

Expectations, motivation and study tour consumption intentions: Attitude mediation and psychological stress

Xiang LinPeng¹, Dr. Rosman Bin Karim²

¹ Graduate School of Management, Management and Science University Shah Alam, Malaysia

² Faculty of Business Management and Professional Studies, Management and Science University, Jalan Olahraga, Section 13, 40100 Shah Alam, Selangor, Malaysia.

xianglinpeng.7@gmail.com (Xiang LinPeng)

rosman_karim@msu.edu.my (Dr. Rosman Bin Karim)

Xiang LinPeng ORCID : 1650-1671-1650-1671

Rosman Bin Karim ORCID: 1650-1671-1650-1671

HOW TO CITE:

Xiang LinPeng, Rosman Bin Karim (2026). Expectations, motivation and study tour consumption intentions: Attitude mediation and psychological stress International Journal of Special Education, 41(23s), 1650-1671

COPYRIGHT STATEMENT:

Copyright: © 2026 Authors.
Open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>).

ABSTRACT:

Educational study tours require students to reconcile anticipated learning and recreational benefits with personal travel goals and continuing academic demands. This study examines the relationships of study tour expectations and motivation with consumption intentions, the indirect associations through attitude, and the proposed moderating role of psychological stress. Questionnaire evidence from students at private universities in Zhejiang, China, is organised around five focal constructs and eight hypotheses. The numerical estimates retain the doctoral study's broader specification as their estimation context; the five-construct framework is not a separately re-estimated model. Expectations and motivation were positively associated with consumption intentions ($\beta = .140$ and $.182$; both $p = .003$) and with study tour attitude ($\beta = .285$ and $.284$; both $p < .001$). Attitude was positively associated with intentions ($\beta = .248$, $p < .001$). Indirect associations through attitude were significant for expectations ($\beta = .071$, $p = .004$) and motivation ($\beta = .070$, $p = .008$). The attitude-by-stress interaction was not supported ($\beta = -.004$, $p = .945$). These findings are consistent with an evaluative pathway connecting anticipated benefits and personal goals with broad consumption intentions. The outcome comprises spending, revisit and recommendation intentions rather than verified expenditure. Programme implications concern clear information, goal-relevant activities and preparation support; causal mediation and conditional indirect effects require stronger temporal and measurement evidence.

Keywords: educational tourism; study tour expectations; study tour motivation; attitude; psychological stress; consumption intentions

. Introduction

- 1. Introduction
- 1.1. Educational travel, student consumption intentions and the research framework
- International study tours combine educational purpose with experiences that

students also encounter as tourism consumers. Participants may seek knowledge, cultural understanding and personal development while anticipating recreation, social contact and unfamiliar ways of life. Programme design must consequently address two connected questions: what educational experiences a tour can provide, and why students consider those experiences

worth their time and expenditure. A programme may communicate clear learning objectives yet attract limited interest if its activities do not fit students' goals. Understanding consumption intentions therefore requires attention to the psychological orientations through which students interpret educational travel.

- The educational value of travel depends on how experiences are organised and understood. Learning can arise through engagement with people, places and practices, while social connections and teaching arrangements shape students' perceptions of a field trip (Arcodia et al., 2021). Educational tourism also encompasses cognitive, affective and behavioural learning domains (Chen et al., 2025). These dimensions give programme providers several potential sources of value to communicate. They do not make every trip equally attractive to every student: the relevance of a cultural visit, workshop or leisure activity depends on what the individual expects and hopes to achieve through participation.
- Students' common university status does not imply a uniform travel orientation. Motivational profiles and travel activities vary within the student market, while previous study tour experience is associated with differences in the importance attached to education and destination conditions (Bicikova, 2014; Lau et al., 2023). A student seeking cultural knowledge may evaluate an itinerary differently from a student seeking personal challenge or opportunities for social recognition. Such differences make a single measure of general travel interest insufficient for explaining how educational and recreational attractions become relevant to consumption. Expectations and motivation offer complementary ways to describe that relevance.
- This study examines study tour consumption intentions among students from private universities in Zhejiang, China, in the context of Southeast Asian study tours. Cross-border educational travel places learning and unfamiliar experience alongside students'

continuing academic and life commitments. The setting allows examination of whether anticipated benefits and travel goals correspond to a favourable overall evaluation of study tours, and whether that evaluation is associated with stronger consumption intentions. Its institutional and geographic scope also provides a concrete basis for interpreting the model, rather than assuming that university students share the same priorities across educational systems and destinations.

- Study tour consumption intentions refer here to a broad orientation towards spending, purchasing and continued engagement with a destination. The outcome includes willingness to spend, purchase desire, responsiveness to an agency recommendation, revisiting and recommending a destination. These responses are meaningful to programme providers because they concern how students may engage with the experience and communicate its value. They remain distinct from recorded purchases, expenditure amounts or completed enrolment. The broad outcome is designated CB in the research model, with its interpretation consistently restricted to consumption and destination-engagement intentions.
- The framework separates study tour expectations (TE), study tour motivation (TM), study tour attitude (TA) and psychological stress (PS). TE concerns anticipated benefits, TM concerns the goals that make travel personally relevant, and TA represents an overall evaluation of study tours. Expectations, motivation and attitude form a connected psychological account of outbound travel, although each construct addresses a different aspect of the decision process (Hsu et al., 2010). PS is positioned as a possible moderator of the relationship between TA and CB. This structure places evaluative orientation between two antecedents and consumption intentions while asking whether academic and life strain changes the final association.

- The attitude – intention relationship draws on the theory of planned behaviour, which identifies attitude, subjective norm and perceived behavioural control as determinants of intention (Ajzen, 1991). Tourism applications support the relevance of this evaluative relationship to destination choice (Lam & Hsu, 2006). The present framework focuses on the attitudinal pathway rather than representing a complete test of that theory. Expectations and motivation describe anticipated value and personal goals; they do not measure perceived control over the resources required for travel. The research question is how these two orientations connect with consumption intentions through TA, and whether the strength of that connection varies with PS.

• 1.2. Expectations and motivation as antecedents of consumption intentions

- Study tour expectations concern the benefits and experiences students anticipate obtaining through travel. In educational tourism, these anticipations can involve new knowledge, cultural understanding, enjoyable activities and opportunities to encounter unfamiliar settings. Their importance lies in the value students attach to what a programme appears capable of providing. Expectations direct attention to particular features of the experience, such as cultural heritage or learning opportunities, before an overall judgement of the activity is formed. Field trip participation is accordingly associated with diverse expectations rather than a single anticipated outcome (Arcodia et al., 2014).

- TE encompasses knowledge and cultural expectations alongside recreational and lifestyle expectations. This combination reflects the breadth of the study tour proposition: learning about a destination can coexist with interest in scenery, food, relaxation and leisure activities. Educational and recreational benefits need not compete in students' anticipations. A programme can be attractive because it offers an engaging way to learn while also providing a change of setting. Treating these expectations within one

construct recognises their common orientation towards the anticipated experience, while retaining the distinction between the types of benefit represented.

- The conceptual difference between expectations and motivation concerns the question each construct addresses. Expectations describe what students anticipate or hope the experience will provide; motivation describes why obtaining those experiences matters to them. A student can expect informative cultural visits without regarding cultural learning as a strong personal goal. Another may strongly seek global knowledge while remaining uncertain about a programme's opportunities for acquiring it. Because anticipation can include wishes as well as likelihood beliefs, TE is understood as a broad anticipated-benefit orientation. Its interpretation does not require that respondents assign a numerical probability to each possible benefit.

