering new things’ and “to go sightseeing” are considered as the important factors for travel (Huang & Tian, 2013; Payne, 2010; Qiu, 2014; Ryan & Xie, 2003; Ryan & Zhang, 2007; Xiao, So, & Wang, 2015). Conversely, “to visit friends or relatives” and “to look at career opportunities” are not the significant motivations for travel (Huang & Tian, 2013; Payne, 2010; Ryan & Xie, 2003; Ryan & Zhang, 2007). Regarding the differences, Lou (2014) indicated that the Chinese international students in New Zealand were less likely to travel because of the intention of building rapport with friends in adventure tourism. However, Payne (2010) identified that the international students in New Zealand considered that “to go on holiday with friends” was an important reason for travelling. Moreover, several researchers have discovered specific motivations of Chinese international students that are not revealed in international students. For example, Liao (2012) and Qiu (2014) found out that “natural landscape” was the significant motivation for Chinese international students. Liao (2012), Ryan and Xie (2003) and Ryan and Zhang (2007) noted that “entertainment” was one of the main reasons which enhanced Chinese international students’ willingness to travel.

2.4 Understanding Travel Behaviour

Cohen et al. (2013) and Reisinger (2009) claimed that the concept of consumer behaviour remained in the field of tourism to explain the terms of "tourist behaviour" or "travel behaviour". According to Reisinger (2009, p. 279), "consumer behaviour is the behaviour that consumers display in selecting, purchasing, using, and evaluating products, services, ideas, and experiences that they expect will satisfy their needs and desires". As Van Vuuren and Slabbert (2012) noted, travel behaviour concerned tourists' attitudes towards selecting, evaluating and purchasing the tourism products, services and experiences. Similarly, Plog (2002, p. 245) noted that "knowing where people fit on this normal curve explains much of their travel behaviour, including types of travel products they prefer, places they like to visit, travel experiences they select at destinations, and advertising that appeals to them". Therefore, researchers who intend to investigate travel behaviours usually focus on the travel decision-making such us time, money, service and travel-related products (Reisinger, 2009).

According to Pearce (2005), travel behaviour matters to tourists, public sector managers, business interests and academic researchers (see Figure 2-5). Initially, travel behaviour is vital to tourists because they value their travel experiences and are concerned with enhancing their satisfaction with each experience. Furthermore, travel behaviours should concern public sector managers since their work and policy-making related to tourism activities can affect travel decision making. For business interests, the investigation of tourist behaviour can help tourism operators to improve, promote and sell tourism products and cater to the potential customers (Horner & Swarbrooke, 2016; Pearce, 1996, 2005). However, the most enduring and consistent interest in researching travel behaviour, in general, is from academic researchers because their intention is to examine the needs of decision makers and can assist public sector and tourism operators to reach those needs (Pearce, 2005). In the description of travel behaviour above, it can be concluded that understanding how tourists make their choices to purchase tourism products and their preferences is significant and can be beneficial for developing the tourism industry.

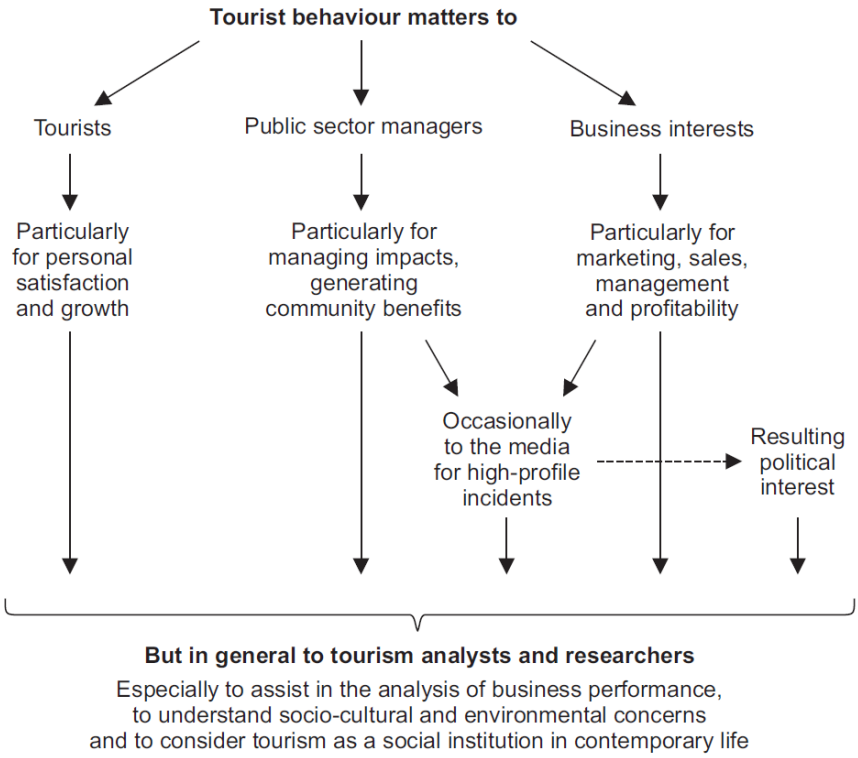

Figure 2-5: To whom does tourist behaviour matter? (Pearce, 2005, p. 7)

In order to explore tourists' behaviours, it is important to understand what factors may affect their propensity for travel. As Reisinger (2009) stated, tourists were different from one person to another, and each type of tourist would have specific needs and different characteristics to express their behaviours in a variety of ways. More specifically, tourists' behaviours are derived from personal factors such as demographic variables, economic conditions, geographic location and psychographic. Consequently, analysing different types of tourist can be an effective approach to identify tourists' behaviours. Similarly, Varasteh, Marzuki, and Rasoolimanesh (2015) reviewed previous studies and created a theoretical framework which confirmed that the factors including age, gender, level of education, nationality, marital status, source of finance, length of living in host country and current university may influence the travel behaviour of international students (see Figure2-6).

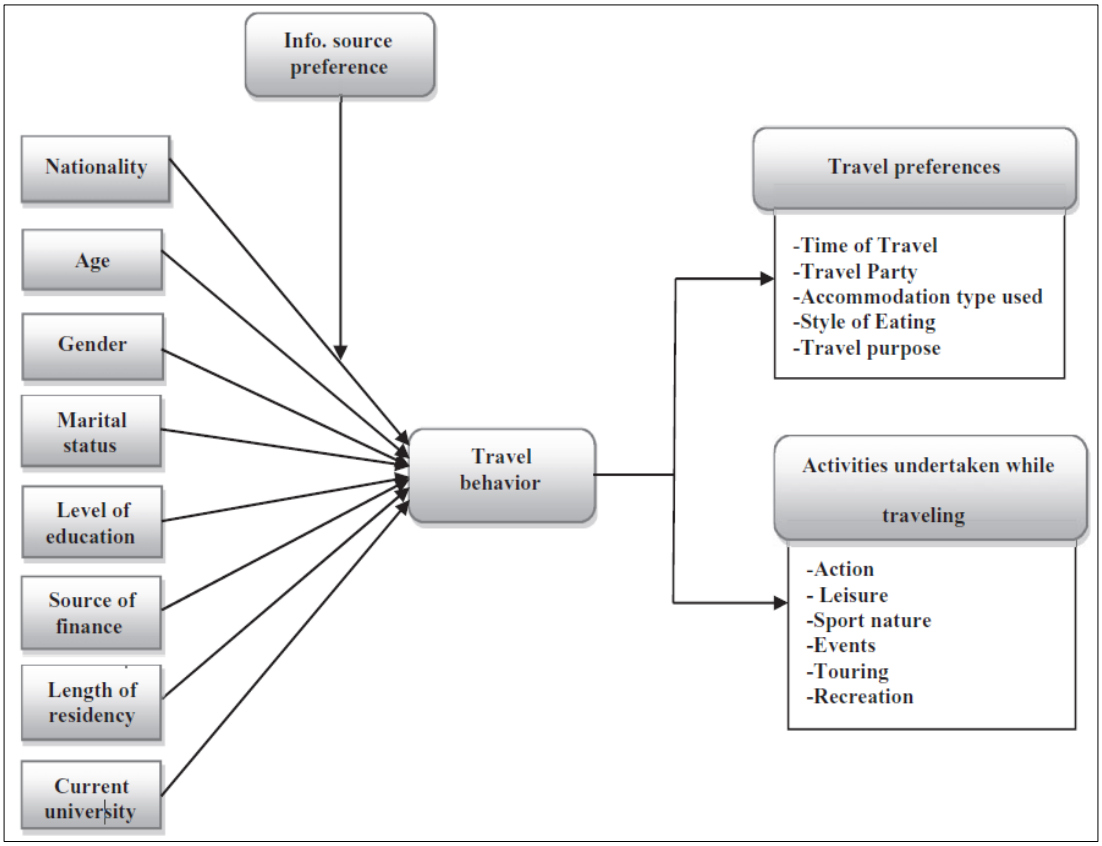

Figure 2-6: Theoretical framework of the study (Varasteh et al., 2015, p. 135)

2.4.1 Travel Behaviour of International University Students

Numerous studies have focused on travel behaviours of international university students in different countries. In the United States, Sung and Hsu (1996) conducted an exploratory study of international university students' demographic characterises and travel patterns at Midwestern University through a questionnaire survey. The results showed that most of the participants mainly received travel information from friends or relatives rather than travel information centres and brochures. Furthermore, they were more likely to take one to three days for a trip followed by four to six days. More importantly, Sung and Hsu (1996) explored whether travel behaviours differed significantly by demographic characteristics and found that the international students who were over 26 years old were more likely to repeat their past travel experiences. Moreover, the participants who have been living longer in the United States are less likely to receive travel information from friends or relatives. The same authors in 1997 also examined international university students' travel behaviours in the United States but mainly focused on transportation, accommodations, and meals (Hsu & Sung, 1997). Their study demonstrated that in general, international university students used private vehicles as the primary form of transport when travelling followed by aeroplane and bus. In terms of accommodation, the

participants were more likely to choose hotels and motels. Fast-food restaurants were the most popular choice for the international students. In addition, the study compared the participants' behavioural variables with demographic background and found that female participants who were younger than 26 years old were inclined to choose aeroplanes. Fast-food restaurants were the leading choice for the participants who were living less than three years because they appeared to be more comfortable with less interaction with people due to their language barrier.

Field (1999) aimed to examine travel behaviours and destination preferences between international and domestic university students in the United States. Field's study showed that vehicles were the most popular form of transport for the international students, which differs from the findings of Hsu and Sung (1997). However, the preferred choices of accommodation and meal were the same as discovered by Hsu and Sung; the respondents were more likely to choose hotels, motels, and fast food restaurants while travelling. Moreover, Field (1999) indicated that only 34.5% of the respondents would utilise travel agents to book their trip. Thus, the international student market did not represent a significant source of profit for travel agents.

Australia is another destination where many studies devote significant attention to the international university students' travel because the destination is popular for studying abroad. Consequently, some studies specifically explored international university students' travel behaviours in Australia. Glover (2011) compared international and domestic university students' travel behaviours in Australia via an online survey at the University of Queensland. The questionnaire sought information such as length of stay, transport, accommodation, travel party and when to travel. On average, international students were more likely to stay 4.4 nights and travel in mid-semester breaks. Regarding transport, the two most popular choice for the international students were the aeroplane and rental car, which may be because they usually did not have a vehicle of their own. International students tended to travel with their friends and not travel alone. The primary type of accommodation that international students preferred was backpacker hostel.

Michael, Armstrong, and King (2004) studied Asian international students in seven universities in Victoria, Australia and investigated whether their friends or relatives would visit Australia during their study. Based on the findings from the questionnaire surveys, Michael et al. (2004) demonstrated that the respondents tended to plan trips by

themselves and obtain travel information from their friends by word-of-mouth rather than from traditional travel sources.

Payne (2010) investigated international students from private tertiary college universities and language schools in terms of travelling in New Zealand. The results identified that majority of the participants preferred to travel with friends, followed by travelling alone, and then travelling with family or partner. In addition, the main source of travel information was from friends, followed by guide books and Internet. In terms of transport use, private vehicle was the primary option, followed by rental car. As for the accommodation, backpacker hostel was the most popular choice, followed by family and friends' house, and motel.

Gardiner, King, and Wilkins (2013) employed the mix-methods approach to identify the travel characteristics of international university students and the nationality-based differences between the travel behaviours and the travel constraints in Australia. The researchers first utilised the method of a focus group to reveal the travel constraints and then collected the data by questionnaire. The results showed that international students normally preferred a short-term excursion lasting from one to six nights. In addition, international students from North America and Europe inclined to have a longer length of stay than Chinese and Indians. Gardiner et al. (2013) also stressed that for most participants, international students were highly budget conscious, with a ceiling price of 1,000 Australian dollars per trip. Regarding the accommodation, the international students were more likely to choose backpacker hostels followed by holiday apartments and hotels/motels. North American and European students were more likely to choose cheaper accommodation such as backpacker hostels. However, Chinese and Indian students preferred hotels and motels.

2.4.2 Travel behaviour of Chinese International University Students

Due to the increasing Chinese student market, a number of studies have examined Chinese international university student travel behaviours. Huang and Tian (2013) investigated the travel behaviours of Chinese international university students in the United Kingdom through a questionnaire survey. Based on the Chinese students travel experiences, the results demonstrated that the main form of transport for travelling was train followed by bus and private vehicle. Moreover, the participants were more likely to choose hotels and friends' houses while travelling.

Ryan and Xie (2003) conducted a study focusing on the travel patterns of Chinese international university students in New Zealand. Of the 264 participants, nearly half of them preferred to travel with friends, and a small number of participants mentioned that they preferred to travel alone. Regarding transport choices, most of the respondents tended to travel by car followed by bus, aeroplane and train. When choosing the mode of accommodation, the Chinese students were more likely to opt for motels and backpacker hostels, whereas friends' houses were not a popular option. More importantly, Ryan and Xie (2003) measured whether the travel patterns would differ with genders. They found that males were more willing to choose backpacker hostels as a mode of accommodation than females.

Shi, Nakatani, Sajiki, Sawauchi, and Yamamoto (2010) conducted a comparative study between Chinese and non-Chinese international students' travel behaviours at Hokkaido University, Japan. In the mail questionnaire, the participants were required to choose their travel patterns in respect of transport, accommodation, meal choices and the source of travel information. In terms of transport, the most popular form for the Chinese students was public transport such as railways and buses. Also, the Chinese students preferred to choose hotels for accommodation rather than campgrounds. As for the source of travel information, TV programmes, Internet and word-of-mouth communication were the three most popular ways for the Chinese students to obtain the information.

Lantai and Mei (2017) employed face-to-face interview as a research method to investigate the travel behaviours of Chinese international university students in Norway. Within 15 interviewees, most of them claimed that it was more relaxing to travel in a small group or alone because travelling with too many people may lead to conflicting ideas. With respect to the source of travel information, many participants inclined to utilise the Internet to obtain information and book their accommodation. Additionally, some participants believed the combination of Internet and friends' recommendations could be a reliable source of travel information. As for transport, Lantai and Mei (2017) emphasised that the choice of transport would be affected by the prices, convenience and facilities of the host country . The interviewees indicated that although they had driver licences to drive in Norway, public transport such as bus, train and plane was more popular while travelling since petrol prices were high. Finally, the interviewers were asked about their accommodation choices. Due to the price issue, most of the interviewees

considered that hotels were too expensive for them. Thus, they were more likely to choose bed-and-breakfasts and hostels as a mode of accommodation.

2.5 Summary

The research question of this study is "what are Chinese international university students' motivations and behaviours towards travelling in New Zealand?". This chapter not only provides an understanding of educational tourism and of the international university students' travel market but also identifies the theory of travel motivation and behaviour. The international university students' market has become important to the tourism industry and to academic researchers. Therefore, numerous studies have examined students' travel motivations and behaviours. In the previous research, a limited number of studies have targeted the Chinese students who are travelling in New Zealand during their study. Liu and Ryan (2011), Ryan and Xie (2003) and Ryan and Zhang (2007) investigated the Chinese students' travel motivations and another examined student's adventure travel motivations (Lou, 2014). Although the motivations reviewed from these studies can be associated with push and pull theory, no study utilised the category of push and pull motivation with a comprehensive technique in demography to examine Chinese international university students in New Zealand. As Kim, Noh, et al. (2007) noted, few studies investigated the differences in push and pull travel motivation in the university market globally. In addition, Kim et al. (2006) stressed that students would be pushed by internal needs and pulled by external needs for their travel decisions and suggested that researchers should explore the student market in different destinations. Besides travel motivation, exploring the travel behaviours of international university students is significant because this can help the tourism industry in the destination to identify the expectations of international university market and to cater for their potential market. Therefore, the present study examines Chinese international university students' motivations based on push and pull theory and behaviours towards travelling in New Zealand. More importantly, demographic characteristics are applied to discover the travel motivation and behaviour to have a better comprehension of Chinese students' travel.