- Positive anticipated benefits provide reasons for expressing interest in study tour consumption. Students who associate travel with valued knowledge, cultural experience or recreation may be more willing to consider spending on the opportunity. This relationship concerns the attractiveness of the anticipated experience and can remain present alongside an overall favourable attitude. Specific expectations may matter directly to a purchasing inclination even when a general attitude measure does not capture every valued feature. The proposed path therefore permits TE to retain an association with CB in addition to its relationship through TA.

- The breadth of CB also makes the expectation – intention relationship relevant beyond immediate purchase interest. Students who anticipate meaningful experiences may be more inclined to endorse a destination or consider continued engagement with it. However, those inclinations can have different practical implications: recommending an experience places different demands on the individual from paying to repeat it. A positive aggregate association consequently represents a shared orientation

towards consumption and destination engagement. It does not imply that every anticipated benefit corresponds equally strongly to each component of the outcome.

- H1. Study tour expectations are positively associated with study tour consumption intentions.
- Study tour motivation concerns the goals that make participation personally relevant. Tourism motivation includes educational interests and socio-psychological aims such as novelty, self-development, relaxation and social interaction (Crompton, 1979). Ego enhancement adds the possibility that travel is valued for its association with achievement or recognition (Dann, 1977). Within an educational setting, these goals may coexist rather than form mutually exclusive reasons for participation. Students can seek cultural knowledge while also wanting a personally challenging experience or an opportunity to share experiences with others.
- TM combines novelty and knowledge seeking with ego enhancement. Its content includes exploring cultures, meeting people, acquiring learning opportunities, pursuing achievement and challenging oneself. It also includes social goals concerning experience sharing and recognition. This combination captures the range of reasons students may attach to study tours. A stronger motivational orientation therefore indicates greater endorsement of the goals represented in the construct. It does not specify that one reason is dominant for each student or assume that every reason produces the same form of engagement.
- Motivational quality matters as well as motivational strength. Curiosity can make an activity attractive through its inherent interest, while achievement or recognition may give it value through an associated outcome. Self-determination theory distinguishes these orientations and recognises variation in the autonomy of externally related goals (Ryan & Deci, 2000). This perspective helps interpret why

students with similarly strong travel interest may engage for different reasons. The present TM construct describes endorsed goals; it does not provide a separate assessment of the full range of motivational regulation.

- Travel experience can further change which goals and programme features students consider relevant. Motivation is multidimensional and can vary with experience, while the importance of education and destination conditions differs between experienced and inexperienced study tour participants (Pearce & Lee, 2005; Lau et al., 2023). These relationships make it useful to examine TM as a psychological orientation rather than infer motives solely from student status. They also mean that the average association in a student sample should not be interpreted as a universal ranking of motives.
- Stronger motivation is expected to correspond to greater consumption intentions because personally relevant goals give students reasons to pursue a travel opportunity. A student seeking knowledge or achievement through study tours may express greater willingness to invest in activities that appear to serve that purpose. Research on educational tourism connects travel motives with evaluative and loyalty-related outcomes, although the particular pathway depends on the experience and outcome under consideration (Yang et al., 2023). Here, the direct TM – CB path represents the proposed connection between goal endorsement and broad consumption intentions, alongside the evaluative pathway through TA.
- H2. Study tour motivation is positively associated with study tour consumption intentions.
- Examining TE and TM jointly preserves the distinction between the attraction of anticipated benefits and the personal relevance of seeking them. Their content can overlap around learning, culture and unfamiliar experience, but their proposed roles remain interpretable when this distinction is maintained. Together, they

offer an account of why students may consider educational travel worth pursuing. TA then addresses how these orientations correspond to an overall evaluation of study tours.

- 1.3. Attitude formation and its relationship with consumption intentions

- Study tour attitude represents students' overall favourable or unfavourable evaluation of the activity. It concerns whether participation is considered enjoyable, worthwhile, informative and interesting. This evaluative orientation gives the proposed model a level of integration beyond particular anticipated benefits or individual goals. Expectations may emphasise specific experiences, and motivation may give those experiences personal relevance, while TA expresses how the activity is regarded as a whole. The expectation – motivation – attitude perspective supports examining these related orientations within one psychological account of travel (Hsu et al., 2010).

- Favourable expectations can contribute to a positive attitude by supplying anticipated benefits that students consider worth obtaining. Prospects of cultural learning or enjoyment provide a basis for seeing study tours as meaningful activities. The proposed TE – TA association rests on the appraisal of those benefits as relevant to the experience. A positive relationship is therefore plausible across educational and recreational expectations without requiring that every student value them equally. The overall evaluation can accommodate several attractive features, while allowing reservations about how a particular programme is organised.

- The distinction between anticipation and overall evaluation also makes divergent responses interpretable. Students may anticipate interesting cultural encounters while remaining uncertain about whether a study tour is worth its cost or time. Conversely, a generally favourable attitude may coexist with modest expectations about a specific activity. The positive TE – TA hypothesis concerns the average association between these orientations. It addresses

evaluation of anticipated value rather than a comparison between initial expectations and subsequently experienced programme performance.

- H3. Study tour expectations are positively associated with study tour attitude.

- Motivation can contribute to attitude when students regard study tours as appropriate ways to pursue their goals. Cultural learning makes opportunities for engagement and contextual knowledge relevant; personal challenge makes unfamiliar settings and new responsibilities relevant. When programme features are seen as serving these aims, students have reasons to regard participation favourably. This proposed relationship concerns the match between a goal and the value attributed to the activity. It extends beyond a simple desire to travel by asking how that desire corresponds to an overall evaluation of study tours.

- Different motivational goals can support favourable attitudes through different appraisals. Learning, achievement and social engagement may each give participation personal value, even though they describe different purposes. Motivation alone does not ensure that a particular programme is favourably evaluated. The TM – TA relationship depends conceptually on students seeing study tours as suitable means of obtaining the experiences or outcomes they seek.

- H4. Study tour motivation is positively associated with study tour attitude.

- A favourable attitude is expected to correspond to stronger consumption intentions because it expresses a positive evaluation of engaging with the activity. Attitude is a central component of intention formation in planned behaviour, and tourism models connect evaluations with destination choice and revisit intentions (Ajzen, 1991; Lam & Hsu, 2006; Huang & Hsu, 2009). For the present broad outcome, TA supplies a common evaluative orientation that can be related to spending inclination and destination engagement. The

hypothesis concerns their aggregate association, while recognising that purchasing, revisiting and recommending remain different expressions of intention.

- H5. Study tour attitude is positively associated with study tour consumption intentions.

• 1.4. The mediating role of study tour attitude

The proposed mediation concerns how particular expectations and goals correspond to consumption intentions through overall evaluation. TE supplies anticipated benefits, while TM supplies reasons those benefits may matter to a student. TA represents a favourable or unfavourable judgement of the activity that brings these orientations together. This sequence gives attitude an explanatory role within the model: students' anticipation of valuable experiences and endorsement of travel goals are expected to relate to a more favourable evaluation, which is associated with stronger willingness to engage. The pathway is formulated as an indirect association rather than assuming that the antecedents alone explain intentions.

For expectations, the mediating proposal connects anticipated value with consumption through evaluation of the activity. Cultural knowledge, learning opportunities and recreation can make a study tour appear worthwhile, giving students an evaluative basis for expressing purchasing or destination-engagement inclinations. The TE – TA relationship and the TA – CB relationship therefore imply a positive indirect path. This proposition combines the relevance of expectation to attitude with the relevance of attitude to intention. It does not require that every favourable anticipation produce an intention or that all components of CB respond equally to the same anticipated benefit.

- H6. Study tour attitude mediates a positive indirect association between study tour

expectations and study tour consumption intentions.

For motivation, the mediating proposal links students' reasons for travel with their evaluation of study tours and then with consumption intentions. Goals concerning learning, personal achievement or new social experience may make participation meaningful when students consider the activity suitable for pursuing those goals. A favourable evaluation provides a basis for willingness to consume the experience. The proposed TM – TA – CB path consequently represents an evaluative route through which a broad motivational orientation is related to intentions. It concerns the aggregate motivation construct rather than separate indirect effects for each goal represented in it.

- H7. Study tour attitude mediates a positive indirect association between study tour motivation and study tour consumption intentions.

Direct and indirect associations can coexist in this framework. Specific anticipated benefits or motivational goals may retain relevance to consumption intentions beyond the overall evaluation captured by TA. The mediation proposal consequently permits an attitudinal pathway alongside the direct TE – CB and TM – CB relationships, consistent with an approach that evaluates indirect effects without requiring direct associations to disappear (Rucker et al., 2011). This structure distinguishes whether students' orientations relate to CB through TA, directly, or through both routes.

• 1.5. Psychological stress as a moderator of the attitude – intention relationship

Psychological stress refers to perceived strain associated with academic and life demands in the study tour setting. Relevant experiences include concerns about grades, workload, balancing travel with study, life matters and changes to programme arrangements. These demands can influence how students appraise the prospect of participation even when they regard

study tours favourably. A perceptual approach to stress recognises that the meaning of a demand depends on how the individual experiences it, rather than only on the presence of an external event (Cohen et al., 1983).

- The transactional model of stress and coping connects strain with appraisal of demands in relation to available coping resources (Lazarus & Folkman, 1984). Applied to study tour intentions, this perspective suggests that favourable evaluation may carry different implications under different levels of academic and life strain. Students assess an opportunity within the responsibilities and resources available to them. A tour can be regarded as worthwhile while its timing or demands appear difficult to accommodate. PS may therefore qualify how strongly TA corresponds to willingness to consume the experience.
- A constraint interpretation anticipates a weaker positive TA – CB relationship at greater levels of stress. Workload can make time away from study harder to contemplate, while life difficulties can absorb attention needed for planning. Under these conditions, favourable evaluation may have less correspondence with spending or continued destination engagement. The proposed interpretation concerns a boundary on the attitudinal relationship. It allows students to value study tours while expressing limited readiness to engage because their current demands make the opportunity difficult to pursue.
- An alternative interpretation allows greater stress to increase the relevance of a favourable evaluation. A temporary change from routine can itself be valued as part of the travel experience, as recognised in socio-psychological

accounts of tourism motivation (Crompton, 1979; Dann, 1977). If students appraise educational travel as a meaningful opportunity for change, a favourable attitude could correspond more strongly to their expressed willingness under strain. This possibility concerns how the opportunity is perceived. It does not establish that participation relieves stress or that relief is the motive underlying a respondent's intentions.

- These competing possibilities support a non-directional moderation hypothesis. The question is whether the TA – CB association varies with PS, rather than assuming a uniform constraint or opportunity appraisal across students. Stress is positioned specifically on the final attitudinal path. This focus keeps the two antecedents, the evaluative mediator and the intention outcome conceptually distinct while examining a psychological condition under which their connection may differ.

- H8. Psychological stress moderates the relationship between study tour attitude and study tour consumption intentions; the direction is assessed exploratorily.

- Figure 1 summarises the five-construct framework and its eight hypotheses. The study examines the direct relationships of TE and TM with CB, their indirect relationships through TA, and the proposed moderation of TA – CB by PS. Bringing these relationships together provides a focused account of students' willingness to engage with educational travel. For programme design, the relevant distinction is between communicating attractive experiences, addressing students' travel goals and understanding the academic and life demands accompanying their evaluations.

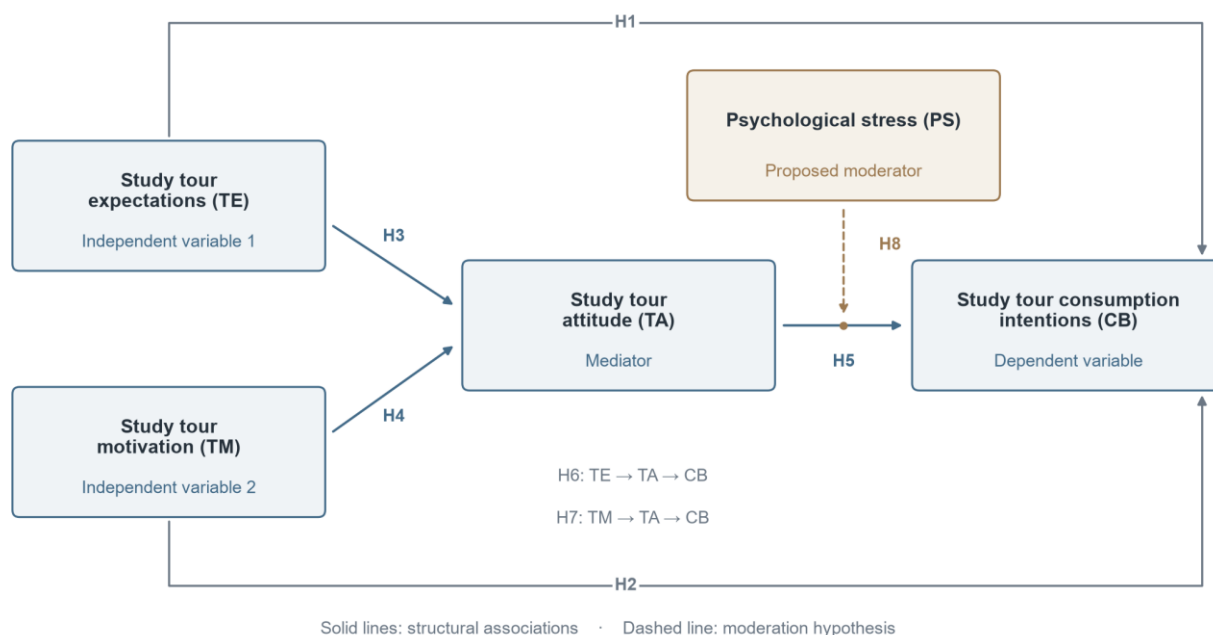


Figure 1. Five-construct theoretical framework. H1 – H5 label the focal structural paths, H6 and H7 identify indirect associations through attitude, and H8 places psychological stress on the attitude – intention relationship as a proposed moderator. No PS – CB direct-effect hypothesis is specified. Arrows represent hypotheses rather than fitted coefficients.

Method

2.1. Research design and model specification

The study used a cross-sectional questionnaire to examine students' orientations towards study tours to Southeast Asian destinations. The setting was private universities in Zhejiang Province, China. The focal framework comprised study tour expectations (TE) and study tour motivation (TM) as antecedents, study tour attitude (TA) as the mediator, psychological stress (PS) as the moderator, and study tour consumption intentions (CB) as the outcome. It addressed whether expectations and motivation were associated with consumption intentions directly and through attitude, and whether stress altered the attitude – intention association. This framework provides a partial application of the Theory of Planned Behaviour centred on attitudinal evaluation (Ajzen, 1991). Figure 1 presents the five focal theoretical constructs.

2.2. Sampling and survey procedures

Recruitment targeted students at private universities in Zhejiang with experience of, or interest in, study tours to Southeast Asian destinations. The questionnaire was distributed online through university and student communication channels, including institutional networks and social media groups. Convenience sampling is the appropriate description because the recruitment account identifies practical access to students and the absence of a complete sampling frame. A separate reference to random selection does not document a probability sampling procedure. Accordingly, the sample should be understood as an accessible student group within this regional setting. The design does not establish representative estimates for all students in Zhejiang or for Chinese university students nationally.