Chapter 3. Methodology

3.1 Introduction

The aim of this research is to examine travel motivations and behaviours of Mainland Chinese university students in New Zealand. This chapter explicitly describes and explain the methods that are employed to achieve the study aim. This study begins with the discussion of the research paradigm and demonstrate which paradigm is followed to underpin the research design. Furthermore, the quantitative method of data collection including questionnaire design, sample size, sampling strategy and conducting the survey is presented in detail. Subsequently, the process of data analysis and the statistical techniques are described. Finally, the questions of reliability, validity and ethics is identified in the latter part of this chapter.

3.2 Research Paradigm

According to Kuhn (1996, p. 45), research paradigms is "the set of common beliefs and agreements shared between scientists about how problems should be understood and addressed". Thus, this is the attitude we hold as we explore the world to seek answers to the research questions. As Scotland (2012) noted, ontological and epistemological assumptions were the two main dimensions followed by every paradigm. Ontology deals with the nature of reality (Hudson & Ozanne, 1988). That is, researchers will try to understand things based on the reality such as how things truly work (Scotland, 2012). In contrast, epistemology is related to the researchers' knowledge towards perceiving reality world (Carson et al., 2001), or is "a way of understanding and explaining how I know what I know" (Crotty, 1998, p. 3). Scotland (2012) considered that paradigms could be connected to different assumptions, which are reflected in the research method that the researchers adopt.

The present research focuses on travel motivations and behaviours of Mainland Chinese students in New Zealand. In the previous research, numerous studies widely used the quantitative method such as questionnaire surveys to investigate travel motivations and behaviours. For instance, Jang and Wu (2006) examined the travel motivations of Taiwanese seniors through self-administered questionnaires. Xiao et al. (2015) utilised a quantitative method to collect demographic data from international and domestic

university students about their travel motivations. Huang and Tian (2013) employed questionnaires to collect data from Chinese international university students studying in the United Kingdom. Van Vuuren and Slabbert (2012) attempted to determine tourists' motivations and behaviours in a South African resort by using questionnaires. Michael et al. (2004) reported the travel behaviours of Asian international students in seven universities in Victoria, Australia through questionnaire surveys. Used by previous studies, the quantitative method was employed in the present study, which also means that the positivist paradigm was the philosophical underpinning of this study. Positivist researchers try to have a distance from the participants enabling them to remain emotionally neutral towards people expressing their perspectives (Carson et al., 2001; Scotland, 2012). Moreover, Orlikowski and Baroudi (1991) claimed that the criteria adopted by positivists were based on evidence, quantifiable measurement and hypothesis testing to answer the research questions. Therefore, mathematical techniques for quantitative processing are usually employed within the positivist paradigm to analyse social behaviours and phenomena (Carson et al., 2001; Hudson & Ozanne, 1988; Jennings, 2010).

3.3 Research Design

The present study employed the quantitative approach to investigate travel motivations and behaviours of Mainland Chinese students in New Zealand, and a self-administered questionnaire survey was selected as a research instrument. The quantitative approach involves numerical data as evidence to display the results (Given, 2008; Veal, 2011). Moreover, Tolich and Davidson (2003) emphasised that the quantitative approach allowed researchers to investigate the relationship between different variables or the cause and effect factors. The questionnaire is one of the most common methods used in quantitative research (Gray, 2004). There are several advantages of using questionnaire compared with qualitative techniques. As Gray (2004) and Tolich and Davidson (2003) noted, questionnaires can provide a standardised assessment because the participants can be tested by the same questions and the same way every time. Gillham (2000) indicated that the questionnaire had less pressure for an immediate response, and participants can choose a time and location that suits them. In addition, Veal (2011) considered that understanding the phenomenon of tourism in contemporary society required quantified information to look at tourists' decision-making in that their activities consisted of different types of behavioural pattern such as frequency of travel, expenditure, location preference and desired level of travel, and questionnaires can comprehensively provide

this sort of information. Due to the numerical nature of the data, the results were analysed by using the Statistical Package for Social Sciences (SPSS).

3.4 Data Collection

Using the quantitative method, a self-administered questionnaire was utilised to collect the data in this study. However, many aspects should be considered in the process of data collection. This section presents information regarding questionnaire design, the sample size, sampling strategy and how the data was collected by the researcher.

3.4.1 Questionnaire Design

When designing the questionnaire, some principles should be considered. Veal (2017) and Krosnick (2018) underlined that the questionnaire should be easy to understand by using familiar words and avoiding vague explanations. If the respondents did not comprehend the questions, the results may be unreliable and affect the entire research. The researcher should also be aware of the length of the questionnaire. Gillham (2000) and Gray (2004) suggested that the length of a questionnaire which can be tolerated is a maximum of four to six pages, otherwise respondents may be impatient while answering the questionnaire, and the responses could thus be affected. Furthermore, the topic of the research should be explicitly demonstrated in the survey because "If the respondents are clear about what you are trying to find out and why, they are much more likely to response appropriately and helpfully" (Gillham, 2000, p. 38). Finally, Sirakaya-Turk (2011) pointed out that the questionnaire should include questions that link to the independent variables and dependent variables in order to answer the research questions. Regarding types of question, there is a variety of formats that can be employed, and using the right format can increase the response rates (Gray, 2004). For example, when asking questions related to demographic characteristics, selected responses question can be suitable. Because the personal information such as gender and age is usually based on a specific answer, it is easier for respondents to answer the questions by ticking the options rather than writing down their sex and age (Gillham, 2000). Moreover, Likert scales are designed to measure people's attitude or motivation (Veal, 2017). Javaras (2004) claimed that attitude was a psychological tendency which can be explained as the level of favour or disfavour. Likert's technique offers the opportunity for participants to indicate the extent to which they agree or disagree with a particular statement, and their answer can be quantified (Krosnick, 2018; Veal, 2017). After drafting the questions, researchers should conduct the pilot testing. Gillham (2000) and Sirakaya-Turk (2011) emphasised

that pilot testing was to ask a small group of people to provide feedbacks towards the questionnaire and allows the researchers to discover mistakes before embarking upon the data collection.

In the present study, the researcher designed the questionnaire in both English and Chinese versions (Appendix C and D). At the beginning of the questionnaire, the participants would be informed about the topic of the research and what the researcher tried to find out. Subsequently, there are three parts in the questionnaire. The first section is to find out participants' socio-demographic characteristics such as age, gender, level of education and length of residency. The second section focuses on travel behaviour, and the participants are asked to answer six questions including travel companion, days of trip, the form of transport used, type of accommodation, sources of information and travel type. The third section of the questionnaire is to examine the push and pull motivations. To ensure the measurement was relevant and useful, all the motivational items were derived from the background of New Zealand tourism and previous studies which have utilised push and pull theory as the category on the travel motivation of students or Chinese tourists (Hanqin & Lam, 1999; Kim, 2007; Kim et al., 2006; Kim, Noh, et al., 2007; Liao, 2012; Lu, 2011). Moreover, due to the nature of this study, the measurement didn't link from the previous studies conducted by Liu & Ryan (2011), Lou (2014), Ryan & Xie (2003) and Ryan & Zhang (2007). A list of 21 push motivations such as "to reduce stress", "to travel the place that I have not been before", "seeing nature and observing wildlife" and "to engage in adventure tourism activities" is established to ask participants' desire to travel in New Zealand. Conversely, 19 pull motivations such as "convenient transportation", "ease of communication", "quality of food and beverage" and "safe and security" are to understand how the destination attributes may affect participants' travel decisions. Moreover, a five-point Likert scale was utilised to measure travel motivations (1 = least important, 2 = not important, 3 = neutral, 4 = somewhat important, 5 = extremely important). Once the questionnaire was created, a pilot test was undertaken by 10 university students studying at Auckland University of Technology. Based on their feedback, the questionnaire was modified to ensure that the participants could easily understand the questions and indicate responses.

3.4.2 Sample Size

Before collecting the data, it is important to decide the proper sample size that can represent the total population of Chinese international university students in New Zealand.

Basically, the larger the sampling size, the more accurate the statistic is (Sirakaya-Turk, 2011). However, 100% accuracy does not exist in statistics, unless the researcher can conduct the survey for an entire population. Thus, Veal (2011) stated that looking at confidence levels and the confidence interval was the effective method to ensure whether the sample size was enough for the research. Confidence level explains the level of percentage to represent the reality (Israel, 1992). For example, if the confidence level is 95%, the results will be matched 95% of the time. The confidence interval is the width of uncertainty with any specific statistic (Nakagawa & Cuthill, 2007). For instance, if the confidence interval is ±5%, the result could have an error of between plus and minus 5%.

As Veal (2017) noted, the confidence interval was affected by confidence level, population size and sample size. Table 3-1 shows the minimum sample sizes that can be in line with a 95% level of confidence and confidence intervals of ±5%; if the known population size is 50,000, the sample size should be 381, whereas when the known population size is 500,000 or higher, the sample size is always 384. Moreover, researchers can follow Table 3-2 to choose the sample size to achieve given confidence intervals if the total population size is 500,000 or higher. In social research, 95% level of confidence and confidence intervals of ±5% are usually considered as the standard to decide the sample size (Veal, 2017). In 2016, the total number of Chinese university students in New Zealand was 11,846 (New Zealand Education, 2017). Based on the Table 3-1, the sample size needs to be 375 in this study.

Table 3-1: Sample size and population size: small populations (Veal, 2017, p. 427)

Population size	Minimum sample sizes for confidence interval of ±5% and ±1% on a sample finding of 50%:	
	±5%	±1%
Infinite*	384	9602
10,000,000	384	9593
5,000,000	384	9584
1,000,000	384	9511
500,000	384	9422
100,000	383	8761
50,000	381	8056
25,000	378	6938
20,000	377	6488
10,000	370	4899
5000	357	3288
2000	322	1655
1000	278	906
500	217	475
200	132	196
100	80	99
50	44	50

Table 3-2: Necessary sample sizes to achieve given confidence intervals (Veal, 2017, p. 424)

Conf. interval	Percentages found from sample ('results')						
	50%	40 or 60%	30 or 70%	20 or 80%	10 or 90%	5 or 95%	1 or 99%
	Minimum necessary sample size						
±1%	9600	9216	8064	6144	3456	1824	380
±2%	2400	2304	2016	1536	864	456	*
±3%	1067	1024	896	683	384	203	*
±4%	600	576	504	384	216	114	*
±5%	384	369	323	246	138	73	*
±6%	267	256	224	171	96	*	*
±7%	196	188	165	125	71	*	*
±8%	150	144	126	96	54	*	*
±9%	119	114	100	76	43	*	*
±10%	96	92	81	61	35	*	*

3.4.3 Sampling Strategy

Sampling strategy is a plan to decide how the sample will be collected from the entire population (Curtis & Curtis, 2011). According to Etikan, Musa, and Alkassim (2016) and Sirakaya-Turk (2011), two common types of sampling procedure are non-probability

sampling and probability sampling. In non-probability sampling, not all unit of the population has an equal chance to participate the study. Conversely, probability sampling allows that each unit of the population has a fixed opportunity of being included in the study (Jennings, 2010).

The entire population of Chinese international university students in New Zealand is too large, so it is not possible to include each unit to this study. In addition, due to the restriction of time, the data was only collected at one of the universities (AUT) in New Zealand. Under these circumstances, convenience sampling was adopted to recruit the participants. More importantly, this technique for data collection is less time consuming and not expensive to implement so that researchers only need little preparation for data collection (Bornstein, Jager, & Putnick, 2013; Jennings, 2001). Nevertheless, convenience sampling, which is a nonprobability sampling, may lead to bias results because it can be under-representation of the population (Etikan et al., 2016).

3.4.4 Conducting the Survey

The participants are Chinese international students studying in New Zealand, and the data was collected from 6th August to 24 August in 2018 at the Auckland University of Technology. In the present study, the participants need to meet three selection criteria, these being: living in New Zealand at least 6 months, being 16 years old or over and being Chinese international students with a student visa studying at university in New Zealand. The researcher approached potential participants who seemed to be Asian-looking and asked whether they were international students from China. If the answer was yes, the researcher would firstly introduce them to the research and then inform what and how the participants need to do in this survey, via the Participant Information Sheet (Appendix A). The information sheet explicitly demonstrated the purpose of the research and participants' entitlements. After the participants understood the information of the survey, they were given the questionnaire to complete. During the process of answering the questionnaire, the researcher would act as an observer by maintaining a distance from the participants, so that they can remain emotionally neutral when expressing their perspectives.

De Vaus and de Vaus (2013) indicated that the process of data collection would be affected by different situations such as restriction of cost and time. Indeed, due to the limitation of time, only 270 questionnaires were distributed to the participants. There

were 267 valid questionnaires, which brought up the response rate to 98%. As Fincham (2008) noted, the response rate expectation for survey research should be approximately 60% or higher. Even though the response rate was high in this study, the number of questionnaires did not reach the target sample size. Thus, the confidence interval would drop to ±6%, which means that the results would have the error between plus and minus 6%. The limitation of the relatively small sample size is mentioned in the conclusion chapter of this research.

3.5 Data Analysis

After collecting the data, the next step was to choose the appropriate technique for statistical analysis to make the data meaningful. For a quantitative approach, SPSS is considered as the most widely used method to analyse numerical data (Veal, 2011). The data from 267 questionnaires was inputted and coded into an Excel document by the researcher. Subsequently, the document was imported into SPSS version 25 for data analysis.

3.5.1 Data Coding

Before coding the data into SPSS, the data should be categorised because the use of statistical tests depend on the types of data (Gray, 2004). Based on the questionnaire in the present study, the data are nominal scale and ordinal scale. Nominal scale divides data into a discrete classification with no ranking or order such as asking participants' gender and their selection of transport (Sirakaya-Turk, 2011). Ordinal scale is the order of the values (Sirakaya-Turk, 2011). For instances, the participants rank how the factors are important to them. The first section and the second section which focus on participants' demographic characteristics and travel behaviour are nominal data, and the third section using a five-point Likert scale to measure push and pull travel motivations is ordinal data.

Once the data was categorised, the next step was to enter the data, which includes cleaning data, data coding and dealing with missing data (Gray, 2004). To keep data clean and accurate, the researcher double-checked the dataset with the original questionnaires, and more than one person (the researcher and his supervisor) would check the data before analysis. Coding is related to the process of allocating a number to data (Jennings, 2010). For instance, male was labelled as "1" and female as "2". To handle missing values, three invalid questionnaires with a significant amount of missing data would not be used for data entry. Besides invalid questionnaires, one missing data item was found in one of the

questionnaires, and this item was displayed as blank. Thus, SPSS can recognise the variable as missing (Veal, 2011).

3.5.2 Statistical Data Analysis

In the present study, the collected data were analysed by six statistical tests in SPSS, being descriptive analysis, multiple response analysis, exploratory factor analysis, chi-square, independent t-test and one-way ANOVA. The significance level of 0.05 is followed to look at whether there are significant differences between the two sets of variables (Gaur & Gaur, 2009; Jennings, 2010). If the significance level (p-value) is over 0.05, there is no difference between the sample groups. In contrast, the significance level is lower than 0.05, which means there are differences between different categories. According to Gillham (2000), the initial step of analysis usually uses descriptive analysis to identify the data so that the overall findings can be easily seen in a summary form through table or graph. Thus, the descriptive analysis would be applied to find the frequencies and percentages of participants' demographic characteristics and travel behavioural variables. However, some questions in travel behaviour such as the types of accommodation and the sources of travel information allow the respondents to present more than one answer. The data collected from those questions would be analysed by multiple response analysis to show the frequencies of each response (Coakes, 2013). Furthermore, descriptive analysis with the mean values and standard deviations were computed to rank the importance of push and pull motivations showed by the participants.

Since factor analysis has commonly been employed to analyse travel motivation (Kim & Jogaratnam, 2003; Kim, Oh, et al., 2007; Peng, Wang, Qu, & Zhang, 2011; Ritchie et al., 2010; Sangpikul, 2008), this analysis was used by this research to identify the motivation dimensions from 21 push motivations and 19 pull motivations and discover the correlation among related items by turning a large number of items into a smaller set of factors. Gorsuch (2015, p. 2) claimed that the aim of using factor analysis was to "summarize the inter-relationships among the variables in a concise but accurate manner as an aid in conceptualization". In particular, exploratory factor analysis was employed, as the present study intends to discover the factors from the numerical nature of the data by not setting a specific hypothesis (Veal, 2011). In terms of the factor extraction, principal components analysis was applied as an approach to remove irrelevant motivations (Costello & Osborne, 2005). Regarding factor rotation, Gaur and Gaur (2009) demonstrated that factor extraction without rotation may be difficult to interpret. There

are two types of rotation approach including orthogonal and oblique (Gaur & Gaur, 2009). Varimax rotation which is an orthogonal rotation was used in this research because this rotation is the most common choice of rotational methods and can provide a simple structure to interpret results easily (Yong & Pearce, 2013).