The dissertation reports 477 questionnaires distributed and 386 valid responses. However, the demographic frequencies sum to 382, and the regression summaries have total degrees of freedom of 381. Table 2 therefore presents the

demographic profile using 382 as its denominator. The four-case difference has not been reconciled and is not attributed to missing responses or exclusions without a supporting record. The number of observations underlying each structural estimate also requires confirmation. Recruitment descriptions refer to undergraduate students, whereas the demographic profile includes postgraduate and doctoral students. Descriptions of prior participation and prospective participation likewise coexist, so eligibility cannot be restricted to experienced travellers.

The questionnaire used five-point agreement responses, from 1, strongly disagree, to 5, strongly agree. The development account describes English-to-Chinese translation, independent back-translation and a pilot with 30 students. The pilot examined wording and the reliability of the complete instrument. Its reliability coefficient is not treated as a separate estimate for the focal 40-item set. Participation procedures were described as voluntary, with online consent and confidential handling of responses. The methods record gives January – February 2024 as an anticipated collection period but does not confirm the actual fieldwork dates or provide an ethics approval identifier. These details remain unverified.

2.3. Measures

Table 1 defines the five focal constructs and their measurement content. The complete questionnaire contained 50 items, including 10 peer-influence items. The focal constructs comprised 40 items: 10 for TE, 10 for TM, five for TA, 10 for PS and five for CB. Expectations and motivation each covered two substantive domains, while the stress items distinguished academic and life-related interference. The structural output nevertheless represented each focal construct with a single latent variable. The present account follows that specification and does not claim separate effects for the questionnaire's subdimensions.

TE assessed what students expected to obtain from a study tour. Five items concerned knowledge and cultural experience, including learning about destination history, acquiring knowledge, understanding another culture, visiting cultural heritage and experiencing a different way of life. Five further items concerned recreation and lifestyle, including scenery, recreational activities, relaxation, local food and shopping, and leisure participation. TE therefore combines educational and experiential expectations. It is an anticipated-benefit construct rather than a measure of verified learning gains or service performance. This distinction separates what students hoped a tour would provide from their subsequent overall evaluation, while acknowledging the conceptual proximity of expectations and learning-oriented motivation.

TM assessed reasons for engaging in study tours. The first five items addressed novelty and knowledge seeking through cultural exploration, global knowledge, different lifestyles, contact with different groups and new learning opportunities. The remaining items addressed achievement, sharing experiences, visiting places recommended by friends, social status and personal challenge. The construct consequently includes both developmental and socially oriented motives. The travel career approach provides a relevant basis for this broad motivational content (Pearce & Lee, 2005). TM is not interpreted as an exclusively intrinsic-motivation scale, and its friend-recommendation item should be considered when evaluating overlap with peer influence in the original specification.

TA captured students' overall evaluation of study tours. Its five items concerned enjoyment, perceived worth, informative and interesting experiences, memorable impressions, and positive expectations for future study and life. The construct includes cognitive and affective evaluations, consistent with the role of attitude in the focal framework. Some statements use

experience-based wording, particularly those referring to impressions left by a tour. This wording is relevant to respondents who had not previously travelled because anticipated evaluation and remembered evaluation may not have identical meanings. The available output does not distinguish these response contexts, so TA is interpreted as the overall evaluative orientation represented by the five items.

PS was measured through five academic-stress and five life-stress statements. Academic items addressed interference with concentration, concerns about grades, balancing study and travel, workload preventing planning, and falling behind academically. Life-related items concerned difficulties with preparation, enjoyment, programme changes, concentration and interest in the tour. Under the stated agreement coding, higher endorsement indicates greater perceived interference or burden. These statements were informed by perceived-stress literature but constitute a substantial contextual adaptation rather than an unchanged administration of the

Perceived Stress Scale (Cohen et al., 1983). Their content anchors PS in stress-related constraints on study tour engagement. They do not directly measure a desire to travel for stress relief.

CB consisted of five intention statements. These addressed willingness to spend at study tour destinations, purchase desire, willingness to spend following an agency recommendation, revisiting the destination and recommending it to others. The label “study tour consumption intentions” is therefore used throughout the article, with revisit and recommendation intentions included in its operational definition. The outcome captures intended consumption and continued destination engagement, rather than observed expenditure or independently verified purchasing. No transaction values, registration records or behavioural follow-up were included in the reported measures. This operational boundary also means that the attitude – CB pathway describes an evaluation – intention association, not the conversion of intention into recorded behaviour.

Table 1. Focal constructs, roles and operational boundaries

Code	Role	Construct	Item content	Items	Interpretation
TE	Independent variable 1	Study tour expectations	Knowledge/cultural; recreation/lifestyle	10	Anticipated or desired benefits; not expectation confirmation
TM	Independent variable 2	Study tour motivation	Novelty/knowledge seeking; ego enhancement	10	Composite travel reasons; not validated autonomous/controlled subscales
TA	Mediator	Study tour attitude	Enjoyment, worth and favourable evaluation	5	Some items mix prospective and retrospective evaluations
PS	Proposed moderator	Psychological stress	Academic and life-related impediments/distress	10	Moderates the TA – CB association; no independent direct-effect hypothesis
CB	Dependent variable	Study tour consumption intentions	Spending/purchase, agency responsiveness, revisit/recommend	5	Broad intention composite; no observed purchases or expenditure

Note. TE and TM are the focal independent variables; TA is the mediator, PS is the proposed moderator, and CB is the intention outcome. All 40 focal indicators are retained.

2.4. Analytical strategy

Descriptive and preliminary measurement analyses were conducted using SPSS 27, and the structural specification was estimated using SmartPLS 4. Measurement assessment considered indicator loadings, Cronbach's alpha, composite reliability and average variance extracted (AVE). These statistics address consistency and convergent measurement evidence; they do not by themselves establish that theoretically adjacent constructs are distinct (Hair et al., 2019). The discriminant-validity matrix was not sufficiently identified to support an unqualified Fornell - Larcker or heterotrait - monotrait assessment. Item-level variance inflation factors were also distinguished from collinearity diagnostics for the structural predictors. The reported measurement statistics are retained for the original specification, without recalculation after removing peer influence.

Structural assessment considered five focal direct paths, two attitude-mediated indirect paths and the TA-by-PS interaction. Bootstrap standard deviations were treated as standard-error estimates and reported alongside coefficients, t-statistics and p-values. The analysis account specifies 5,000 bootstrap resamples. The available record does not include the complete bootstrap export, interval method, random seed or details of interaction construction. A two-sided significance convention was not explicitly documented, and no multiplicity adjustment was reported. Consequently, p-values are presented as reported, with values displayed as zero expressed as $p < .001$. Statistical significance is considered separately from the magnitude of each coefficient and its reported f^2 effect size.

The indirect associations were defined as the TE - TA coefficient multiplied by the TA - CB coefficient and the TM - TA coefficient multiplied by the TA - CB coefficient. Their inferential assessment used the reported bootstrap results, following the emphasis on resampling for indirect effects (Preacher & Hayes,

2008). A later summary table supplied 95% intervals for the two focal indirect paths, but the corresponding complete export was unavailable. These intervals are identified as summary-reported values rather than recreated from standard errors. For moderation, the interaction was estimated alongside the lower-order TA and PS terms. The PS term supplies statistical adjustment and is not assigned a separate research hypothesis. No conditional indirect-effect analysis or index of moderated mediation was reported.

The common survey format was considered when interpreting measurement and structural evidence. All constructs were obtained through self-report at one occasion, creating potential overlap from response tendencies and shared wording. The first principal component of the original 50-item questionnaire was therefore reported as a diagnostic observation, not as a test that could independently prove or eliminate common method bias (Podsakoff et al., 2003). Similarly, the indirect paths were interpreted as cross-sectional statistical associations. The design does not establish whether expectations and motivation preceded attitude or whether attitude preceded the outcome. This temporal limitation is especially relevant when using mediation terminology (Maxwell & Cole, 2007).