Several considerations should be followed when using factor analysis. Sample size between 200 and 300 is appropriate but should not be less than 100 (Gaur & Gaur, 2009). Kaiser-Meyer-Olkin measure of sampling (KMO) and Bartlett's test of sphericity are to measure sampling adequacy. KMO should exceed .6, and the significance value of Bartlett's test of sphericity should be <.05 (Coakes, 2013). Costello and Osborne (2005) and Yong and Pearce (2013) suggested that to determine the number of factors to extract, it was important to meet the criteria of eigenvalues and scree plot. An eigenvalue of one is the most common cut-off to help researchers to identify the number of factors retained (Ho, 2013). However, Costello and Osborne (2005) and Henson and Roberts (2006) argued that an eigenvalue may overestimate the number of factors extracted. Therefore, a scree plot which provides the graph of eigenvalues with a downward curve indicates where the slope changes from steep to flat (Costello & Osborne, 2005). The point on the curve where it starts to level off indicates the maximum number of factors to retain (Ho, 2013). The cumulative variance accounts for the percentage of the total variance. However, there is no consistent agreement of cumulative percentage variance in factor analysis, especially in different research disciplines (Williams, Onsman, & Brown, 2010). As Pett, Lackey, and Sullivan stated (as cited in Williams, Onsman, and Brown, 2010), the cumulative variance in the humanities research was usually 50 to 60%. After determining the number of factors, it is important to ensure that the variables have a strong association with the factors. Communalities between 0.4 to 0.7 is common in social research and should not be lower than 0.2 (Child, 2006; Costello & Osborne, 2005), and 0.3 would be the cut-off point in this research. Variables with low factor loading (less than 0.5) and cross-loading should be deleted (Hair, Black, Babin, Anderson, & Tatham, 2006; Yong & Pearce, 2013). This study followed the guidelines above and ran the analysis several times until no items remained to be deleted. Once the factor structure was established, the researcher followed the guidelines of factor analysis from previous researchers identified in the literature and labelled the factor names accordingly. For example, Kim, Noh, et al. (2007) named the push factor as "Escape and Relax" because of the motivations such as "To reduce stress" and "Escaping from ordinary and responsibilities". The pull factor labelled as "Accessibility" includes the motivations such

as “Convenient transportation” and “Travel time” (Kim, 2007). Finally, each factor in this study would be tested by Cronbach’s alpha to examine the reliability (Tavakol & Dennick, 2011).

Cross-tabulation with chi-square analysis would be used to investigate the relationship between travel behaviours and demographic characteristics. Cross-tabulation is used to show the association between two categorical variables simultaneously (Jennings, 2010). Utilising cross-tabulation with chi-square analysis can examine whether travel behaviours is affected by demographic characteristics, based on the levels of significance (Gaur & Gaur, 2009; Jennings, 2010).

As Coakes (2013) and Veal (2011) stated, independent sampled t-test can find out whether there were differences between the means for two sets of data. Thus, t-test was used to measure the differences in travel motivational factors between males and females. In the process of t-test, Levene’s test can show equal variances assumed or not assumed, based on the levels of significance (Gaur & Gaur, 2009). Afterwards, this study can decide which statistic should be used to investigate whether there are differences between males and females (Gaur & Gaur, 2009).

One-way analysis of variance (ANOVA) with Tukey’s HSD post hoc test or Welch’s approach with Games-Howell post-hoc test was employed to explore travel motivational factors differing according to age, level of study, length of living in New Zealand and monthly expenditure. One-way ANOVA is used to “test the difference in a single dependent variable among two or more groups formed by a single independent or classification variable” (Gaur & Gaur, 2009, p. 71). To determine whether there are differences between groups, the researcher can follow the significance level (p-value) (Coakes, 2013). Moreover, F statistics are to compare the means among two or more groups, and the larger the F-ratio, the greater the difference is (Gaur & Gaur, 2009). To be specific, an F ratio which is greater than 1 confirms that there are significant differences between groups. If there are significant differences between groups, Tukey’s HSD post hoc test can be adopted to present the detail of the differences (Gaur & Gaur, 2009). Nevertheless, one-way ANOVA cannot be trustworthy once the homogeneity of variance is violated (Coakes, 2013). In this situation, Levene’s test can identify whether variances are equal across the dependent variable (Ho, 2013). If p-value is lower than 0.05 in the test, which means unequal variances, Welch’s approach is considered as the

most commonly used to test whether there are differences between groups (Garson, 2012; Jan & Shieh, 2014), and Games-Howell post hoc test can be effective to investigate the details of the differences (Shingala & Rajyaguru, 2015).

3.6 The Validity and Reliability

According to Roberts, Priest, and Traynor (2006, p. 41), "reliability and validity are ways of demonstrating and communicating the rigour of research processes and the trustworthiness of research findings". Reliability is the degree to which a procedure or tool can produce the same results at different times (Veal, 2011). One of the methods to look at whether the findings are reliability is to utilise a single test or survey to obtain the data (Roberts et al., 2006). Another method to test reliability is to utilise Cronbach's alpha. Hinton, McMurray, and Brownlow (2004) pointed out that between 0.5 and 0.7 was moderate reliability, and 0.7 to 0.9 was high reliability. In the present study, every participant received the same questionnaire, which can provide a standardised assessment and measure of consistency (Tolich & Davidson, 2003). Moreover, Cronbach's alpha was used to identify the reliability of the data when conducting factor analysis.

There are two types of validity, external and internal (Veal, 2011). External validity refers to how the selected data can represent the target population. To enhance the external validity, this study ensured that the participants were Chinese international university students studying in New Zealand. Internal validity is related to how accurate the research method is used for data collection. The quantitative method has been widely used by previous studies focusing on travel motivation and behaviour. Therefore, this method can be effective and accurate for this research to collect the data.

3.7 Ethical Issues

In social research, it is inevitable that researchers will have an interaction with participants. Research ethics consider the appropriateness of behaviours to avoid the conflict between researchers and participants (Gray, 2004). This study has obtained the ethics approval from Auckland University of Technology Ethics Committee (AUTEC). In addition, AUT University's ethical principles were adhered during the period of conducting the study to ensure participants' privacy and entitlement. The Participant Information Sheet was provided at the beginning of the survey to explain the research purpose and participants' rights and benefits. Moreover, researcher contact details were shown on the Participant Information Sheet so that if the participants need further

information about the research, they could contact the researchers. To avoid the potential threat to respondents when filling out questionnaires, the pilot testing was carried out through targeting Chinese international students from the AUT postgraduate class. Thus, the participants would not engage in any possibility of conflicts such as finance or asking the sensitive questions.

During the survey process, if the participants felt discomfort, they were given the opportunity to withdraw from the research at any time. Participants' names and identifying characteristics were not included in any reports or data recorded from this study. Thus, participant identity was not recognisable. All the data collected were kept confidential. Only the researcher and his supervisor could access the data collected. The hard copies of the returned questionnaire were stored securely in the office at Auckland University of Technology, and the electronic data was stored in an external hard drive with the protection software to lock the document. After six years, all the data will be destroyed.

Chapter 4 Research Findings

4.1 Introduction

This chapter presents the results of the data analysis. To address the research questions and objectives, this research first identified the demographic profile of Chinese international university students. Furthermore, the mean of push and pull motivations was used to rank the most and least significant motivations for the participants, and factor analysis was performed to investigate the underlying factors among the motivational variables. Afterwards, an independent t-test and one-way ANOVA was utilised to find the relationship between motivational factors and the participants' demographics. Lastly, descriptive analysis with frequency and percentage were carried out to find out the participants' travel behaviour, and the result of whether their travel behaviours differed by demographic characteristics was found by cross-tabulation analysis.

4.2 Demographic Characteristics of Participants

The total number of valid questionnaires is 267. Analysed by descriptive analysis, Table 4-1 presents the profile of the group of Chinese international university students, which is linked to independent variables. Of the respondents, over half were females (57.7%), which was higher than males (42.3%). In terms of age, most of the participants were aged 18 to 24 (62.5%), followed by the respondents aged between 25 and 30 (25.8%); remaining participants were 31 to 40 and 40 plus (11.6%). Regarding educational level, more than half of the participants indicated that they were studying at undergraduate level (51.3%), followed by postgraduate diploma or master's degree (37.8%), graduate diploma (6.7%) and PhD (4.1%). 13.1% and 31.1% of the participants have lived in New Zealand six months to one year and one year to two years respectively; the remainder replied that they have been living in New Zealand for two to three years (18%), three to four years (15.7%) and more than four years (22.1%). In terms of monthly expenditure, the highest percentage was NZD 1001 to 2000 (52.4%), followed by NZD 2001 to 3000 (25.8%), NZD 1000 or below (11.6%) and NZD 3001 plus (10.1%). Table 4-1 shows the demographics summary.

Table 4-1: Demographic Characteristics of Participants

Variables	*Frequency*	*Percentage (%)*
Gender		
Male	113	42.3
Female	154	57.7
Total	267	100
Age		
18-24	167	62.5
25-30	69	25.8
31-40	24	9.0
>40	7	2.6
Total	267	100
Education Level		
Undergraduate degree	137	51.3
Graduate diploma	18	6.7
Postgraduate diploma and Master degree	101	37.8
PhD	11	4.1
Total	267	100
Length of living in NZ		
6 months – 1 year	35	13.1
1 – 2 years	83	31.1
2 – 3 years	48	18.0
3 – 4 years	42	15.7
> 4 years	59	22.1
Total	267	100
Monthly Expenditure (NZD)		
$1000 or below	31	11.6
$1001 – 2000	140	52.4
$2001 – 3000	69	25.8
$3001 or above	27	10.1
Total	267	100

4.3 Travel Motivation of Chinese International University Students in New Zealand

All push and pull motivations scored from the respondents were measured by a five-point Likert scale. This section contains five subsections. The first and the second parts show the rank of push and pull motivations from the highest to the lowest through descriptive analysis. In the third and fourth sections, factor analysis with principal components analysis and varimax rotation was employed to determine the underlying factors from the push and pull travel motivations. Finally, an independent samples t-test, One-way ANOVA with Tukeys HSD post hoc test and Welch's approach with Games-Howell post-hoc test were adopted to examine the relationship between travel motivations and demographic characteristics.

4.3.1 Distribution of Push Travel Motivation

Push motivations are related to personal desire towards travel decision making (Crompton, 1979). The mean scores of the 21 push motivations were ranged from 2.03 to 4.16 and ranked in descending order (see Table 4-2). Among all the motivational variables, three items obtained the mean value above four; the majority was higher than three, while five items were lower than three. The two most important reasons for travelling in New Zealand were "Have fun and being entertained" (M=4.16, SD=0.92) and "Relaxation" (M=4.16, SD=0.91). Followed by these two items, "To travel the place that I have not been before" (M=4.09, SD=0.97), "Spending time with someone special" (M=3.97, SD=1.01), "Enhancing family and friendship ties" (M=3.87, SD=0.93) were also important motivations for Chinese international university students. It can be seen that two out of five motivations were associated with the enhancement of human relationship. On the other hand, the least significant motivations for the respondents was "To visit casino" (M=2.03, SD=1.12), followed by "To go wine tasting/visit winery" (M=2.57, SD=1.16) and "Meeting local people" (M=2.88, SD=1.11).

Table 4-2: Descriptive Analysis of Push Travel Motivation

Motivational items	Mean	Standard Deviation	Ranking
Having fun and being entertained	4.16	0.927	1
Relaxation	4.16	0.910	2
To travel the place that I have not been before	4.09	0.971	3
Spending time with someone special	3.97	1.014	4
Enhancing family and friendship ties	3.87	0.937	5
To reduce stress	3.83	1.018	6
Seeing nature and observing wildlife (e.g. whale watching and visiting national park)	3.81	1.010	7
Enjoying good weather	3.76	1.115	8
To experience different lifestyle and culture (e.g. Maori culture)	3.67	1.054	9
Visiting the place recommended by friends	3.60	0.934	10
Visiting the most popular destination in New Zealand	3.54	1.012	11
To enhance my knowledge and experience about New Zealand	3.39	1.061	12
To engage in adventure tourism activities (e.g. bungy jumping and hiking)	3.31	1.190	13
Escaping from the daily routine	3.30	1.113	14
Rediscovering myself during the trip	3.11	1.069	15
To visit museum and historical sites	3.04	1.130	16
To visit the places that my friends have not visited	2.99	1.145	17
Talking about a trip after returning home	2.97	1.158	18
Meeting local people	2.88	1.117	19
To go wine tasting/visit winery	2.57	1.169	20
To visit casino	2.03	1.129	21

Note: N= 267; 1 = least important, 2 = not important, 3 = neutral, 4 = somewhat important, 5 = extremely important

4.3.2 Distribution of Pull Travel Motivations

Pull factors are associated with destination attributes that drive people to travel to the specific destination (Crompton, 1979). Table 4-3 shows the extent of the importance of pull motivational items rated by the participants. Based on the mean scores, 19 pull motivational items were ranged between 2.96 and 4.41, and most of the scores were higher than three. The most significant pull motivation for the participants was “Safe and security” with a mean score of 4.41 and the standard deviation of 0.87. Moreover, they were likely to be attracted by several reasons such as “Beautiful scenery and landscape” (M=4.21, SD=0.87), “Travel time” (M=3.99, SD=0.88), “Convenient transportation” (M=3.96, SD=1.03) and “Good value of money” (M=3.89, SD=0.97). Among the top five motivations, the items related to accessibility accounted for more than half of the main motives for the participants. Besides the five most important pull motivations, the ranking of number six to eight including "Quality of food and beverage", "Quality of accommodation and "Quality of service" also played an important role in pull motivations. These three items obtained a high mean score of 3.87 or above and related to the field of hospitality. In contrast, "Ease of communication" (M=2.96, SD=1.16), followed by "Educational opportunities" (M=2.97, SD=1.10) and "Nightlife and entertainment" (M=3.03, SD=1.23) were rated the least important reasons attracting the participants to travel in New Zealand.

Table 4-3: Descriptive Analysis of Pull Travel Motivation

Motivational items	**Mean**	**Standard Deviation**	**Ranking**
Safe and security	4.41	0.873	1
Beautiful scenery and landscape	4.21	0.873	2
Travel time	3.99	0.880	3
Convenient transportation	3.96	1.032	4
Good value for money	3.89	0.975	5
Quality of food and beverage	3.89	0.919	6
Quality of accommodation	3.87	0.914	7
Quality of service	3.87	0.916	8
Friendly local people	3.69	1.035	9
To participate in special events and festivals	3.53	1.041	10
Cultural and historical attractions	3.47	1.052	11
The destination provides travel information (e.g. information centre)	3.39	1.007	12
Geographic closeness	3.12	0.976	13
Guided tours available	3.12	1.113	14
Shopping facilities	3.10	1.166	15
Familiarity with a place	3.07	1.014	16
Night life and entertainment	3.03	1.233	17
Educational opportunities	2.97	1.100	18
Ease of communication (e.g. someone speaking Chinese at the attractions)	2.96	1.161	19

Note: N= 267; 1 = least important, 2 = not important, 3 = neutral, 4 = somewhat important, 5 = extremely important

4.3.3 Factor Analysis of Push Motivation

According to Table 4-4, the KMO value is 0.754, and the significance value of Bartlett's test of sphericity is 0.0, which means that the correlation of each variable is meritorious, thus factor analysis is suitable for identifying the push motivations. Although five factors were greater than the eigenvalue of 1, a scree plot showed that the point on the curve first started to level off in factor four (see Figure 4-1). Consequently, the number of meaningful factors to be retained was four. After determining the number of factors extracted, the researcher ran the analysis several times to find the best factor structure. Therefore, four motivational variables were dropped due to the low factor loading (less than 0.5), cross-loading or low communalities (below 0.3). These variables were "Rediscovering myself during the trip", "To travel the place that I have not been before", "Enjoying good weather" and "To engage in adventure tourism activities (e.g. bungy jumping, hiking or mountain climbing)". Finally, four factors were derived from 17 push motivations and named as "Human relationship and Entertainment", "Knowledge and Exploration", "Prestige and Luxury" and "Escape and Relaxation", which covered over 51% of the total variance, and the Cronbach's alpha value was 0.655, 0.686, 0.625 and 0.691, respectively. Thus, the reliability was considered an acceptable level.

The first push factor was "Human relationship and Entertainment", which was comprised of four motivational items, these being: "Spending time with someone special", "Visiting the place recommended by friends", "Enhancing family and friendship ties" and "Having fun and being entertained".

The second push factor was "Knowledge and Exploration" and included five motivational variables: "To enhance knowledge and experience about New Zealand", "To visit museum and historical sites", "Meeting local people", "To experience different lifestyle and culture (e.g. Maori culture) and "Seeing nature and observing wildlife". From the above motivational items, it could be confirmed that those with high means values on this factor may keen to explore nature and local culture and broaden their horizon at the same time.

The third push factor represented "Prestige and Luxury" and consisted of five motivational items: "Talking about a trip after returning home", "To visit the places that my friends have not visited", "To visit casino", To go wine tasting/ visit winery" and "Visiting the most popular destination in New Zealand". It is observable that the

participants who desired to get attention from other people were likely to have passion for luxury travel such as casino and wine tasting or visit the destinations that were popular.

The final push factor was “Escape and Relaxation”, and three motivational items including “To reduce stress”, “Escaping from the daily routine” and “Relaxation” were grouped in this factor. Based on this factor, respondents with high mean scores seemed to focus on relaxation and escaping their daily work as the purpose of travelling in New Zealand.

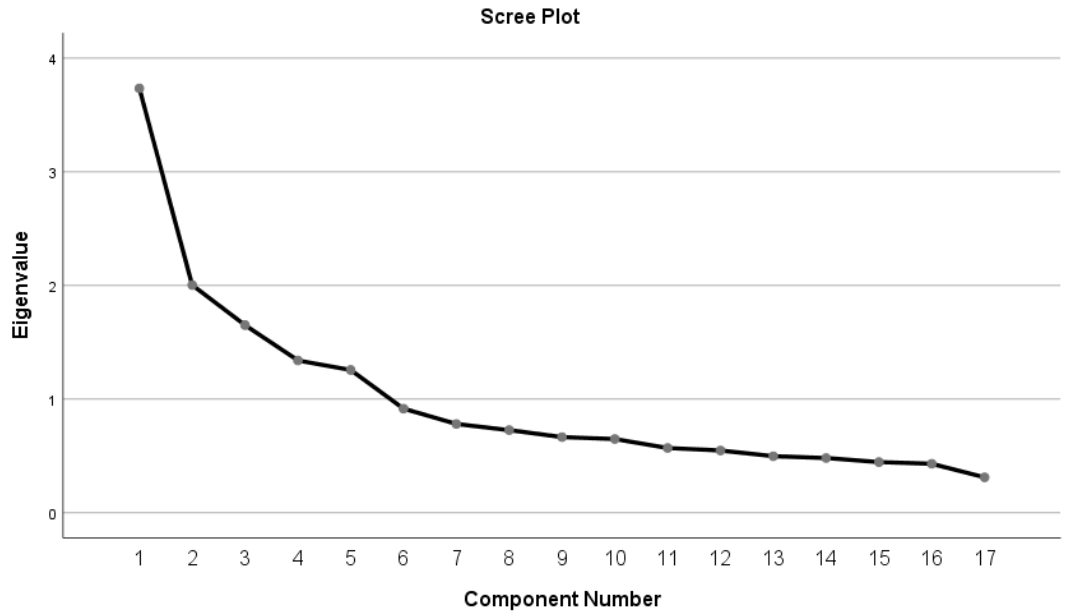

Figure 4-1: Scree plot of push motivational items

Table 4-4: Principal Component Factor Analysis for Push Travel Motivations

Factors	Eigen-value	Factor loading	Communalities	%Variance explained	Cronbach's Alpha	Mean
Factor 1: Human relationship and Entertainment	3.734			21.964	0.655	3.97
Spending time with someone special		0.691	0.479			
Visiting the place recommended by friends		0.672	0.521			
Enhancing family and friendship ties		0.624	0.546			
Having fun and being entertained		0.583	0.395			
Factor 2: Knowledge and Exploration	2.003			11.781	0.686	3.35
To enhance my knowledge and experience about New Zealand		0.735	0.555			
To visit museum and historical sites		0.650	0.460			
Meeting local people		0.635	0.526			
To experience different lifestyle and culture (e.g. Maori culture)		0.618	0.440			
Seeing nature and observing wildlife (e.g. to go whale watching and visit national parks)		0.538	0.518			
Factor 3: Prestige and Luxury	1.651			9.709	0.625	2.81
Talking about a trip after returning home		0.725	0.589			
To visit the places that my friends have not visited		0.669	0.493			
To visit casino		0.634	0.500			
To go wine tasting/visit winery		0.547	0.373			
Visiting the most popular destination in New Zealand		0.503	0.385			
Factor 4: Escape and Relaxation	1.340			7.882	0.691	3.76
To reduce stress		0.850	0.769			
Escaping from the daily routine		0.748	0.598			
Relaxation		0.666	0.579			
Total Variance explained				51.336		
Total Cronbach's alpha value	0.746					
KMO Measure of sampling adequacy	0.754					
Bartlett's Test of Sphericity	0.000					

4.3.4 Factor Analysis of Pull Motivation

Table 4-5 shows that four underlying factors were identified in pull motivations. The KMO value was 0.813, and Bartlett's test of sphericity was lower than 0.05. Therefore, pull motivations were appropriate to be analysed using factor analysis. Based on the eigenvalue of 1 and scree plot shown in Figure 4-2, four factors were extracted. During the process of conducting factor analysis, the four pull motivations which had lower factor loading (less than 0.5), cross-loading or low communalities (below 0.3) were deleted. These four items were "Geographic closeness", "Nightlife and entertainment", "Familiarity with a place" and "Shopping facilities". Thus, 15 pull motivational items were classified into four factors labelled as "Accessibility", "Education and Familiarity", "Attractions and Destination safety" and "Hospitality", which explained above 58% of the total variance. The Cronbach's alpha value of all factors were nearly 0.7 or higher which shows a high reliability of data.

The first pull factor was "Accessibility" and included three pull motivational variables regarding "Travel time", "Convenient transportation", "Good value for money". It can be seen that the participants who had a higher mean score on this factor may consider whether the destinations can be reached easily in a short period of time or without spending a high amount of money.

The second pull factor was named as "Education and Familiarity" and consisted of four pull motivational items: "Educational opportunities", "Ease of communication (e.g. someone can speak Chinese at the attractions), "Guided tours available" and "The destination provides travel information (e.g. information centre)". In this case, the participants with high mean value in this factor may be attracted by the destination which provided educational activities and service such as tour guide and communication friendly.

"Attractions and Destination safety" was the third pull factor, which comprised five motivations: "Cultural and historical attractions", "Friendly local people", "To participate in special events and festivals", "Beautiful scenery and landscape" and "Safe and security". This type of respondent would visit the destination because of not only the natural and cultural landscape but also friendly people and safe environment.

The last pull factor was “Hospitality”, which included three motivational items: “Quality of accommodation”, “Quality of food and beverage” and “Quality of service”. It can be visible that great hospitality was valued by the participants who had indicated the high mean score in factor analysis.

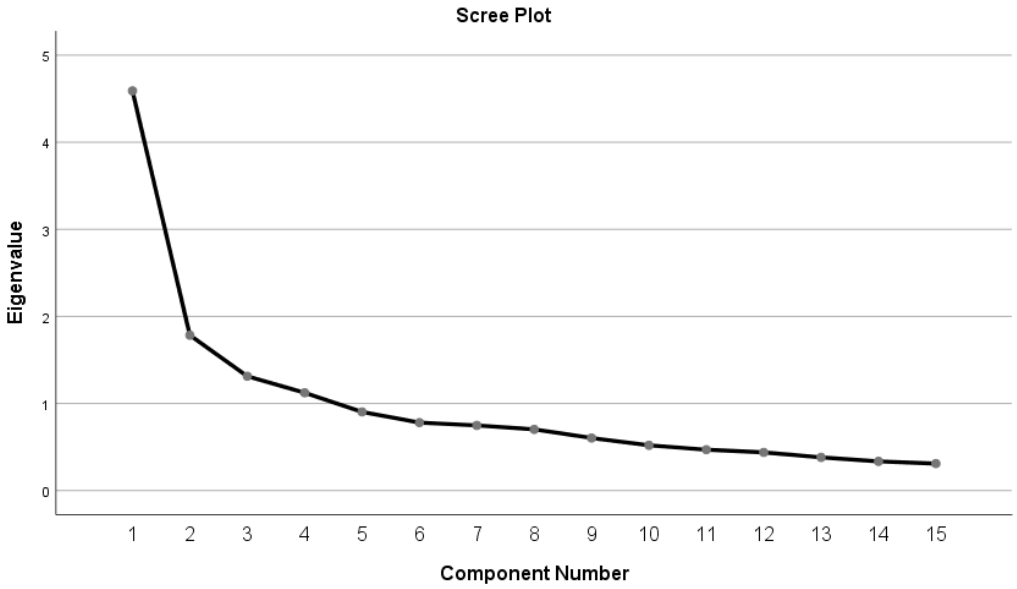

Figure 4-2: Scree plot of pull motivational items

Table 4-5: Principal Component Factor Analysis for Pull Travel Motivations

Factors	Evigen-value	Factor loading	Communalities	%Variance explained	Cronbach's Alpha	Mean
Factor 1: Accessibility	4.591			30.604	0.777	3.94
Travel time		0.840	0.732			
Convenient transportation		0.808	0.706			
Good value for money		0.724	0.595			
Factor 2: Education and familiarity	1.784			11.894	0.696	3.10
Educational opportunities		0.742	0.634			
Ease of communication (e.g. some can speak Chinese at the attractions)		0.721	0.572			
Guided tours available		0.652	0.503			
The destination provides travel information (e.g. information centre)		0.595	0.431			
Factor 3: Attractions and Destination safety	1.313			8.753	0.689	3.86
Cultural and historical attractions		0.655	0.540			
Friendly local people		0.639	0.543			
To participate in special events and festivals		0.615	0.433			
Beautiful scenery and landscape		0.562	0.480			
Safe and security		0.528	0.536			
Factor 4: Hospitality	1.123			7.484	0.775	3.87
Quality of accommodation		0.827	0.744			
Quality of food and beverage		0.769	0.677			
Quality of service		0.729	0.685			
Total Variance explained				58.735		
Total Cronbach's alpha value	0.833					
KMO Measure of sampling adequacy	0.813					
Bartlett's Test of Sphericity	0.000					

4.3.5 Travel Motivation Differing According to Respondents' Characteristics

An independent samples t-test was used to measure whether there were differences in travel motivations between males and females. One-way ANOVA with Tukey's HSD post hoc test or Welch's approach with Games-Howell post-hoc test, which depends on the equal or unequal variance, was performed to examine that travel motivations differ by level of study, length of living in New Zealand and monthly expenditure.

In the independent samples t-test, there were no significant differences between males and females on all the motivational factors: "Human relationship and Entertainment (p=0.682)", "Knowledge and Exploration (p=0.055)", "Prestige and Luxury (p=0.105)", "Escape and Relaxation (p=0.313)", "Accessibility (p=0.189)", "Education and Familiarity (p=0.599)", "Attractions and Destination safety (p=0.060)", and "Hospitality (p=0.882)".

Table 4-6 illustrates the results of the one-way ANOVA with Tukey's HSD post hoc test or Welch's approach with Games-Howell post-hoc test when there are significant differences. Several motivational factors were found different by age, monthly expenditure or level of education. In terms of the push factors, a significant difference across age groups was found on push factor 2 "Knowledge and Exploration ($F(3,263) = 3.04$ $p = 0.03$)" and push factor 3 "Prestige and Luxury ($F(3,263) = 7.63$ $p = 0.00$)". Results of the Tukey's HSD post hoc test showed that participants aged 31 to 40 ($M = 3.70$) were more likely to be motivated by learning and seeking nature and local culture than those aged 18 to 24 ($M = 3.30$). However, respondents aged 18 to 24 ($M = 2.94$) had a higher motivation than those aged 31 to 40 ($M = 2.32$) towards getting attention from other people by participating in luxury travel such as casino visits and wine tasting or visiting the places that are more popular.

Results showed significant differences in pull factor 1 "Accessibility ($F(3, 72.097) = 4.34$ $p = 0.007$)", pull factor 2 "Education and Familiarity ($F(3,263) = 4.93$ $p = 0.002$)" and pull factor 4 "Hospitality ($F(3,263) = 3.93$ $p = 0.009$)". Firstly, pull factor 1 "Accessibility" was influenced by the monthly expenditure. Games-Howell post-hoc test identified that the Chinese international university students with lower monthly expenditure ($1000 or below $M = 4.26$) were more likely to be motivated by "Accessibility" than those with higher monthly expenditure ($2001 - $3000 $M = 3.82$ and $3001 or above $M = 3.51$).

Furthermore, pull factor 2 “Education and Familiarity” and pull factor 4 “Hospitality” were found different in relation to level of education. The results analysed through Tukey’s HSD post hoc test confirmed that the participants studying PhD (M = 2.43) were less likely to be motivated by “Education and Familiarity”, compared to those studying undergraduate degree and graduate degree (M = 3.21 and 3.33). In addition, “Hospitality” was less valued by the respondents studying PhD (M=3.33), as opposed to undergraduate students (M=3.98).

Table 4-6: Travel motivation differing according to respondents’ characteristics

Demographic Characteristic	Push factor 2	Push factor 3	Pull factor 1	Pull factor 2	Pull factor4
Age					
(1.) 18-24	3.30	2.94			
(2.) 25-30	3.32	2.73			
(3.) 31-40	3.70	2.32			
(4.) >40	3.77	2.31			
F value	3.04	7.63			
Sig.	0.030	0.000			
Differences between categories	1 and 3	1 and 3			
Monthly Expenditure (NZD)					
(1) $1000 or below			4.26		
(2) $1001 - $2000			4.00		
(3) $2001 - $3000			3.82		
(4) $3001 or above			3.51		
F value			4.34		
Sig.			0.007		
Differences between categories			1 and 3 1 and 4		
Level of Education					
(1) Undergraduate degree				3.21	3.98
(2) Graduate diploma				3.33	3.59
(3) Postgraduate diploma and master’s degree				2.99	3.82
(4) PhD				2.43	3.33
F value				4.93	3.93
Sig.				0.002	0.009
Differences between categories				1 and 4 2 and 4	1 and 4

4.4 Travel Behaviour of Chinese international university students in New Zealand

This research analysed Chinese international university students' travel behaviours including travel companion, days of trip, source of travel information, transport use, accommodation choice and travel type and travel planning. There are two subsections. The initial part shows the frequency and percentage of participants' answers on travel behaviours. However, to comprehensively understand their perspectives, most of the questions allow the participant to choose more than one answer except for the questions of days of trip and travel type. Furthermore, cross-tabulation with chi-square analysis were adopted to investigate the relationship between travel behaviours and demographic characteristics.

4.4.1 Distribution of Travel Behaviour

Travel companion

The majority of the participants (77.2%) preferred to travel with their friends. Subsequently, travelling with family (34.1%) was ranked as the second. Interestingly, the percentage of travelling with partner (25.8%) and alone (23.2%) was similar. A minority of the participants (4.1%) was interested in joining a tour group for travel, and only 1.1% chose other travel companions.

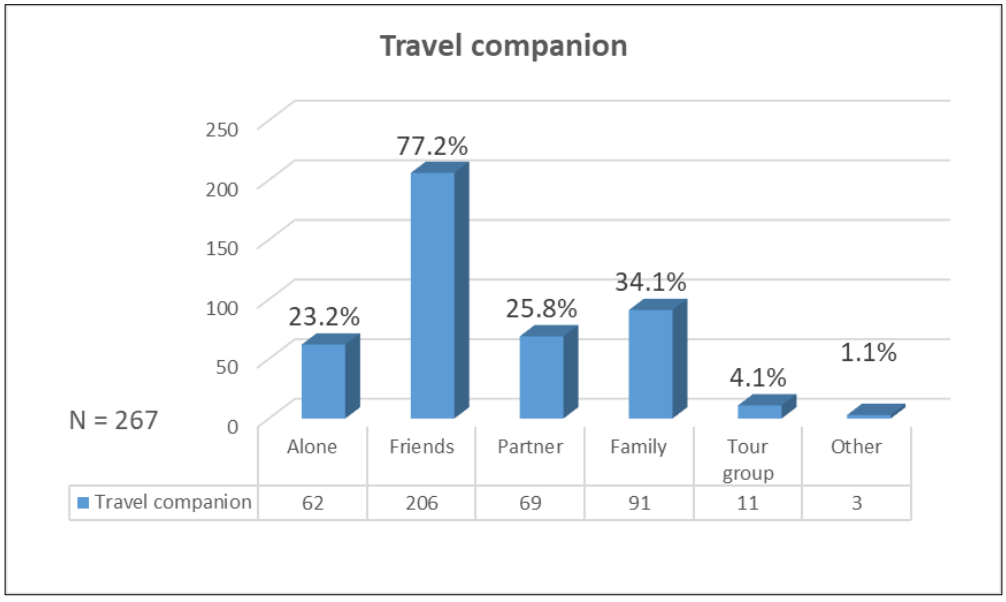

Figure 4-3: Descriptive analysis of travel companion

Days of trip

About one-third of the respondents (34.5%) tended to travel for four to five days for their trips in New Zealand. This was followed by One to three days and six to ten days of trip (26.2%). Only 12.7% of the participants were likely to travel for more than ten days. One missing item of data (0.4%) was found in the result. It can be seen that the participants typically went for a short trip (less than five days) rather than a long one.