3. Results

3.1. Sample profile

Table 2 describes 382 respondents. The largest age group was 21 - 23 years, with 185 students (48.4%), followed by 24 - 26 years, with 97 (25.4%). There were 63 respondents aged 18 - 20 years (16.5%) and 37 aged 27 years or above (9.7%). Gender frequencies were closely balanced: 192 male respondents (50.3%) and 190 female respondents (49.7%). The education categories comprised 310 undergraduates (81.2%), 57 postgraduate students (14.9%) and 15 doctoral students (3.9%).

Business and management was the largest disciplinary group, comprising 137 respondents (35.9%), followed by medicine with 126 (33.0%) and engineering with 57 (14.9%). Science accounted for 33 respondents (8.6%), and literature and humanities for 29 (7.6%). Previous overseas study trip experience was reported by 338 respondents (88.5%), while 44 (11.5%) reported no such experience. Thus, the profile

included both experienced and inexperienced respondents, with a concentration in business, management and medical disciplines. These frequencies do not establish differences in structural relationships across disciplines, education levels or travel-experience groups because subgroup comparisons were not reported.

Table 2. Documented sample profile in the source demographic table

Characteristic	Category	Frequency	Percent
Age	1650-1671 years	63	16.5
Age	1650-1671 years old	185	48.4
Age	1650-1671 years old	97	25.4
Age	27 years old and above	37	9.7
Gender	Male	192	50.3
Gender	Female	190	49.7
Academic qualifications	Undergraduate	310	81.2
Academic qualifications	Graduate student	57	14.9
Academic qualifications	Doctoral student	15	3.9
Area of specialisation	Literature and Humanities	29	7.6
Area of specialisation	Science	33	8.6
Area of specialisation	Engineering	57	14.9
Area of specialisation	Medicine	126	33
Area of specialisation	Business and Management	137	35.9
Have you ever been on an overseas study trip?	Yes	338	88.5
Have you ever been on an overseas study trip?	No	44	11.5

Note. The demographic frequencies total 382.

3.2. Measurement evidence

The item means indicated moderate endorsement across the focal constructs. TE items ranged from 3.16 to 3.25, TM items from 3.46 to 3.56, TA items from 3.44 to 3.51, PS items from 3.36 to 3.46, and CB items from 3.33 to 3.38. Motivation and attitude items generally had higher mean endorsement than expectation items,

while consumption-intention responses remained above the neutral scale point of 3. These are ranges of individual-item means.

The five focal constructs had high reported internal consistency and convergent measurement statistics (Table 3). For TE, Cronbach's alpha was .952, composite reliability was .959, and AVE was .700. The

corresponding values were .960, .965 and .735 for TM; .922, .942 and .763 for TA; .966, .971 and .767 for PS; and .928, .945 and .775 for CB. These values showed substantial consistency within each item set and considerable shared indicator variance. High reliability, including coefficients above .95, does not establish conceptual breadth or resolve the overlap between expected learning benefits and learning-oriented motives.

All 40 focal item loadings exceeded .80 (Figure 3). Loadings ranged from .815 to .858 for TE, .837 to .870 for TM, .865 to .886 for TA, .858 to .889 for PS, and .868 to .895 for CB. The loadings support consistency between individual indicators and their assigned constructs in the original specification. They do not demonstrate that an alternative measurement specification, or

the five-construct model alone, would yield identical estimates.

The preliminary 50-item analysis reported KMO = .978 and Bartlett's $\chi^2 = 19,181.023$, $df = 1,225$, $p < .001$. Six principal components together accounted for 74.883% of variance, while the first component alone accounted for 55.338%. The concentration in the first component leaves a general-factor or common-method concern requiring further examination. It is not sufficient to establish the presence or absence of method bias. The available interconstruct matrix also did not permit a confirmed discriminant-validity judgement. Item-level VIF values ranged from 2.483 to 4.068, but those statistics did not supply the internal VIF assessment needed for the structural predictors.

Table 3. Measurement-model reliability and convergent validity

Construct	Items	Loading range	α	rho_a	CR (rho_c)	AVE
TE	10	0.815 – 0.858	0.952	0.953	0.959	0.700
TM	10	0.837 – 0.870	0.960	0.960	0.965	0.735
TA	5	0.865 – 0.886	0.922	0.923	0.942	0.763
PS	10	0.858 – 0.889	0.966	0.966	0.971	0.767
CB	5	0.868 – 0.895	0.928	0.928	0.945	0.775

Note. Reported measurement outputs for the five focal constructs. α = Cronbach's alpha; CR = composite reliability; AVE = average variance extracted. The model context is described in Method.

Reported outer loadings of all 40 focal measurement items

Values from the original six-construct measurement model; each marker represents one item.

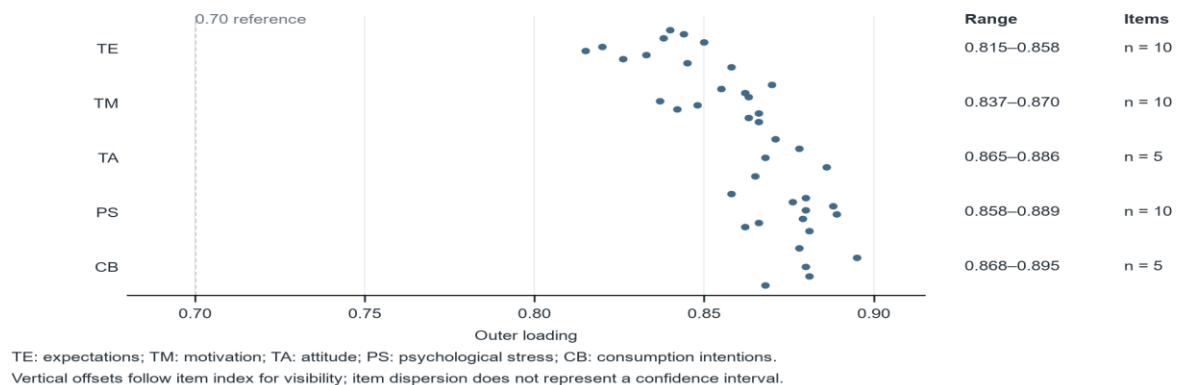


Figure 3. Outer loadings for the 40 focal measurement indicators.

Note. One point represents one indicator in the reported measurement specification: TE, 10 items; TM, 10; TA, 5; PS, 10; CB, 5. Vertical offsets separate overlapping points and are not uncertainty intervals. The .70 line is a descriptive reference; all focal items are retained.

3.3. Direct associations

TE and TM were positively associated with CB after adjustment within the original specification (Table 4). The TE – CB coefficient was .140, with a bootstrap standard error of .048, $t = 2.928$ and $p = .003$, supporting H1. The TM – CB coefficient was .182, with a standard error of .062, $t = 2.936$ and $p = .003$, supporting H2. Both associations remained positive in a specification containing the attitudinal pathway. Their reported f^2 values were .022 and .032, respectively, indicating small incremental contributions. Although the TM point estimate was larger, no formal test of the difference between the two coefficients was reported.

Expectations and motivation were also positively associated with attitude. TE – TA had a coefficient of .285, a bootstrap standard error of .069, $t = 4.151$ and $p < .001$, supporting H3.

TM – TA had a coefficient of .284, a standard error of .078, $t = 3.650$ and $p < .001$, supporting H4. The two point estimates were similar in magnitude, and their reported f^2 values were .093 and .083. This pattern showed that both antecedents contributed to variation in attitudinal evaluation within the original model. It did not establish that their contributions were equal or that either questionnaire subdimension independently accounted for the association.