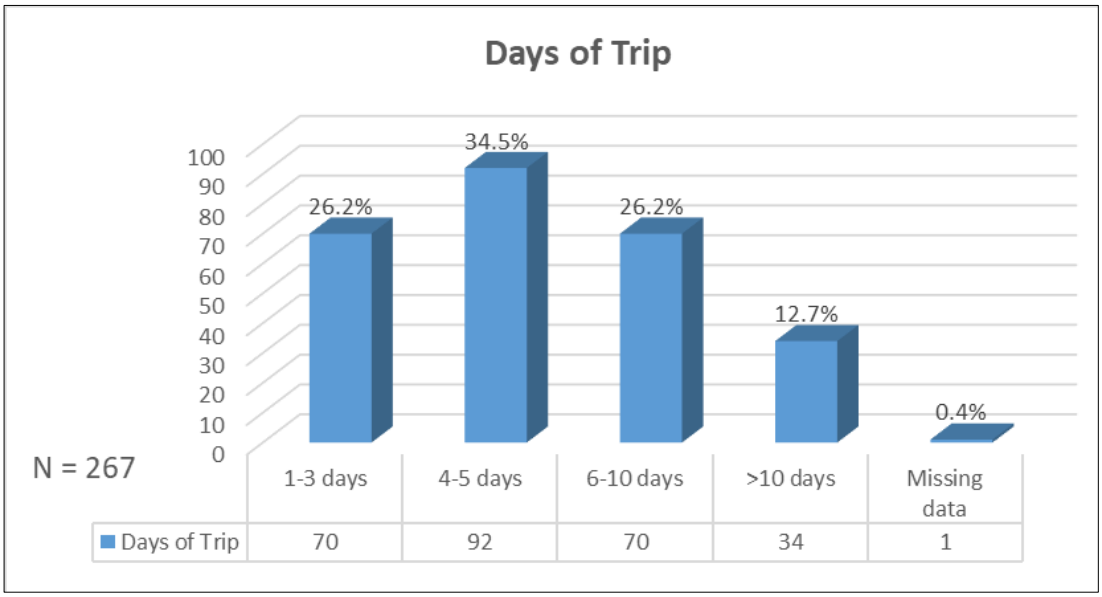

Figure 4-4: Descriptive analysis of days of trip

Source of travel information

Results showed that online information searching was the most popular method to help the respondents make travel decisions (89.9%), this was followed by travel guidebooks (24.3%) and travel agents (21.7%). More than one in ten participants (13.1%) would like to get the travel information from an information centre, and only 7.1% of them followed their friend suggestions.

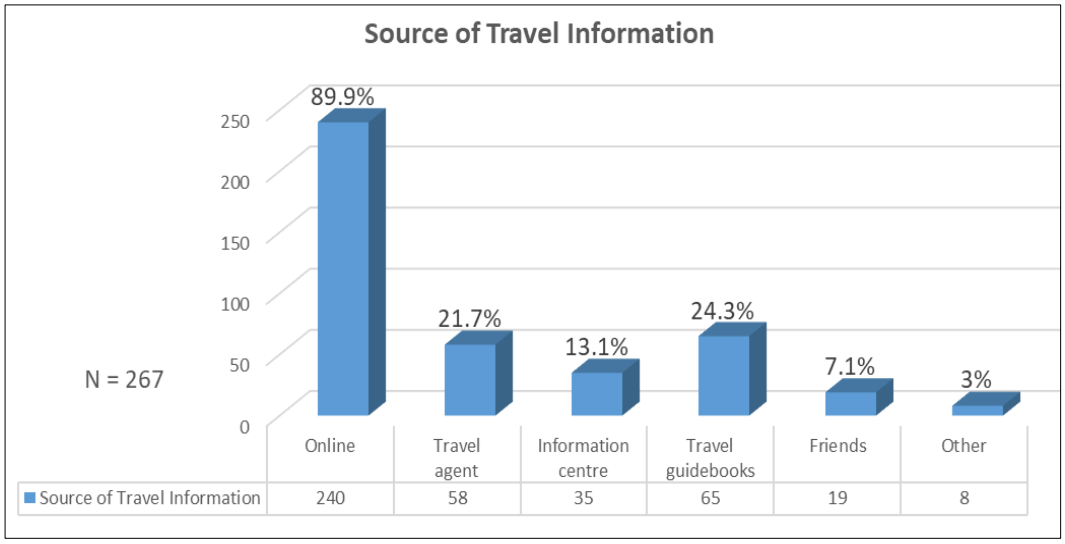

Figure 4-5: Descriptive analysis of source of travel information

Transport use

Over half of the participants chose private vehicles (57.3%) and public transport (53.6%) as their transport mode while travelling in New Zealand. Rental car (37.8%) were ranked as the third most popular choice for transport use, and tour bus service (15.7%) was considered the least important option.

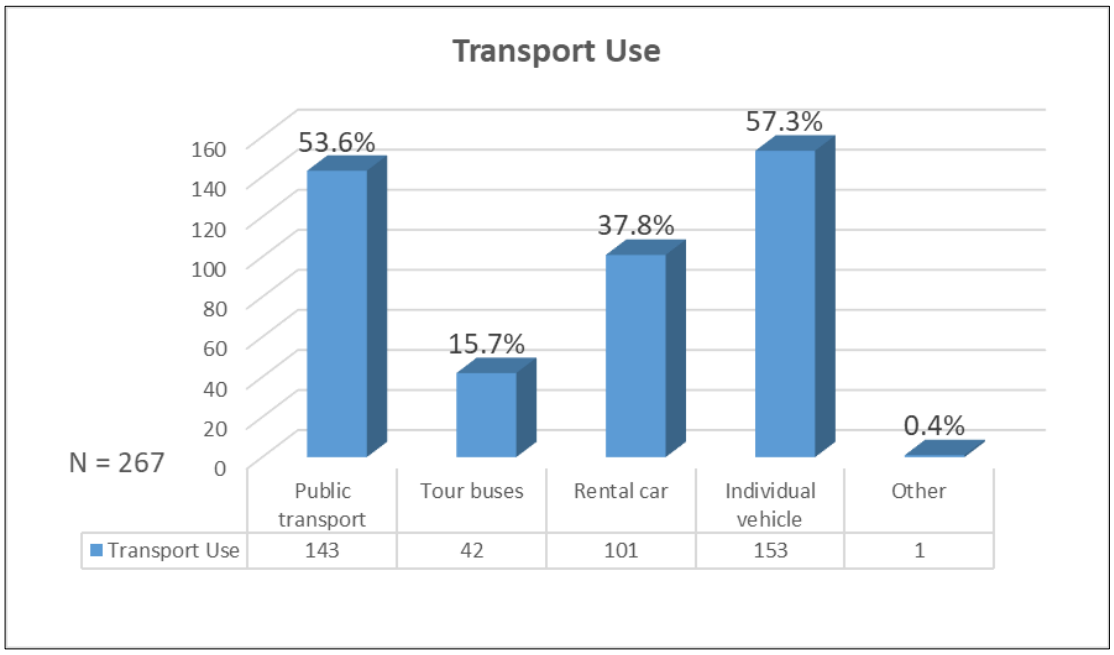

Figure 4-6: Descriptive analysis of transport use

Accommodation choice

When travelling in New Zealand, nearly two-thirds of the Chinese international university students (64.4%) preferred to stay in hotels. Motels (52.4%) were another popular accommodation choice for the participants. More than one in five of the respondents (22.5%) chose bed and breakfast, followed by backpacker hostels (13.1%), campgrounds (2.2%) and other accommodation (1.9%).

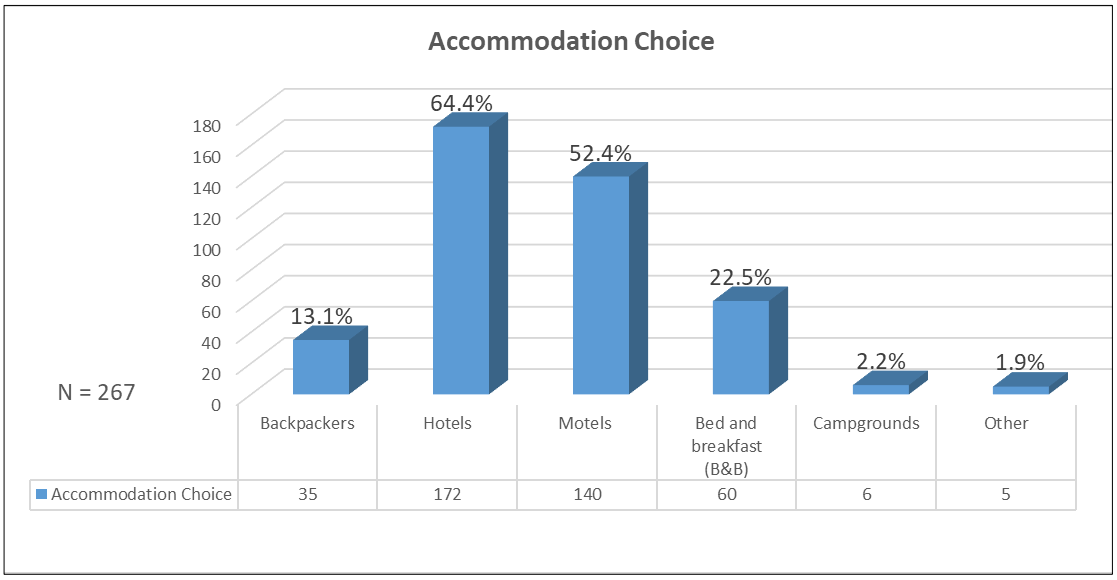

Figure 4-7: Descriptive analysis of accommodation choice

Travel type and travel planning

The majority of the participants (70.4%) were likely to travel with their friends and plan their trip using the Internet and travel agent, with a small number of participants (13.5%) preferring to arrange their own trip and travel alone. Subsequently, less than 10% of the participants would go travel without planning. A minority of the participants (6.0%) would like to join a package tour with a tour guide, to travel in comfort.

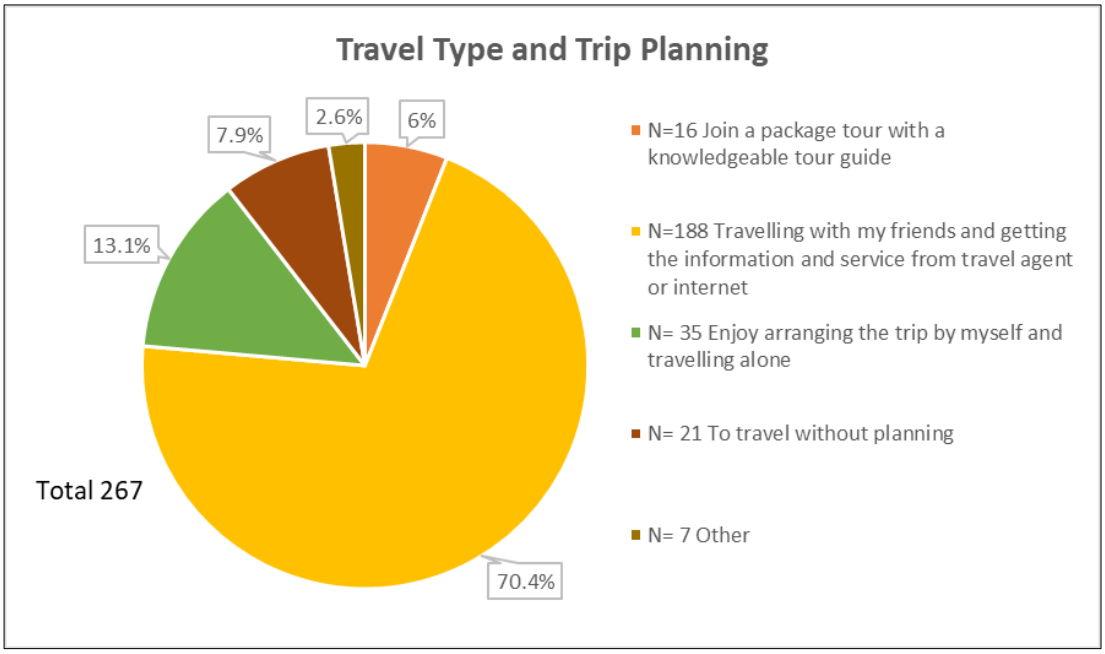

Figure 4-8: Descriptive analysis of travel type and travel planning

4.4.2 Relationship between Respondents' Characteristics and Travel Behaviour

Cross-tabulation with chi-square analysis was adopted to find out whether there were significant differences in travel behaviour across demographic characteristics. If the Pearson chi-square result is lower 0.05, this research concludes that the results show differences according different categories. Two travel behaviours including days of trip and travel type and trip planning were found to differ by demographic characteristics such as level of education, gender, monthly expenditure and age.

As shown in Table 4-7, the results indicated that the number of days of trip was influenced by the different level of education (p= 0.045). The participants working at PhD (54.5%) were more likely to go travel for less than three days in New Zealand, compared with those studying undergraduate (29.2%), graduate diploma (27.8%) and postgraduate diploma and master's degree (19.0%). Concerning the four to five days' trip, the students studying postgraduate diploma and master's degree or below showed almost the same percentage, ranging from 33.3% to 36.5%, in contrast to the PhD students with less than 10%. Interestingly, when the days of trip became six to ten days, PhD students showed the highest percentage again (36.4%), followed by the postgraduate diploma and master's degree students (27.0%), undergraduate students (26.3%) and graduate diploma students (16.7%). However, above one-fifth of the participants (22.2%) studying Graduate diploma would go for a long trip (>10days), followed by the postgraduate diploma and master's degree (19.0%), undergraduate degree (8.0%) and PhD (0.0%). Although the

percentage differences among different levels of education were not exactly accurate, the results still revealed that the respondents who were studying for a PhD preferred to travel for a short period of time, especially less than three days.

Table 4-7: Days of trip differing according to level of education

		Days of trip				
		1 - 3 days	4 – 5 days	6 - 10 days	> 10 days	Total
Level of Education	Undergraduate degree	40	50	36	11	137
	Row percent	29.2%	36.5%	26.3%	8.0%	100%
	Graduate diploma	5	6	3	4	18
	Row percent	27.8%	33.3%	16.7%	22.2%	100%
	Postgraduate diploma and master's degree	19	35	27	19	100
	Row percent	19.0%	35.0%	27.0%	19.0%	100%
	PhD	6	1	4	0	11
	Row percent	54.5%	9.1%	36.4%	0.0%	100%
	Total	70	92	70	34	266
	Row percent	26.3%	34.6%	26.3%	12.8%	100%

The significant value of Chi-square 0.045 Missing data=1

As shown in Table 4-8, the majority of the participants with a monthly expenditure of $1000 or below (77.4%) tended to travel for one to five days, followed by those with the monthly expenditure of $1001 to $2000 (69.3%), $3001 or above (44.4%) and $2001 to $3000 (42.6%). Nearly 60% of the respondents with the monthly expenditure of $2001 to $3000 were likely to travel for a long period of time (more than five days), followed by $3001 or above (55.5%), $1001 to $2000 (30.7%) and $1000 or below (22.6%). Based on the results, it can be confirmed that Chinese international university students with lower monthly expenditure ($2000 or below) were more likely to travel for a short period of time, compared with those who had higher monthly expenditure.

Table 4-8: Days of trip differing according to monthly expenditure

		Days of trip				
		1 - 3 days	4 – 5 days	6 - 10 days	> 10 days	Total
Monthly Expenditure	$1000 or below	15	9	2	5	31
	Row percent	48.4%	29.0%	6.5%	16.1%	100%
	$1001 - $2000	39	58	36	7	140
	Row percent	27.9%	41.4%	25.7%	5.0%	100%
	$2001 - $3000	10	19	25	14	68
	Row percent	14.7%	27.9%	36.8%	20.6%	100%
	$3001 or above	6	6	7	8	27
	Row percent	22.2%	22.2%	25.9%	29.6%	100%
	Total	70	92	70	34	266
	Row percent	26.3%	34.6%	26.3%	12.8%	100%

The significant value of Chi-square 0.000; Missing data=1

According to Table 4-9, most of the female respondents (77.3%) had a higher probability of enjoying travelling with their friends and would like to get travel information and service from travel agent or online, which was higher than males (61.1%). Nevertheless, male participants (7.1%) were more interested in joining a package tour with tour guide than females (5.2%). Similarly, male respondents (17.7%) showed a higher percentage of arranging the trip by themselves and travelling alone than females (9.7%). Moreover, 12.4% of male participants were likely to travel without planning, compared with female participants (4.5%). From the information above, both males and females preferred to travel with their friends and utilise travel agents and Internet as the source of travel information. However, males were more likely to try different ways of travel.

Table 4-9: Travel type and travel planning differing according to gender

		Travel Type and Travel planning					
		Join a package tour with a Knowledge tour guide	Travelling with my friend and getting the information and service from travel agent or Internet	Enjoy arranging the trip by myself and travelling alone	To travel without planning	Other	Total
Gender	Male	8	69	20	14	2	113
	Row percent	7.1%	61.1%	17.7%	12.4%	1.8%	100%
	Female	8	119	15	7	5	154
	Row percent	5.2%	77.3%	9.7%	4.5%	3.2%	100%
	Total	16	188	35	21	7	267
	Row percent	6.0%	70.4%	13.1%	7.9%	2.6%	100%

The significant value of Chi-square 0.021

Table 4-10 showed that the majority of the participants aged 31 to 40 (79.2%) tended to travel with their friends and find travel information from travel agents or the Internet, followed by those aged 18 to 24 (71.9%), 25 to 30 (66.7%) and over 40 (42.9%). Thus, most of the age groups were likely to enjoy travelling with their friends. There are no obvious differences among age groups on the option of arranging the trip and travelling alone. It is interesting to note that more than two out of five participants aged over 40 (42.9%) would like to join a package tour with tour guide, which was considered as a high percentage compared with the other age groups. The respondents aged 18 to 40 showed a similar percentage of the option of travelling without planning, whereas no participants aged over 40 chose this option.

Table 4-10: Travel type and travel planning differing according to age

		Travel Type and Travel planning					
		Join a package tour with a Knowledge tour guide	Travelling with my friend and getting the information and service from travel agent or Internet	Enjoy arranging the trip by myself and travelling alone	To travel without planning	Other	Total
Age	18-24	9	120	19	14	5	167
	Row percent	5.4%	71.9%	11.4%	8.4%	3.0%	100%
	25-30	4	46	12	5	2	69
	Row percent	5.8%	66.7%	17.4%	7.2%	2.9%	100%
	31-40	0	19	3	2	0	24
	Row percent	0.0%	79.2%	12.5%	8.3%	0.0%	100%
	>40	3	3	1	0	0	7
	Row percent	42.9%	42.9%	14.3%	0.0%	0.0%	100%
	Total	16	188	35	21	7	267
	Row percent	6.0%	70.4%	13.1%	7.9%	2.6%	100%

The significant value of Chi-square 0.043

Chapter 5: Discussion

5.1 Introduction

International students not only attempt to enhance their knowledge but also explore the host country destinations through travel during their study in foreign countries. This study aims to find out the travel behaviours and motivations from Chinese international university students in New Zealand. Moreover, the researcher examines whether the motivations and behaviours differ according to the participants' demographic characteristics. This chapter utilises the results from data analysis to discuss the findings in comparison with the previous literature. Firstly, this chapter discusses the push and pull travel motivations with higher mean scores and then look at the underlying factors analysed by factor analysis. In addition, the relationship between travel motivations and demographic characteristics are discussed. Next, the researcher discusses travel behaviours and whether the behaviours vary according respondents' characteristics. Finally, this chapter ends with a concise summary.

5.2 Travel Motivations of Chinese International University Students

5.2.1 Push Travel Motivation

In this study, "Having fun and being entertained" is found as the most significant motivation for Chinese international university students to travel in New Zealand. Several studies investigating international or Chinese students in New Zealand or the United States also show the similar findings in their research (Kim & Jogaratnam, 2003; Liao, 2012; Ryan & Xie, 2003; Ryan & Zhang, 2007). Another important reason motivating the survey participant for travel is "relaxation", which is mentioned in the push and pull theory of Crompton (1979) and "relaxation" of the TCL model (Ryan, 1998). Similarly, most of the previous studies focusing on international or Chinese students also confirmed that relaxation is considered as the main motivations for travel (Huang & Tian, 2013; Liao, 2012; Liu & Ryan, 2011; Payne, 2010; Qiu, 2014; Xiao et al., 2015). Thus, this study concludes that to have fun and to relax are valued by Chinese international university students in New Zealand for travel.

Furthermore, the survey participants are motivated to "travel to the places that they have not been before", which means that discovering new destinations during the study is the reason for travelling in New Zealand, and this is consistent with the results found by

Huang and Tian (2013), Liao (2012), Liu and Ryan (2011) and Xiao et al. (2015) who studied international or Chinese university students in different countries. The reason why this motivation scored as high from the Chinese international university students may be that international students seem to be more curious about the host countries in contrast to the domestic students (Babin & Kim, 2001).

"Spending time with someone special" and "Enhancing family and friendship ties" are also revealed as the main motivation for the survey participants while travelling in New Zealand. In the previous research, Payne (2010) confirmed that the motivation of "go on holiday with friends" was important for the international students in New Zealand, whereas Lou (2014) who focused on the adventure travel motivation of the Chinese international university students in New Zealand concluded that "friendships" was one of the least important motivations. However, as Zhang and Brunton (2007) noted, Chinese international students in New Zealand tended to feel lonely because of a lack of local friends and leisure activities. Thus, the researcher believes that Chinese international university students may feel isolated while living in a foreign country, and travel may be an effective way to deal with this situation.

5.2.2 Pull Travel Motivation

"Safe and security" and "Beautiful scenery and landscape" are the most important pull motivations for the survey participant in this research. These two motivations were also confirmed by the previous research studying international students. Study conducted by Liu and Ryan (2011) investigating Chinese international university students in New Zealand showed that safety was rated as the most significant motivation, and Liao (2012) identified that "beautiful landscape" and "safe environment" were the two main determinants for Chinese international students to travel to destinations in the United States. No doubt, New Zealand is famed for its beautiful nature and clean environment, and Chinese international university students are attracted for this reason. Moreover, the pull motivation "Safe and security" meets the basic human need noted by Maslow's Hierarchy and TCL theory (Maslow, 1943; Pearce, 1996). Therefore, this research suggests that New Zealand must ensure environmental sustainability and provide a safe environment for travellers.

5.2.3 Factor Analysis of Push and Pull Factors

As Kim, Oh, et al. (2007) noted, understanding motivations cannot be considered only in a single dimensional manner because people would have dissimilar reasons when participating in different travel activities. Therefore, factor analysis can help the researcher to determine the correlation among multiple motivations and provide the underlying factors (Gorsuch, 2015). The factors with a higher mean score showed in Table 4-4 and 4-5 will be discussed.

Among the push factors, “Human relationship and Entertainment” is rated as the highest motivational factor. It can be stated that the core factor for Chinese international university students to travel in New Zealand is to enhance their relationship with friends and family, and entertainment can be effective to fulfil this purpose. The factor of “Human relationship” was related to the pull theory underlined by Crompton (1979), the relationship development in TCL model (Pearce, 1996) and love needs in Maslow’s hierarchy of needs theory (Maslow, 1943), which shows in the literature review chapter. In previous research, similar results regarding human relationships were revealed by Kim and Jogaratnam (2003), Liao (2012) and Payne (2010) who focused on international students’ travel motivation. Nevertheless, none of them and previous research investigating Chinese international students in New Zealand discovered that there was a relationship between entertainment and the enhancement of human relationships (Liu & Ryan, 2011; Lou 2014; Ryan & Xie, 2003; Ryan & Zhang, 2007). Therefore, the factor of “Human relationship and entertainment” may provide new knowledge in the understanding of Chinese international university students.

Furthermore, “Escape and Relaxation” is rated as the second highest push factor. This factor indicates that survey respondents would like to travel in order to reduce stress and escape from their busy lives. This result is not surprising since several studies focusing on student travel have also shown similar findings (Huang & Tian, 2013; Kim, Noh, et al., 2007; Qiu, 2014). Moreover, “relaxation” is ranked as high among motivational items in this research. The reason why this factor is important to Chinese international university students may be that international students experienced pressure from their study, and travel is considered as a good method to relax (Huang & Tian, 2013).

Regarding pull factors, the results observe that "Accessibility" is the most significant factor for the survey respondents. This means that Chinese international university

students consider whether the destinations have convenient transport and the price of products is in line with their expectation. This factor was also confirmed by the previous studies concerning the United States university students' travel (Kim et al., 2006; Kim, Noh, et al., 2007), whereas no research analysing international students in general or Chinese international students in New Zealand presented the same result (Huang & Tian, 2013; Kim, Noh, et al., 2007; Liu & Ryan, 2011; Lou 2014; Qiu, 2014; Ryan & Xie, 2003; Ryan & Zhang, 2007). The reason why the participants value the factor of "Accessibility" may be that most of the international students with the student visa receiving financial support from their families can only work up to 20 hours per week while studying (New Zealand Immigration, n.d.; Ward & Masgoret, 2004). Thus, they may consider whether the products are too expensive to purchase. This research suggests that when targeting the market of Chinese international university students, travel suppliers must consider their perceived value for money.

The second pull factor that scored a high mean value is "Hospitality", which refers to the quality of service, accommodation and food, and this factor was also confirmed by Liao (2012) who investigated Chinese international university students in the United States. However, previous studies conducted by Liu and Ryan (2011), Lou (2014), Ryan and Xie (2003) and Ryan and Zhang (2007) did not found "Hospitality" as a significant factor for Chinese international students in New Zealand. Moreover, this research identifies that hotels and motels are the two most popular accommodation choices for the survey participants (see Figure 4-7). Therefore, New Zealand tourism suppliers, such as hotel and motel industries who are interested in the Chinese international student's market must pay attention to the quality of their products. To enhance the quality of tourism products and satisfy tourists' demands, the development of tourism products needs to begin with the planning and administration process followed by "service, hospitality, freedom of choice, and personal involvement by the consumer" (Smith, 1994, p. 592).

Although the factor of "Attractions and Destination safety" is ranked as the third position among the pull factors, Table 4-5 demonstrates that the mean score of this factor is almost as high as the factor of "Hospitality". This factor means that the participants consider safety when visiting the destination with natural and cultural landscape or special events. Some past studies indicated that the factor of "attraction" was the important motivational factor for the university students (Kim et al., 2006; Kim, Noh, et al., 2007; Liao, 2012), but none of the research exploring Chinese international students in New Zealand

revealed the factor related to "Attractions and Destination safety" (Liu & Ryan, 2011; Lou 2014; Ryan & Xie, 2003; Ryan & Zhang, 2007). More importantly, only the present study points out that safety is associated with the attractions. Indeed, Babin and Kim (2001, p. 101) claimed that in international students' perceptions, "the more safe a travel venue is perceived, the higher the utilitarian value". George (2003) indicated that tourists feeling unsafe towards a destination would lead to negative impressions and reduce their willingness to visit the destination or participate in tourism activities. Consequently, the destinations in New Zealand which raise safety perceptions among Chinese international university students may enhance their willingness to travel. Moreover, this study suggests that destination marketers and travel agents should ensure that all staff are well trained and can handle emergencies.

5.2.4 Travel Motivation Differing According to Respondents' Characteristics

Determining whether travel motivations are different by respondents' characteristics is one of the aims in this research, since there is a lack of studies that have discussed the relationship between Chinese university students' travel motivation and their demographic, especially in push and pull theory. Among all the independent variables and motivational factors, the results indicate that the five underlying factors are affected by age, monthly expenditure or level of education.

In terms of the push factor, this study discovers that Chinese international university students aged 31 to 40 seem to be more interested in learning new things and exploring destinations such as historical sites, seeing nature and experiencing local culture when travelling in New Zealand, compared with those aged 18 to 24. In addition, compared with the past studies reporting Chinese international students in New Zealand, only this research has found that there is a correlation between people's age and the motivational factor of "Knowledge and Exploration" (Liu & Ryan, 2011; Lou 2014; Ryan & Xie, 2003; Ryan & Zhang, 2007). Thus, when promoting package tours related to this factor, tourism suppliers can focus on the age group between 31 and 40.

Furthermore, the finding demonstrates that there is a relationship between people's age and "Prestige and Luxury", which is the first study revealing this result on Chinese international students in New Zealand (Liu & Ryan, 2011; Lou 2014; Ryan & Xie, 2003; Ryan & Zhang, 2007). The survey participants with younger age (18-24) are more likely to increase their prestige by luxury travel than those aged 31 to 40, which is different from

the research conducted by Qiu (2014) and Liao (2012). Qiu (2014) revealed that Chinese international undergraduate students in Canada tend to favour the motivational factor of "socialisation and prestige" more than graduate students. Liao (2012) focused on Chinese international university students' travel motivations towards travelling in the United States and stressed that the factor of "enhancing relationships and ego" differs by gender; females are more likely to travel for the reason of this factor than males. Thus, it can be noted that Chinese international university students studying in different countries show different results in the relationship between demographic characteristics and motivations related to prestige. This result might be due to the economic development in China when more and more Chinese citizens are becoming wealthy so more young people are pursuing luxury consumption like holidays. As Huang (2003) and Wang and Sheldon (1996) stated, since the open-door policy started in 1979, Chinese economy and outbound tourism from China has been growing rapidly.

Concerning pull factors, "Accessibility" differs with the participants' monthly expenditure. This factor is associated with the ability to access tourist destinations that people can reach easily or without spending a large amount of money. Generally, the participants with lower monthly expenditure have a higher probability on this factor, compared with those with higher monthly expenditure. Even though no previous studies examining international or Chinese students have found the same result (Huang & Tian, 2013; Kim & Jogaratnam, 2003; Liao 2012; Liu & Ryan, 2011; Lou 2014; Qiu, 2014; Ryan & Xie, 2003; Ryan & Zhang, 2007), Sherry, Thomas, and Chui (2010) hold that many international students are facing financial difficulties during their study. This research can thus stress that the respondents spending less monthly tend to visit destinations because of reasons such as convenient transportation and good value for money.

Pull factors with regard to "Education and Familiarity" and "Hospitality" have shown differences across the level of education in this study. However, no evidence in previous research looking at international or Chinese student's travel motivations reveal the level of education affecting these two factors (Huang & Tian, 2013; Kim & Jogaratnam, 2003; Liao 2012; Liu & Ryan, 2011; Lou 2014; Qiu, 2014; Ryan & Xie, 2003; Ryan & Zhang, 2007). Thus, future studies will need to explore the correlation between the level of education and the factor of "Education and Familiarity" and "Hospitality". Based on the findings from this research, it can be concluded that the Chinese international university

students with higher education level (PhD) usually do not acknowledge whether there are educational opportunities or have the problems caused by language barrier that those with lower education levels face (undergraduate and graduate degree). Moreover, participants studying undergraduate degrees appear to visit the destinations providing a better quality of accommodation, food and service than those studying PhD.

5.3 Travel Behaviours of Chinese International University Students

5.3.1 Travel Companion

The present study finds that when travelling in New Zealand, most Chinese international university students would like to travel with their friends, and this result was also confirmed by some of the previous research. Payne (2010) indicated that international students in New Zealand favour travelling with friends. As Glover (2011) noted, international university students in Australia preferred to travel with their friends rather than alone. Likewise, Ryan and Xie (2003) who also conducted research into the travel patterns of Chinese international university students in New Zeland showed that they tend to travel with friends. Nevertheless, another study has demonstrated a different result. Lantai and Mei (2017) focused on Chinese international students in Norway and indicated that most of the participants are incline to travel in a small group and alone because everyone would have a different purpose for travel so that travelling with too many people may lead to conflicting ideas. Based on the comparison with the previous studies, it can be assumed that Chinese students studying in Australia and New Zealand seem to have the same result, whereas Chinese students may also show different results towards choosing their travel companion in other countries. This research thus shows that investigating Chinese international students' travel companion in different regions is needed for future research.

5.3.2 Days of Trip

The result revealed in this study states that many respondents would like to travel for a short period of time, particularly no longer than five days, which is similar to the research by Gardiner et al. (2013) and Glover (2011). Both these pieces of research examined international students in Australia. Gardiner et al. (2013) observed that international students typically have a short-term excursion lasting from one to six nights, and Glover (2011) identified that international students preferred to stay 4.4 nights on average when travelling in mid-semester breaks. These findings suggest that to cater for the Chinese

international university students in New Zealand, travel agents should concentrate on providing trips of short duration.

5.3.3 Source of Travel Information

The present study shows that the most popular choice to get travel information is by online searching. This finding was also found by Lantai and Mei (2017) and Shi et al. (2010) in their studies focusing on international or Chinese students in Norway and Japan, respectively. Using social media and website for travel information and booking have become a common trend in China. Bai, Law, and Wen (2008) pointed out that the growth of utilising websites to purchase travel-related products by Chinese people provides a great opportunity for hospitality and tourism industry. Thus, travel suppliers need to improve the online visibility and contents on their websites or utilise social media to attract Chinese international university students. Besides use of the Internet for searching travel information, some studies also mentioned that international students would obtain information through friend recommendations (Lantai & Mei, 2017; Michael et al., 2004; Payne, 2010; Shi et al., 2010; Sung & Hsu, 1996). Nevertheless, not many participants in this study mention that they would follow their friend suggestions as a source of travel information. This may be because there was no "friends" option for the participants when answering the questionnaire, and they can only write down the answer in the "other" option. Thus, this question should be retested in the future research.

5.3.4 Transport Use

Over half of the participants in this research favour private car and public transport as the main forms of transport while travelling in New Zealand, followed by rental car. This result is nearly consistent with most of the studies exploring international or Chinese students (Field, 1999; Glover, 2011; Hsu & Sung, 1997; Huang & Tian, 2013; Lantai & Mei, 2017; Payne, 2010; Ryan & Xie, 2003; Shi et al., 2010). Field (1999) and Hsu and Sung (1997) identified that most of the international university students in the United States would choose a private car as the primary form of transport. Glover (2011) found out that international students in Australia tended to travel by aeroplane and rental car because they did not have their own vehicles. Payne (2010) studied international students in New Zealand and revealed that private car was the initial option, followed by rental car. Huang and Tian (2013) showed that the main form of transport for Chinese international students in the United Kingdom was train followed by bus and individual vehicle. Lantai and Mei (2017) and Shi et al. (2010) analysed Chinese international

university student in Japan and Norway, respectively, and the most popular option was public transport. Ryan and Xie (2003) conducted a research focusing on the travel patterns of Chinese international university students in New Zealand and found that travel by car was the most popular choice followed by bus, aeroplane and train. The different choice of transportation means for Chinese international students reflected the pattern of transport development. Despite the variety of transportation means in different countries, individual vehicle and public transport are seen as the main choice for transport use in most of the countries for international students. This finding implies the need for improved public transport facilities and the safety of rental cars in New Zealand since most of the international students are new to the transport system and road regulations. The New Zealand government can be vigilant to educate those who are not familiar with the road rules to avoid vehicle accidents (Page, Bentley, Meyer, & Chalmers, 2001).