TA was positively associated with CB, with a coefficient of .248, a bootstrap standard error of .055, $t = 4.533$ and $p < .001$, supporting H5. Its reported f^2 was .062. The TA – CB coefficient was the largest of the three focal direct coefficients into the outcome, although its effect size remained small under conventional f^2 thresholds. The coefficient represented the attitude term estimated alongside the interaction and its lower-order terms. It therefore describes the association under the original model's coding and reference conditions. Complete centring and interaction settings were unavailable, so it should not be interpreted as a uniformly identical slope at every level of stress.

Table 4. Focal structural associations and the attitude-by-stress interaction

Path	β	Bootstrap SD	t	p	f^2
TE → TA	.285	.069	4.151	< .001	.093
TM → TA	.284	.078	3.650	< .001	.083
TA → CB	.248	.055	4.533	< .001	.062
TE → CB	.140	.048	2.928	.003	.022
TM → CB	.182	.062	2.936	.003	.032
PS × TA → CB	-.004	.053	.069	.945	.000

3.4. Indirect associations through attitude

The TE – TA – CB indirect estimate was .071, with a bootstrap standard error of .025, $t = 2.874$ and $p = .004$, supporting H6 (Table 5). The later summary table reported a 95% interval of [.032, .112]. The significant positive indirect association coexisted with a significant positive TE – CB direct association. Accordingly, the pattern was compatible with statistical partial mediation under the original specification.

The TM - TA - CB indirect estimate was .070, with a bootstrap standard error of .027, $t = 2.651$ and $p = .008$, supporting H7. Its summary-reported 95% interval was [.031, .110]. A positive direct TM - CB association also remained in the model, yielding the same partial-mediation pattern as for expectations. The two indirect point estimates were close in magnitude. No bootstrap contrast between them was supplied, so their numerical similarity should not be interpreted as evidence that expectations and motivation operated through identical attitudinal processes.

The summary intervals for both indirect paths excluded zero, consistent with their reported p -

values. However, the full resampling output and interval method were not available, and these values remain identified as intervals from the summary table. Figure 2 therefore displays coefficients and p -values without constructing a partial set of error bars or imputing intervals for the remaining paths. The indirect results describe associations among measurements obtained at the same occasion. They support the proposed statistical arrangement but do not establish a temporal sequence in which a change in expectations or motivation produced a later change in attitude and subsequently in consumption intentions.

Table 5. Indirect associations through study tour attitude

Indirect path	β	Bootstrap SD	t	p
TE $\rightarrow$ TA $\rightarrow$ CB	.071	.025	2.874	.004
TM $\rightarrow$ TA $\rightarrow$ CB	.070	.027	2.651	.008

Note. Indirect estimates reproduce the reported bootstrap output. The later summary lists 95% intervals [.032, .112] for TE and [.031, .110] for TM.

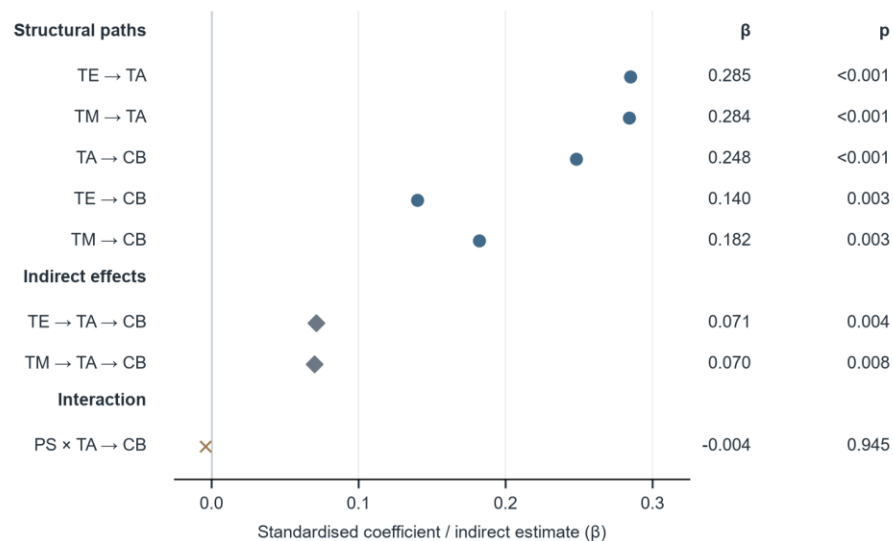
3.5. Moderation by psychological stress

The TA-by-PS interaction was close to zero and was not statistically significant. Its coefficient was $-.004$, with a bootstrap standard error of .053, $t = .069$ and $p = .945$; the reported f^2 was .000. H8 was therefore not supported. The analysis did not provide evidence that higher stress strengthened

or weakened the association between attitude and consumption intentions. The interaction result is presented separately from the direct and indirect estimates in Figure 2 because it answers a different question: whether the attitude coefficient varied with stress, rather than whether attitude itself was associated with the outcome. This non-significant interaction does not establish that the attitude - intention association was exactly constant across stress levels.

Structural, indirect and interaction associations

Reported point estimates; a complete set of bootstrap intervals is unavailable.



TE: expectations; TM: motivation; TA: attitude; PS: psychological stress; CB: consumption intentions.

Circles: structural paths; diamonds: indirect associations; cross: attitude-by-stress interaction.

Figure 2. Focal structural, indirect and interaction estimates.

Note. Circles show five structural paths, diamonds two indirect associations and the cross the attitude-by-stress interaction. Estimates retain the full specification described in Method. Probabilities reproduce the reported bootstrap output, with $p = .000$ displayed as $p < .001$.

3.6. Hypothesis status

Table 6 summarises the eight focal hypotheses. H1 and H2 were supported by positive direct associations of expectations and motivation with consumption intentions. H3 and H4 were supported by their positive associations with attitude, and H5 by the positive attitude - intention association. The reported indirect estimates supported H6 and H7, while H8 was not supported by the interaction result. These hypothesis judgements refer to the estimates under the original specification, not to an independently estimated five-construct model.

Table 6. Hypotheses and empirical evidence

Hypothesis	Proposed relationship	Reported evidence
H1	TE $\rightarrow$ CB: positive	Association supported ($\beta = .140$, $p = .003$)
H2	TM $\rightarrow$ CB: positive	Association supported ($\beta = .182$, $p = .003$)
H3	TE $\rightarrow$ TA: positive	Association supported ($\beta = .285$, $p < .001$)
H4	TM $\rightarrow$ TA: positive	Association supported ($\beta = .284$, $p < .001$)
H5	TA $\rightarrow$ CB: positive	Association supported ($\beta = .248$, $p < .001$)

Hypothesis	Proposed relationship	Reported evidence
H6	TE → TA → CB: positive indirect association	Indirect association supported ($\beta = .071, p = .004$)
H7	TM → TA → CB: positive indirect association	Indirect association supported ($\beta = .070, p = .008$)
H8	PS moderates TA → CB: exploratory, non-directional	Interaction unsupported ($\beta = -.004, p = .945$)

Note. Decisions concern the reported specification. H8 concerns moderation of TA - CB; there is no PS - CB direct-effect hypothesis.

4. Discussion and Conclusion

The findings connect students' study tour consumption intentions with anticipated benefits, travel goals and an overall evaluative attitude. Expectations and motivation have positive direct associations with intentions and positive indirect associations through attitude. Psychological stress does not receive support as a moderator of the attitude - intention relationship. Together, these results favour an account in which educational travel is evaluated through several personally relevant orientations, while the proposed stress boundary requires further investigation. Their implications concern how students appraise study tour opportunities and how programmes can respond to that appraisal.