5.3.5 Accommodation Choice

This study finds that hotels are the main type of accommodation for the participants, followed by motels and bed-and-breakfasts. Likewise, other studies also pointed out that hotels or motels are the most popular choices for accommodation (Field, 1999; Hsu & Sung, 1997; Huang & Tian, 2013; Ryan & Xie, 2003; Shi et al., 2010). Field (1999) and Hsu and Sung (1997) focused on studying international students in the United States and found that hotels and motels were the main option for their accommodation choice; Ryan and Xie (2003) indicated that hotels and motels were the most popular choices of accommodation for Chinese international students in New Zealand; Huang and Tian (2013) and Shi et al. (2010) looked at Chinese international students in Japan and the United Kingdom, respectively, and discovered that hotels were the preferred mode of accommodation. Nevertheless, several studies confirmed that backpacker hostel was the main option of accommodation choice. Gardiner et al. (2013) and Glover (2011) indicated that international students in Australia were budget conscious, so backpacker hostels would be their primary choice, which is similar to findings of the study conducted by Payne (2010) examining international students in New Zealand. Lantai and Mei (2017) identified that Chinese international students in Norway tended to stay at bed-and-breakfasts and hostels while travelling because hotels were too expensive. This research implies that accommodation choice for international students or Chinese international students can differ in different countries. Thus, future research can utilise a qualitative approach, such as interviews, to identify the travel behaviour of international students for

more comprehensive understanding as to how they decide the mode of accommodation while travelling.

5.3.6 Travel Behaviour Differing According to Respondents' Characteristics

One of the research questions in this study is to find out whether the participants' travel behaviours vary with demographic characteristics. In the following section, the two key findings with the most obvious differences are discussed. This study finds that participants with lower monthly expenditure tend to go for a short trip, whereas those with higher monthly expenditure are more likely to travel for a long period of time. This may be because many international students are facing financial problems during their study (Sherry et al., 2010), and in general, the cost of travelling is higher on a longer trip.

Another interesting finding is that older Chinese international university students (over 40) are more likely to join a package tour with a tour guide. Although no previous research on international student travel has found a similar result, this result can be confirmed by Thomson and Pearce (1980) and Quiroga (1990) who investigated the characteristics of package tours in New Zealand and the United Kingdom, respectively. These two studies indicated that tourists aged about 45 were more likely to participate in guided tours because travel without worry was their main concern. Thus, travel agents can provide package tours that are suitable for Chinese international university students aged over 40 since they can afford to accommodate their desire for comfort during their trips.

5.4 Summary

After comparing and linking with previous studies, this research indicates that the survey participants are affected by push and pull motivations while travelling in New Zealand. When looking at the travel push and pull motivations in general, the main push motivations for Chinese international university students are having fun, relaxation, exploring a new destination, and enhancing human relationship; destinations with a safe environment and beautiful scenery are the main reasons that drive people to travel. In addition, factor analysis confirmed that the push and pull factors with high mean scores are "Human relationship and Entertainment", "Escape and relaxation", "Accessibility" and "Hospitality". More importantly, several motivational factors found in this research were influenced by demographic characteristics. For example, regarding the push factor of "Knowledge and Exploration", older Chinese international university students tend to be willing to learn new things and explore new destinations.

Moving on to travel behaviours, most of the survey participants are more likely to travel with friends and family, travel for a short period of time, get travel information from the Internet, travel by private car and public transport and choose hotels while travelling. Moreover, this research confirms that Chinese international university students with lower monthly expenditure tend to go for a short trip, and those with aged higher than 40 are more likely to join a package tour with a tour guide.

In order to meet Chinese international university students' travel expectations, the travel industry and the department of tourism in New Zealand need to consider travel motivations and behaviours at the same time because both of them are the significant reasons affecting individual's travel decision making.

Chapter 6: Conclusion

6.1 Introduction

Along with the growth of the Chinese international student numbers, this market plays a vital role in the tourism industry. However, there is still a lack of studies that target Chinese university students travelling in New Zealand. Moreover, no previous studies utilised the approach of push and pull theory to analyse travel motivations of the Chinese university students, and only a limited number of studies examined the relationship between travel motivation factor and demographic characteristics. Apart from understanding travel motivations, exploring the travel behaviours of Chinese international university students can help the tourism industry to understand their attitudes towards selecting, evaluating and purchasing tourism products.

To address research gaps, a quantitative approach was adopted to identify Chinese international university students' motivations based on push and pull theory and behaviours towards travelling in New Zealand. More importantly, this study explores whether the travel motivation and behaviour differ with demographic characteristics. This chapter firstly shows the research summary and the contribution. Next, the limitations of this research are presented. Finally, this chapter ends with recommendations for future research and tourism stakeholders.

6.2 Research Summary

To better understand the Chinese students' travel motivations and behaviours, this research aims to answer the research question: "what are Chinese students' motivations and behaviours towards travelling in New Zealand?". Based on the research question, four research objectives were addressed by a holistic analysis. Thus, this research provides a deeper insight for understanding the New Zealand tourism market related to the Chinese international university students.

The first objective is to discover the push and pull motivations of the Chinese international university students towards travelling in New Zealand. By conducting the survey questionnaire on 267 participants and performing statistical analyses, descriptive analysis with the mean values ranks the 21 push motivations and 19 pull motivations in the descending order. The five most important push motivations are "Have fun and being

entertainment", "Relaxation", "To travel the place that I have not been before", "Spending time with someone special" and "Enhancing family and friendship ties". From the first three items, it is implied that most Chinese students are motivated to travel for reasons related to entertainment, relaxation and novelty seeking; the fourth and fifth items are associated with the enhancement of human relationships. In terms of the pull motivations, the five most significant motivations are "Safe and security", "Beautiful scenery and landscape", "Travel time", "Convenient transportation" and "Good value of money". Thus, this research suggests that destination marketers in New Zealand should pay attention to environmental sustainability, safety and accessibility.

After ranking the main push and pull motivations, factor analysis is applied to group the multiple motivations that are correlated into different factors. Four factors are derived from the push motivations and labelled as "Human relationship and Entertainment", "Knowledge and Exploration", "Prestige and Luxury" and "Escape and Relaxation". The push factors with a higher mean score are "Human relationship and entertainment" and "Escape and relaxation". It can be concluded that the core factor for the Chinese international university students to travel in New Zealand is to enhance the relationship with their friends and family through entertainment. Moreover, to reduce stress and escape from their daily lives while traveling are also the main consideration for the Chinese students.

On the other hand, pull motivational items are classified into four factors named as "Accessibility", "Education and Familiarity", "Attractions and Destination safety" and "Hospitality". The pull factors scored with a high mean value are "Accessibility" and "Hospitality". It can be confirmed that Chinese students are more likely to considered whether destinations have convenient transport and the price of products is in line with their expectation. In addition, the destination with high quality of service, accommodation and food is also the important reason attracting Chinese students to travel.

The second objective is to examine the relationship between push and pull travel motivation and demographic characteristics. Analysed by several statistical tests, five motivational factors are influenced by age, monthly expenditure or level of education. With respect to the push factors, the factor of "Knowledge and Exploration" and "Prestige and Luxury" are different across age groups. The participants with higher age (31 to 40) are more interested in learning new things and seeking nature and local culture than those

with younger age (18 to 24). Conversely, the younger participants (18 to 24) favour luxury travel such as casino visits and wine tasting or visiting popular attractions more than the older (31 to 40).

Regarding the pull factors, the participants with lower monthly expenditure are more likely to value the factor of "Accessibility", compared with those with higher monthly expenditure. It is visible that the students who are facing financial difficulties may pay more attention to this factor. The factor of "Education and Familiarity" and "Hospitality" were influenced by the level of education. The Chinese international university students with higher education level (PhD) usually do not consider whether the destinations provide educational opportunities and have problems caused by language barriers. In addition, undergraduate respondents tend to visit destinations which provide a better quality of accommodation, food and service. Based on the factors differing according to respondents' characteristics, tourism stakeholders need to ensure who their target market is when developing specific packages or services for Chinese students.

The third objective is to investigate the travel behaviours of Chinese international university students towards travelling in New Zealand. To achieve this objective, the researcher analyses the participants' travel behaviours such as travel companion, days of trip, source of travel information, transport use and accommodation choice. Regarding the travel companion, the majority of the participants prefer to travel with their friends rather than travelling alone or joining a tour group. In terms of days of trip, the participants are more likely to travel for a short period of time, especially no longer than five days. Concerning source of travel information, online searching is the most popular choice for the participants. As for the transport use, individual vehicle and public transport are the two most popular options for the participants. Lastly, when travelling in New Zealand, the respondents favour hotels and motels as the main type of accommodation. Based on the findings of travel behaviours, tourism operators can understand how to improve, promote and sell their products to cater for the Chinese university students' market.

The last objective is to identify the relationship between respondents' characteristics and travel behaviour. The main finding revealed by this research is that the respondents with lower monthly expenditure are more likely to travel for a short period of trip, as opposed to those with higher expenditure. The reason may be that international students

facing financial problems need to consider whether they can afford a trip with longer days. Another interesting finding is that the participants with higher age (above 40) have a higher probability of joining a package tour with a tour guide because travel without worry may be their main concern.

6.3 Contribution of the Study

This study intends to address the research gaps and provide new insights for international students' travel motivations and behaviours. This is the first study into the push and pull travel motivations of Chinese international university students towards travelling in New Zealand. In addition, this research identifies the travel motivations and behaviours across respondents' characteristics to develop a better understanding of the Chinese international students' travel market in New Zealand. Therefore, this study makes a valuable contribution to academic knowledge, and tourism stakeholders can find a niche by following the research findings and providing the products that meet the Chinese students' needs.

Differently from the published studies conducting international or Chinese students' travel in other countries, the uniqueness of the findings is also discovered in this study. In terms of the push factors, this research pointed out the correlation between entertainment and the enhancement of human relationship. Regarding the pull factors, the factor of "Accessibility" could affect the Chinese students' willingness to visit the destinations, and safety is vital determinates for them deciding the attractions. Moreover, travel motivations can differ by demographic characteristics. Chinese international students aged 31 to 40 would be motivated by the factor of "Knowledge and Exploration" than those aged 18 to 24. Besides, Chinese international students with lower monthly expenditure are more likely to consider whether the destinations provide convenient transport and tourism products are in line with their expectations, compared with those with higher monthly expenditure. The level of education can affect the motivational factor of "Education and Familiarity" and "Hospitality".

Furthermore, the travel behaviours of Chinese international students with respect to travel companion, days of trip, source of travel information, transport use, accommodation choice and travel type are examined. This study also emphasises that their demographic characteristics influencing travel behaviours should also be taken into account. Chinese international students with lower monthly expenditure prefer a short-term excursion than

those with higher monthly expenditure. In addition, Chinese international university students aged over 40 show a greater willingness to join a package tour.

6.4 Limitations of the Study

There are several limitations which should be addressed in future studies. The quantitative method utilised by this research discovers the meanings of the phenomenon, but without understanding underlying reasons. Although the questionnaire created by this study was based on theoretical evidence, the respondents were not allowed to deeply express the experiences from their viewpoint. Therefore, qualitative methods should be employed in future study to find out more in-depth information from Chinese international students and whether there are more items related to travel motivations and behaviours, and which are not included in this research.

Furthermore, due to limited time and resources, the data was only collected in one month from 6th August to 24th August in 2018 at the Auckland University of Technology. Moreover, 267 questionnaires did not reach the target sample size, and convenience sampling method used in this research led to unrealistically high response rate. For these reasons, the results may result in bias for the analysis and not accurately represent the research population.

Finally, in the cross-tabulation with chi-squared test, the cells in some cases are higher than 20%, which means that the expected frequency is lower than five. In this situation, the results may lead to bias, so further investigation for consolidating the findings will be needed.

6.5 Recommendations

For future research

This study has provided the following recommendations to future research. Firstly, if time and resources permit, future studies targeting Chinese international students need to collect data at the other universities in New Zealand because students living in different regions may have differing perspectives. The research data can thus be more accurate to represent the whole population of the Chinese international university students in New Zealand.

Another recommendation for future studies is that random sample technique should be applied to ensure each participant has an equal opportunity to be chosen, which can avoid biased representation. In addition, the sample size should be increased because the larger the sampling size, the more accurate statistic is. A qualitative method such as interview should be employed to identify the in-depth information referring to the travel motivations and behaviours of the Chinese international university students in New Zealand.

As shown in the present study, Chinese international university students are pushed and pulled by internal and external sources. Future studies are recommended to explore the push and pull travel motivations and travel behaviours of Chinese students in other regions or countries because each destination will have a different form of travel activity which can affect individual attitudes towards travelling. Moreover, to have a better understanding of the Chinese student market, it is suggested that a segmentation technique be utilised to classify similar needs and characteristics into the segment, which can help the tourism industry to adapt to the customers' needs. For example, future research can confirm whether there is a correlation between people's age and the motivational factor of "Knowledge and Exploration".

For tourism stakeholders

This study has also provided implications for the tourism stakeholders. The findings show that travel suppliers should understand the student travellers' behaviours and how they are pushed and pulled by the motivations to make travel decisions. When developing specific packages and services to cater for the Chinese international students' market, it is necessary to ensure that the tourism products are associated with the factor of "Human relationship and Entertainment" and "Escape and Relaxation" because these two factors are the most significant for motivating the students to go travelling. In addition, Chinese students are mainly pulled by the factors: "Accessibility", "Hospitality" and "Attractions and Destination safety". With these factors in mind, destination managers should establish effective strategies to meet Chinese students' needs. More importantly, tourism stakeholders need to understand that the Chinese students' travel motivations can be different by demographic backgrounds. For example, the Chinese students with higher age tend to be more interested in learning new things and exploring the destinations, and those studying undergraduate degrees are more likely to visit destinations providing a better quality of accommodation, food and service.

Regarding the travel behaviours, travel agents should concentrate on providing trips of short duration, especially less than five days because Chinese students tend to travel in short terms. For Chinese students, online information searching is recognised as the most popular method to get travel information. Thus, tourism industries in New Zealand need to improve the online visibility and contents on their website to attract Chinese students. In addition, hotel and motel managers need to pay attention to the quality of their products. Finally, New Zealand government should improve public transport and the safety of rental cars because international students may be new to the transport system and road regulations. As with travel motivations, Chinese students' travel behaviours can also be different according to demographic characteristics. Travel agents should design package tours that are suitable for Chinese students aged over 40 because they are more likely to join a package tour, compared with younger students.

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Appendix A: Participant Information Sheet

Date Information Sheet Produced:

19.06.2018

Project Title

Travel motivations and behaviours of Mainland Chinese students in New Zealand

An Invitation

Dear Chinese student:

My name is Mao Tang Lin (Brian). I am now studying the Master of International Tourism Management degree at AUT University and doing my dissertation on the topic of "Travel motivations and behaviours of Mainland Chinese students in New Zealand ". This letter is to invite you to participate in this research project.

You have been invited to fill in a short questionnaire. Participation in this research is voluntary. You may withdraw from the study at any stages before returning the complete survey. All information collected will be kept confidential.

What is the purpose of this research?

The purpose of this research is to identify Chinese university students' travel motivations and behaviours towards travelling in New Zealand as an international student.

How was I identified and why am I being invited to participate in this research?

You have been chosen as a participant because you are the Chinese university student studying in New Zealand. If you are 16 years of age or over, please complete this survey.

How do I agree to participate in this research?

Please let the researcher know if you agree to participate in this study, and you will get the questionnaire.

What will happen in this research?

The questions will ask your travel behaviours and motivations towards travelling in New Zealand.

What are the discomforts and risks?

You might be feeling uncomfortable when I ask you to provide personal travel experience and financial expenditure.

How will these discomforts and risks be alleviated?

If you are feeling uncomfortable for answering any particular question, you can stop and withdraw from the research at any time without being disadvantaged.

What are the benefits?

The findings of this research will be significant for the travel industry and the department of tourism in New Zealand to enhance the experience of the student tourist market.

How will my privacy be protected?

No one will recognise your identity from the survey. Your completed questionnaire will be kept confidential and only the researcher and his supervisor can access to the data collected.

What are the costs of participating in this research?

No financial costs for participating in this research. The questionnaire will take around 10 to 15 minutes of your time to complete.