4.1. Expectations, motivation and the evaluative pathway

The positive associations from TE and TM to TA indicate that anticipated benefits and personal travel goals both correspond to a favourable evaluation of study tours. The coefficients are similar, at .285 and .284, respectively. This similarity is consistent with complementary orientations towards the same experience, although it does not establish equivalence between their effects. Expectations ask what students hope to encounter; motivation asks why they want to pursue those encounters. A student may anticipate cultural learning while seeking personal challenge as the principal reason for

travelling. Another may value a programme's educational promise primarily because it offers an opportunity to acquire knowledge that matches an existing interest.

This interpretation extends the practical meaning of the expectation - motivation - attitude connection discussed by Hsu et al. (2010). The educational setting allows anticipated knowledge, cultural experience and recreation to coexist with achievement, exploration and social recognition. Tourism motivation research likewise identifies diverse reasons for travel rather than a single shared purpose (Crompton, 1979; Dann, 1977; Pearce & Lee, 2005). The present associations therefore fit an account of study tours as opportunities whose relevance depends on students' goals. They do not imply that every motivational dimension contributes equally, since the aggregate TM measure does not estimate separate effects for curiosity, achievement or recognition.

The direct paths to CB remain positive for both TE and TM, with coefficients of .140 and .182. Their coexistence with the indirect paths suggests that an overall attitude does not exhaust the relationship between students' orientations and their intentions. A particular learning opportunity may generate purchase interest even when the student's general evaluation of organised study tours is qualified. Similarly, a personally important goal can remain relevant to spending intentions beyond the broad assessment captured by TA. The larger point estimate for TM does not

demonstrate that motivation is statistically more influential than expectations; a comparison of coefficients would require an explicit test.

The indirect estimates, .071 for TE and .070 for TM, support attention to attitude as an evaluative link. Both associations are statistically significant, with p values of .004 and .008. TA also has a positive association with CB, consistent with the attitude – intention relationship in the theory of planned behaviour and its tourism applications (Ajzen, 1991; Lam & Hsu, 2006; Huang & Hsu, 2009). Direct and indirect relationships can coexist in mediation analysis (Rucker et al., 2011). Here, that pattern supports considering overall evaluation alongside specific benefits and goals, without identifying all processes that might account for the remaining direct associations.

An evaluative pathway can connect travel motivation with satisfaction and loyalty in rural educational tourism (Yang et al., 2023). This comparison concerns a different population and a later stage of experience. Satisfaction with a completed trip and attitude towards study tours are related ideas, but they are not interchangeable constructs. Educational value can encompass cognitive, affective and behavioural learning domains (Chen et al., 2025). These domains provide a multidimensional account of learning through travel; learning outcomes were not measured in the present model.

The mediation interpretation remains statistical rather than temporal. Expectations, motivation, attitude and intentions were assessed together, so the observations do not demonstrate that changes in TE or TM preceded changes in TA. Favourable intentions may also shape the way students report their goals and evaluations. Cross-sectional associations can misrepresent longitudinal mediation processes (Maxwell & Cole, 2007). Accordingly, the attitudinal pathway offers a theoretically coherent explanation to investigate prospectively, while allowing alternative directions of association and the influence of prior travel experience.

4.2. Psychological stress and the proposed boundary condition

The interaction between TA and PS is close to zero and statistically nonsignificant, with $\beta = -.004$ and $p = .945$. This result does not support the proposition that psychological stress changes the relationship between a favourable attitude and consumption intentions. It therefore limits the proposed boundary condition rather than the relevance of academic and life demands to study tour planning more generally. The model asks whether the attitude – intention slope differs across stress levels; it does not test whether participation reduces stress or whether students use travel as a coping strategy.

The content of PS is important to this interpretation. Its items concern grade worries, academic workload, difficulty balancing study and travel, life problems and anxiety about changes to a programme. These statements describe perceived interference with an educational travel opportunity. The transactional stress framework relates stress to how people appraise demands in relation to their coping resources (Lazarus & Folkman, 1984), but the present measure does not directly distinguish those appraisal processes. It also cannot establish whether particular students regard travel as restorative. Identifying such differences would require measures of coping appraisals and goals that are separate from perceived impediments.

A nonsignificant interaction should not be read as evidence that the association is identical under every level or form of stress. No equivalence test establishes that the interaction falls within a sufficiently small range to be practically negligible. Confidence limits, adequate variation in stress and a design suited to detecting the proposed interaction would improve interpretation of its magnitude. Moderation may also depend on the specificity of the behavioural target: general willingness to recommend a destination may respond differently to academic strain than a decision to purchase a time-intensive programme.

The distinction between interaction and conditional mediation is equally relevant. A conditional indirect process requires explicit assessment of its dependence on the moderator (Preacher et al., 2007). The reported interaction does not provide a full test of whether the TE – TA – CB or TM – TA – CB association varies with stress. Such a test would require conditional indirect estimates and appropriate bootstrap uncertainty. The current finding consequently supports retaining the stress boundary as an open research question, while reporting clearly that the proposed moderation did not receive empirical support.

4.3. Implications for programme design and student support

The expectation – motivation distinction offers specific questions for study tour design. Providers can make anticipated benefits concrete by describing the learning activities, cultural encounters, teaching arrangements and balance between structured work and recreation. A claim of cultural learning should identify what students will do, whom they will engage with and how those experiences will be interpreted. Programme information should also clarify the expected workload, timetable, included services and relevant costs. Such detail gives students a better basis for deciding whether the experience corresponds to their expectations. It need not make every offer attractive to every student; revealing a mismatch can improve the quality of a decision.

Motivational fit requires attention to the reasons students consider participation worthwhile. Preparation sessions can ask students to identify learning interests, desired challenges and preferred forms of interaction, then connect these goals to particular activities. A student seeking knowledge may benefit from guided inquiry and opportunities to ask questions, whereas a student seeking personal challenge may value tasks that require independent judgement. These examples are design propositions rather than effects estimated by the model. The findings

do not show that changing an itinerary or promotional message will cause intentions, enrolment or expenditure to increase.

Experience-sensitive design should accommodate learning opportunities, social and professional connections, and engaging teaching (Arcodia et al., 2021; Xiang & Karim, 2014). Differences in travel familiarity and motivational profiles also matter to the interpretation of students' programme preferences (Lau et al., 2023; Bicikova, 2014). Programme planning can therefore allow variation in goals and familiarity with travel. Providers could offer clear preparation guidance for less experienced students and more detailed opportunities for students whose goals already reflect previous participation. The appropriate distinction should be determined through programme-specific feedback rather than assumed from an aggregate motivation score.

The PS item content also points to practical support, despite the unsupported interaction. Universities can publish timetables early, identify possible clashes with assessments, explain academic requirements and provide a clear contact for changes or concerns. Transparent information about workload can help students judge whether participation is manageable. Providers should evaluate these arrangements through feedback on preparation and scheduling, alongside separately recorded participation outcomes where appropriate. The present evidence does not establish increased bookings or revenue from such support. It also contains no adequate assessment of financial resources or unequal access, so it cannot determine whether these measures would resolve affordability constraints. Those questions need direct measurement and an evaluation design matched to the intended programme change.

4.4. Limitations and priorities for further research

The outcome's breadth limits the behavioural specificity of the findings. CB combines willingness to spend and purchase with agency

responsiveness, revisiting and recommendation. These actions need not move together: a student may recommend a destination without intending to purchase another tour. The reported associations consequently concern broad consumption and destination-engagement intentions, rather than actual expenditure or completed enrolment. Future measurement should distinguish a clearly defined purchasing intention from subsequent engagement and record behaviour separately. Attitude items should correspond to the same target and period, with wording that can be answered consistently by experienced and prospective participants (Hair et al., 2019).

Construct separation also requires stronger evidence. TE and TM contain overlapping knowledge and cultural content, while TA includes informative and interesting experiences. Reliability and AVE cannot alone determine whether these measures represent distinct processes (Fornell & Larcker, 1981). The ambiguously labelled discriminant-validity matrix needs clarification before it can be interpreted as verified HTMT evidence (Henseler et al., 2015). The common questionnaire and simultaneous measurement raise additional method concerns. A first principal component accounting for 55.338% of variance warrants investigation; it does not establish that all associations arise from method bias or show that such bias is absent (Podsakoff et al., 2003).

The sample description presents unresolved boundaries. Reports of 386 valid questionnaires differ from demographic totals and regression degrees of freedom indicating 382 cases. Screening and missing-data records are needed to reconcile this discrepancy. Graduate and doctoral respondents also appear within a stated undergraduate focus, and the recruitment descriptions do not establish probability sampling. These issues limit generalisation and complicate comparisons between experienced travellers and prospective participants. A reproducible

inclusion record would clarify the population represented by each analysis and provide a defensible basis for subsequent group comparisons (Preacher & Hayes, 2008; Preacher et al., 2007).

4.5. Conclusion

This study links educational travel intentions to the benefits students anticipate, the goals they pursue and their overall evaluation of study tours. Expectations and motivation have positive direct associations with consumption intentions and positive indirect associations through attitude. Their conceptual distinction identifies two aspects of programme relevance: what an experience is expected to offer and why that offer matters to the student. Attitude connects these orientations to a broader readiness to engage, although the simultaneous measurements do not establish a causal sequence.

Psychological stress does not receive support as a moderator of the attitude – intention relationship. This result narrows the proposed boundary condition without proving that stress-related constraints are irrelevant to participation. It points towards more specific measures and decisions through which academic and life demands may influence educational travel planning.

The findings provide a basis for clear programme information, activities matched to student goals and practical preparation support. These implications should be evaluated through programme-specific evidence, with educational outcomes and verified participation measured separately from favourable intentions. Stronger construct separation, reconciliation of the analytic sample and prospective observation of attitudes and behaviour would improve the framework's explanatory value. By distinguishing anticipated benefits, personal goals and evaluation, the study offers a coherent account of study tour intentions and a focused direction for further research.

5. References

- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179–211. [https://doi.org/10.1016/1650-1671\(91\)90020-t](https://doi.org/10.1016/1650-1671(91)90020-t)
- Arcodia, C., Abreu Novais, M., Cavlek, N., & Humpe, A. (2021). Educational tourism and experiential learning: Students' perceptions of field trips. *Tourism Review*, 76(1), 241–254. <https://doi.org/10.1108/tr-1650-1671-0155>
- Arcodia, C., Cavlek, N., & Abreu-Novais, M. (2014). Factors influencing motivations and expectations of field trip attendance. *Current Issues in Tourism*, 17(10), 856–861. <https://doi.org/10.1080/13683500.2014.897309>
- Bicikova, K. (2014). Understanding student travel behavior: A segmentation analysis of British university students. *Journal of Travel & Tourism Marketing*, 31(7), 854–867. <https://doi.org/10.1080/10548408.2014.890154>
- Chen, S. X., Yu, L., Tse, S. W. T., & Zhang, Y. (2025). When travel teaches: Unpacking student outcomes in educational tourism. *Tourism Management Perspectives*, 58, Article 101385. <https://doi.org/10.1016/j.tmp.2025.101385>
- Cohen, S., Kamarck, T., & Mermelstein, R. (1983). A global measure of perceived stress. *Journal of Health and Social Behavior*, 24(4), 385–396. <https://doi.org/10.2307/2136404>
- Crompton, J. L. (1979). Motivations for pleasure vacation. *Annals of Tourism Research*, 6(4), 408–424. [https://doi.org/10.1016/1650-1671\(79\)91650-1671](https://doi.org/10.1016/1650-1671(79)91650-1671)
- Dann, G. M. S. (1977). Anomie, ego-enhancement and tourism. *Annals of Tourism Research*, 4(4), 184–194. [https://doi.org/10.1016/1650-1671\(77\)91650-1671](https://doi.org/10.1016/1650-1671(77)91650-1671)
- Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, 18(1), 39–50. <https://doi.org/10.1177/002224378101800104>
- Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European Business Review*, 31(1), 2–24. <https://doi.org/10.1108/eb-1650-1671-0203>
- Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science*, 43(1), 115–135. <https://doi.org/10.1007/s11650-1671-1650-1671>
- Hsu, C. H. C., Cai, L. A., & Li, M. (2010). Expectation, motivation, and attitude: A tourist behavioral model. *Journal of Travel Research*, 49(3), 282–296. <https://doi.org/10.1177/0047287509349266>
- Huang, S., & Hsu, C. H. C. (2009). Effects of travel motivation, past experience, perceived constraint, and attitude on revisit intention. *Journal of Travel Research*, 48(1), 29–44. <https://doi.org/10.1177/0047287508328793>
- Lam, T., & Hsu, C. H. C. (2006). Predicting behavioral intention of choosing a travel destination. *Tourism Management*, 27(4), 589–599. <https://doi.org/10.1016/j.tourman.2005.02.003>
- Lau, Y. Y., Xu, J., & Mang, T. C. (2023). Studying the motivations in choosing study tour destinations: Evidence from Asian university students. *Consumer Behavior in Tourism and Hospitality*, 18(3), 321–334. <https://doi.org/10.1108/cbth-1650-1671-0049>
- Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer Publishing Company.
- Maxwell, S. E., & Cole, D. A. (2007). Bias in cross-sectional analyses of longitudinal mediation. *Psychological Methods*, 12(1), 23–44. <https://doi.org/10.1037/1650-1671x.12.1.23>
- Pearce, P. L., & Lee, U.-I. (2005). Developing the travel career approach to tourist motivation. *Journal of Travel Research*, 43(3), 226–237. <https://doi.org/10.1177/0047287504272020>
- Podsakoff, P. M., MacKenzie, S. B., Lee, J.-Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology*, 88(5), 879–903. <https://doi.org/10.1037/1650-1671.88.5.879>

-
- Preacher, K. J., & Hayes, A. F. (2008). Asymptotic and resampling strategies for assessing and comparing indirect effects in multiple mediator models. *Behavior Research Methods*, 40(3), 879–891. <https://doi.org/10.3758/brm.40.3.879>
- Preacher, K. J., Rucker, D. D., & Hayes, A. F. (2007). Addressing moderated mediation hypotheses: Theory, methods, and prescriptions. *Multivariate Behavioral Research*, 42(1), 185–227. <https://doi.org/10.1080/00273170701341316>
- Rucker, D. D., Preacher, K. J., Tormala, Z. L., & Petty, R. E. (2011). Mediation analysis in social psychology: Current practices and new recommendations. *Social and Personality Psychology Compass*, 5(6), 359–371. <https://doi.org/10.1111/j.1650-1671.2011.00355.x>
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78. <https://doi.org/10.1037/1650-1671x.55.1.68>
- Xiang, L., & Karim, R. B. (2025). A study on how expectations, motivation, and peer influence affect study tour behavior of students in private universities in Zhejiang, China. *International Journal of Social Science and Education Research*, 8(8), 20–32. [https://doi.org/10.6918/IJOSSER.202508_8\(8\).0004](https://doi.org/10.6918/IJOSSER.202508_8(8).0004)
- Yang, F., Ayavoo, R., & Ab Aziz, N. (2023). Exploring students' push and pull motivations to visit rural educational tourism sites in China. *Sustainability*, 15(20), Article 14739. <https://doi.org/10.3390/su152014739>.

6. Data Availability

The aggregated data supporting the reported tables and figures can be made available by the author upon reasonable request. De-identified respondent-level data are not publicly released because the dataset contains human participant questionnaire responses and data sharing must follow institutional data-protection requirements.

7. Funding

This research received no specific grant from any funding agency in the public, commercial or not-for-profit sectors.

8. Conflict of Interest

The author declares no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.