What opportunity do I have to consider this invitation?

The researcher will ask whether you would like to participate in this research. You may agree or refuse to take part.

Will I receive feedback on the results of this research?

If you are interested in the findings, you can visit the website of the library of Auckland University of Technology http://aut.researchgateway.ac.nz/handle/10292/3

What do I do if I have concerns about this research?

Any concerns regarding the nature of this project should be notified in the first instance to the Project Supervisor, Dr Claire Liu, Email: Claire.liu@aut.ac.nz; Phone: 09 921 9999 ext 6431. Concerns regarding the conduct of the research should be notified to the Executive Secretary of AUTEC, Kate O'Connor, Email: *ethics@aut.ac.nz*, 921 9999 ext 6038.

Whom do I contact for further information about this research?

Researcher Contact Details:

Mao Tang Lin

Auckland University of Technology

Email: brianllin@outlook.com

Project Supervisor Contact Details:

Dr Claire Liu

School of Hospitality and Tourism

Auckland University of Technology

Phone: 09 921 9999 ext 6431

Email: Claire.liu@aut.ac.nz

Approved by the Auckland University of Technology Ethics Committee on *03/07/2018,* AUTEC Reference number *18/251*.

Appendix B: Participant Information Sheet (Chinese)

问卷制作日期： 19.06.2018

研究名称

国际中国学生就读新西兰大学期间对于在新西兰旅游的动机和旅游行为。

亲爱的中国学生：

我叫林楸堂（Brian），我目前在读 AUT 大学的国际旅游管理硕士学位。 我 的论文题目是“国际中国学生就读新西兰大学期间对于在新西兰旅游的动机 这封信是邀请你参加这个研究项目。

本问卷约需要 10 到 15 分钟完成且将询问您在新西兰旅游的动机。

参与这项研究是自愿的 。 你可以在任何阶段取消填寫問卷 。 我所收集的信息是完全保密 的。

本研究的目的

这项研究的目的是了解国际中国学生就读新西兰大学时在新西兰旅游的动机和旅游行为。 本研究是为了协助 AUT 大学研究人员的硕士论文。

为什么我被邀请参加这项研究 ？

你被邀请为问卷参与者，因为你是在新西兰留学的中国大学生。如果你是 1 6 岁或以上，请填写此问卷调查。

我如何同意参加这项研究？

请让研究人员知道你同意参加这项研究，之后你会得到问卷做填寫。

参与本研究的过程为何？

在本次调查中，你可能需要大约 10 至 15 分钟完成调查问卷。問卷中的问题会涉及到你在新西兰的旅游的习惯和旅行动机。

本研究是否会造成不适和风险？

参与本次调查不会有任何不适和风险。

若在问卷过程中感到不适该如何得到缓解？

如果您在回答问题的过程中感到不适，您可以随时停止并拒绝参与本问卷。

本研究有什么好处？

这项研究结果可提供新西兰旅游业和旅游部门做为参考，且有助于提升学生旅游的体验。

我的隐私如何得到保护？

收集到的信息将无法识别出您的身份。此外，填好的问卷将被保密，只有研究人员和他的指导教授可以使用收集到的数据。

参与这项研究的费用是多少？

参与这项研究不需要财务费用。 问卷仅需要你大约 10 到 15 分钟来完成。

我有什么机会考虑参與本研究？

研究人员会问你是否想参加这项研究，您可以同意或拒绝参与。此外，在问卷过程中您可以有权利在任何时候拒绝参与本研究。

我能够收到有关这项研究结果的资讯吗？

参与者若有兴趣了解本研究的结果，可以通过发送电子邮件给我。

如果我對这项研究有疑問，该怎么办？

如有任何关于本研究的问题，你可联系 Claire Liu 博士 ， 电子邮

箱： Claire.liu@aut.ac.nz ; 电话：09 921 9999 转 6431 。

对本研究的疑问可联系 AUTEC 执行秘书 Kate O'Connor，电子邮件：ethics@aut.ac.nz，

921 9999 转 6038。

我如何获得关于这项研究的进一步信息？

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□ 如果您对这项研究的結果感兴趣， 请发电子邮件給我們。

Approved by the Auckland University of Technology Ethics Committee on *03/07/2018*, AUTEC Reference number *18/251*.

Appendix C: Questionnaire

Travel motivations and behaviours of Mainland Chinese students in New Zealand

This study focuses on Chinese university students and was designed to identify their travel motivations and behaviours in travelling in New Zealand. The questionnaire has three parts: personal information, travel behaviour characteristics, and travel motivations.
The survey will take about 10 to 15 minutes to complete. By completing this questionnaire, you are indicating your consent to participate in this research.

☐ I understand that by completing this survey, I give my informed consent to the information provided being used in this study. (Please tick this consent before continuing)

Part 1: Personal Information (Please select one of the options)

1. What is your gender?

☐ Male ☐ Female

2. Age

☐ 18-24 ☐25-30 ☐ 31-40 ☐ >40

3. What do you study?

☐Undergraduate degree ☐ Graduate diploma ☐Postgraduate diploma and Master degree ☐ PhD

4. How long have you been living in New Zealand?

☐ 6 months-1 year ☐ 1-2 years ☐2-3 years ☐3-4 years ☐ >4 years

5. What is your monthly expenditure (NZD) while living in New Zealand?

☐$1000 or below ☐ $1001 - $2000 ☐ $2001- $3000 ☐ $3001 or above

Part 2: Travel Behaviours

1). Who do you mainly travel with in New Zealand? (You can choose more than one answer)

☐Alone ☐ Friends ☐Partner

☐ Family ☐ Tour group ☐ other (Please specify _____)

2). How many days do you travel for a trip? (Please choose one answer)

☐ 1-3 days ☐ 4-5 days ☐6-10 days ☐ >10 days

3). Where do you get the travel information before travelling? (You can choose more than one answer)

☐ Online

☐ Travel agent

☐Information Centre

☐ Travel guidebooks

☐ Other (Please specify _____)

4). What is your main form of transport when travelling in New Zealand? (You can choose more than one answer)

☐ Public transportation, e.g. bus, train and ferry.

☐ Tour buses

☐ Rental car

☐ Individual vehicle

☐ Other (Please specify_____)

5). What type of accommodation do you choose when travelling in New Zealand? (You can choose more than one answer)

☐ Backpacker hostels

☐ Hotels

☐ Motels

☐ Bed and breakfast (B&B)

☐ Campgrounds

☐ Other (Please specify_____).

6). What type of trip do you usually take and how do you plan for it? Please check one of the descriptions below:

☐ I would like to join a package tour with a knowledgeable tour guide because comfort is important.

☐ I enjoy travelling with my friends, but I would like to get the information and service from travel agent or Internet to help me plan my trip.

☐ I enjoy arranging the trip by myself and travelling alone.

☐ I prefer to travel without planning and explore the destination as I go.

Other (Please specify _____)

Part 3: Travel Motivation

1. Below are the factors that may affect your desire to travel in New Zealand. Please rank the importance of each of the following factors for your travel decision making:

Factors to consider for traveling in New Zealand		1=Least important; 2=Not important; 3=Neutral; 4=Somewhat important; 5= Extremely important
a)	Escaping from the daily routine	1 2 3 4 5
b)	To reduce stress	1 2 3 4 5
c)	Relaxation	1 2 3 4 5
d)	Rediscovering myself during the trip	1 2 3 4 5
e)	To enhance my knowledge and experience about New Zealand	1 2 3 4 5
f)	To experience different lifestyle and culture (e.g. Maori culture)	1 2 3 4 5
g)	To travel the place that I have not been before	1 2 3 4 5
h)	To visit museum and historical sites	1 2 3 4 5
i)	To visit the places that my friends have not visited	1 2 3 4 5
j)	Talking about a trip after returning home	1 2 3 4 5
k)	Visiting the most popular destination in New Zealand	1 2 3 4 5
l)	Having fun and being entertained	1 2 3 4 5
m)	To visit casino	1 2 3 4 5
n)	To go wine tasting/ visit winery	1 2 3 4 5
o)	Enjoying good weather	1 2 3 4 5
p)	Seeing nature and observing wildlife (e.g. to go whale watching and visit national parks)	1 2 3 4 5
q)	Enhancing family and friendship ties	1 2 3 4 5
r)	Spending time with someone special	1 2 3 4 5
s)	Visiting the place recommended by friends	1 2 3 4 5
t)	To engage in adventure tourism activities (e.g. bungy jumping, hiking or mountain climbing)	1 2 3 4 5
u)	Meeting local people	1 2 3 4 5

2. Below is a list of destination attributes that may affect your travel decisions when travelling in New Zealand. Please rank the importance of each of the attributes:

Factors influencing your destination choice in New Zealand		1=Least important; 2=Not important; 3=Neutral; 4=Somewhat important; 5= Extremely important
a)	Convenient transportation	1 2 3 4 5
b)	Travel time	1 2 3 4 5
c)	Good value for money	1 2 3 4 5
d)	Ease of communication (e.g. someone can speak Chinese at the attractions)	1 2 3 4 5
e)	Geographic closeness	1 2 3 4 5
f)	Quality of food and beverage	1 2 3 4 5
g)	Quality of accommodation	1 2 3 4 5
h)	Quality of service	1 2 3 4 5
i)	Educational opportunities	1 2 3 4 5
j)	Cultural and historical attractions	1 2 3 4 5
k)	Beautiful scenery and landscape	1 2 3 4 5
l)	Night life and entertainment	1 2 3 4 5
m)	Friendly local people	1 2 3 4 5
n)	Familiarity with a place	1 2 3 4 5
o)	Safe and security	1 2 3 4 5
p)	Guided tours available	1 2 3 4 5
q)	The destination provides travel information (e.g. information centre)	1 2 3 4 5
r)	Shopping facilities	1 2 3 4 5
s)	To participate in special events and festivals	1 2 3 4 5

Thanks for your time and participation!

Appendix D: Questionnaire (Chinese)

就读于新西兰的中国国际学生在新西兰的旅游行为与动机

这项研究侧重于就读于新西兰的国际中国大学生在新西兰旅行的动机和行为。问卷包括三部分：个人信息，旅行行为特征和旅行动机。填写这份问卷的时间约为10至15分钟。

□ 我明白通过完成这项调查，我同意提供信息用于本研究。（请在填写问卷前勾选此同意书）

第 1 部分：个人信息

1. 性别

□ 男　□ 女

2. 年龄

□ 18-24　□ 25-30　□ 31-40 □ > 40

3. 您现在就读的级别为？

□ 本科学位 Undergraduate degree □ 研究生文凭 Graduate diploma □ 深造文凭 和 硕士学位

Postgraduate diploma and Master degree □ 博士学位 PhD

4. 您在新西兰生活了多久？

□ <1 年 □ 1-2 年 □ 2-3 年 □ 3-4 年 □ >4 年

5. 您在新西兰的每月支出大約是多少（NZD）？

□ <1000 □ 1001 - 2000 □ 2001- 3000 □ >3001

第 2 部分：旅行行为特征

1. 在新西兰旅行时，你主要与谁结伴同行？（你可以选择多个答案）

□独自一人 □朋友 □伴侣

□家人 □旅游团 □其他（请注明_____）

2. 在新西兰旅行时，你偏好的旅游天数为何？（请选择一个答案）

□ 1-3 天 □ 4-5 天 □ 6-10 天 □ >10 天

3. 你在旅行前通常从哪里获取旅行信息？（你可以选择多个答案）

□ 网路

□ 旅行社

□ 旅游信息中心

□ 旅行指南手册

□ 其他（请注明_____）

4. 在新西兰旅行时，您倾向的主要交通工具是什么？（你可以选择多个答案）

□ 公共交通，例如 公共汽车，火车和渡轮。

□ 巴士旅游

□ 汽车租赁

□ 私驾车

□ 其他（请注明_____）

5. 您在新西兰旅行时您会选择什么类型的住宿？（你可以选择多个答案）

□ 背包客栈

□ 旅馆

□ 汽车旅馆

□ 私人住宅或小型旅馆 Bed and breakfast (B&B)

□ 露营

□ 其他（请注明_____）

6. 你喜欢什么形式的旅行？请选择一个选项:

□ 我偏好加入旅行团且配有一个知识丰富的导游，因为舒适度很重要。

□ 独自旅行或与朋友一起旅行，但我会从其他渠道比如旅行社或网路获得信息和服务，以帮助我计划旅行。

□ 我喜欢自己安排行程后独自旅行。

□ 我喜欢没有事前计划的旅行，说走就走，边走边决定旅游路线。

□ 其他（请注明_____）

第 3 部分：旅行动机

1. 以下是可能影响您在新西兰旅行的因素。请选择符合您的答案，指出以下因素对于您的重要程度。

在新西兰旅行的原因		答案从 1 到 5 进行评分，1 表示最不重要 5 表示最重要
a)	远离日常一成不变的生活	1 2 3 4 5
b)	减轻压力	1 2 3 4 5
c)	放松	1 2 3 4 5
d)	可在旅途中重新发现自己	1 2 3 4 5
e)	提高我对新西兰的知识和经验	1 2 3 4 5
f)	体验不同的生活方式和文化（如毛利文化）	1 2 3 4 5
g)	造访我以前从未去过的地方	1 2 3 4 5
h)	参观博物馆和历史遗迹	1 2 3 4 5
i)	参观我朋友没有去过的地方	1 2 3 4 5
j)	可以做为结束旅行的聊天内容	1 2 3 4 5
k)	参观大多数人喜爱或觉得热门的地方	1 2 3 4 5
l)	可以玩得开心和享受娱乐時光	1 2 3 4 5
m)	去参观赌场	1 2 3 4 5
n)	去品酒/参观酒庄	1 2 3 4 5
o)	享受好的天气	1 2 3 4 5
p)	亲近自然和观察野生动物（例如，去赏鲸和参观国家公园）	1 2 3 4 5
q)	加强家庭和友谊关系	1 2 3 4 5
r)	与特别的人共度时光	1 2 3 4 5
s)	参观朋友推荐的地方	1 2 3 4 5
t)	从事探险旅游活动（如蹦极，登山或登山）	1 2 3 4 5
u)	与当地人交朋友	1 2 3 4 5

2. 以下是您以新西兰作为旅行目的地时可能考虑的因素。 请选择符合您的答案，指出以下因素对于您的重要程度。

影响您在新西兰目的地选择的原因		答案从 1 到 5 进行评分，1 表示最不重要 5 表示最重要				
a)	交通便利	1	2	3	4	5
b)	旅行时间的長短	1	2	3	4	5
c)	物有所值	1	2	3	4	5
d)	交流的便捷性（例如，景点有提供中文服务）	1	2	3	4	5
e)	地理位置的远近	1	2	3	4	5
f)	食物和饮料的质量	1	2	3	4	5
g)	住宿质量	1	2	3	4	5
h)	服务质量	1	2	3	4	5
i)	有学习的机会	1	2	3	4	5
j)	文化和历史景点	1	2	3	4	5
k)	拥有美丽风景的景点	1	2	3	4	5
l)	夜生活和娱乐	1	2	3	4	5
m)	友善的当地人	1	2	3	4	5
n)	对地点有一定程度的熟悉	1	2	3	4	5
o)	安全	1	2	3	4	5
p)	提供导游服务	1	2	3	4	5
q)	目的地提供旅游信息詢問（例如 旅游信息中心）	1	2	3	4	5
r)	购物设施	1	2	3	4	5
s)	有机会参加特殊活动或节日	1	2	3	4	5

感谢您的问卷参与！

Appendix E: Ethics Approval

3 July 2018

Claire Liu

Faculty of Culture and Society

Dear Claire

Re Ethics Application: **18/251 Travel motivations and behaviours of Mainland Chinese students in New Zealand**

Thank you for providing evidence as requested, which satisfies the points raised by the Auckland University of Technology Ethics Subcommittee (AUTEC).

Your ethics application has been approved for three years until 2 July 2021.

Standard Conditions of Approval

1. A progress report is due annually on the anniversary of the approval date, using form EA2, which is available online through http://www.aut.ac.nz/researchethics.
2. A final report is due at the expiration of the approval period, or, upon completion of project, using form EA3, which is available online through http://www.aut.ac.nz/researchethics.
3. Any amendments to the project must be approved by AUTEC prior to being implemented. Amendments can be requested using the EA2 form: http://www.aut.ac.nz/researchethics.
4. Any serious or unexpected adverse events must be reported to AUTEC Secretariat as a matter of priority.
5. Any unforeseen events that might affect continued ethical acceptability of the project should also be reported to the AUTEC Secretariat as a matter of priority.

Please quote the application number and title on all future correspondence related to this project.

AUTEC grants ethical approval only. If you require management approval for access for your research from another institution or organisation then you are responsible for obtaining it. If the research is undertaken outside New Zealand, you need to meet all locality legal and ethical obligations and requirements. You are reminded that it is your responsibility to ensure that the spelling and grammar of documents being provided to participants or external organisations is of a high standard.

For any enquiries, please contact ethics@aut.ac.nz

Yours sincerely,

Kate O'Connor
Executive Manager
Auckland University of Technology Ethics Committee