FACTORS THAT MOTIVATE UNIVERSITY MALAYSIA KELANTAN'S STUDENTS TO PARTICIPATE IN CULTURAL TOURISM ACTIVITIES.

By

AZRIN AINA BINTI MOHAMAD ZAHARI H20A1112

ARFAH ATIRA BINTI ABD RAHIM H20A1100

CHE KU NORFARIZATUL BINTI CHE KU ABDULAH H20A1119

BAOYEE A/L AMRAN H20A1113

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ABSTRACT

A study to identify factors that encourage University Malaysia Kelantan students to participate in cultural tourism activities. A better understanding of this topic is to find the truth as far as the factors that are likely to encourage student involvement in participating in cultural activities. Also, this research is to investigate what draws students from University Malaysia Kelantan to engage in cultural tourism. Study participants were college students interested in learning more about the potential, benefits, and impact of cultural tourism activities for themselves. This research is to compare student motivation at the university's three different campuses (Jeli, Kota, and Bachok). Students at the University of Malaysia Kelantan will be polled using a questionnaire, followed by data analysis and study-related issues. The results of the study found that student involvement was driven by motivation, education, and the influence of friends to experience the experience of participating in cultural tourism activities. The result of this work helps and persuades the situation in attracting students' interest in participating in cultural activities among the students of University Malaysia Kelantan.

Keywords: cultural tourism activities, students, motivation, youth, education, tourism

CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

This chapter presents the introduction of the study. The first section of the chapter discussed the background of study. This is followed by the study's background, problem statement, research question, research objectives, study scope, significance of the study, report structure, and summary. The purpose of this study is to investigate the factors that motivate student to participate in cultural tourism activities. Research objective and research question is about University Malaysia Kelantan's students participate in tourism cultural activities.

1.2 Background of study

According to McKercher and Du Cros (2005), a type of tourism that highlights a location's cultural and historical resources and converts them into goods that tourists can buy. Tourism promotes collectivism, preserves cultural heritage, builds institutional infrastructure, and increases demand. Tourism contributes to cultural preservation by providing funding for the

protection and conservation of cultural heritage, restoring cultural pride, revitalising customs and traditions, and opening doors to cultural sharing and learning Smith (2009). Construction of tourism-related institutional infrastructure undoubtedly raises awareness among locals who do not work in their ancestors' traditional trades.

Furthermore, the total economic value chain includes the industries of tourism and construction. Some of the negative effects of tourism on culture include acculturation, cultural commodification, and hybrid culture. Locals who entertain tourists adapt to their needs, values, and attitudes, and eventually begin to follow them. Finally, there are a number of advantages and disadvantages to this culture for both tourists and University Malaysian Kelantan's students that must be considered. Cultural tourism is defined as travelling to experience activities, artifacts, and places that authentically represent the stories and people of the past and present by the National Trust for Historic Preservation (Seba, 2011: p. 126). Cultural, historic, and natural resources combine to form heritage tourism sites.

A park area's natural and cultural resources include all lands, minerals, soils, and waters, as well as all plants, animals, topographic, geologic, and paleontological components. They also include all historic and prehistoric sites, trails, buildings, inscriptions, rock art, and artifacts representative of a particular culture that are present on or within any park area. The term "culture" refers to the accumulated body of information that a group of people has accumulated through individual and collective effort over generations, including knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, universe concepts, and material objects and possessions. Culture is a diverse set of people's shared knowledge systems. Culture, in its broadest sense, is cultivated behavior, which is the sum of a person's learned experiences passed down through social

transmission, or, to put it another way, behaviour acquired through social learning. A culture is a way of life shared by a group of people, consisting of the behaviours, beliefs, values, and symbols that they accept without question and that are passed down through communication and imitation from generation to generation.

Culture is a means of communicating symbolically. Its symbols represent the skills, knowledge, attitudes, values, and motivations of a group. Symbol meanings are learned and purposefully passed down through society via its institutions. Culture consists of explicit and implicit patterns of and for behaviour acquired and transmitted by symbols, constituting the distinctive achievement of human groups, including their embodiments in artifacts; the essential core of culture consists of traditional ideas and especially their attached values; culture systems can be viewed as products of action, or as conditioning influences on subsequent action. Culture is the accumulation of a group of people's learned behaviours that are generally regarded as their tradition and are passed down from generation to generation.

1.3 Problem Statement

According to Pyo et al. (1991), Many countries' Gross Domestic Product (GDP) rely on the tourism industry, and this is especially true in developing nations. Most developing nations today produce high-quality, one-of-a-kind items based on the following features, such as their tourism cultures. These might encourage more people to visit the area Nella and Christou (2016). Cultural tourism is a driving force in the tourist industry. Information on the demographics, behaviour, and goals of cultural tourists is necessary due to the significance of this market.

Activities in this category include visiting museums and historical places, as well as taking part in cultural events and activities (Richards 2001; Barton 2005).

According to Hofstede (2001), a group's cultural norms and values shape how its members respond to their environment. To add, around 20% of all overseas tourists are between the ages of 15 and 24, as reported by Richards and Wilson (2003). Finding that young people are driven by a thirst for knowledge and an interest in experiencing other cultures, they conclude that these traits are essential to understanding today's youth. Most young people who travel do it in order to further their education in a different country (King & Gardiner, 2015). They are also on the prowl for out-of-the-ordinary adventures (Pine & Gilmore, 2014). As Guilford (1967) argues, culturally significant demands and contexts have a more profound impact on human cognition. Culture is a social civilisation based on long-lasting principles of behaviour and thought, and each community has its own unique culture. According to studies on young people's reasons for participating in cultural tourism, there are many factors at play, including educational goals, cultural motivations, the desire to try something new, pleasure-seeking and entertainment goals, fitness goals, relaxation goals, and indirect objectives (Adina & Medet, 2012).

1.4 Research Questions

The research questions that are addressed in the research study are

- What are the factors that motivate University Malaysia Kelantan's students to participate in tourism cultural activities?
- What is the impact of the factor that contributes towards the participatiom in tourism cultural activities among University Malaysia Kelantan's students?

1.5 Research Objectives

The objectives of this study are as follows:

1. To identify the factors that motivate University Malaysia Kelantan's students to participate in tourism cultural activities.
2. To examine the impact of the factor that contributes towards the participation in tourism cultural activities among University Malaysia Kelantan's students.

1.6 Scope of the study

A student means a person who is studying at a university or other place of higher education or denoting someone who is studying in order to enter a particular profession. Besides, cultural tourism means "movements of persons for essentially cultural motivations such as study tours, performing arts and cultural tours, travel to festivals and other cultural events, visits to sites and monuments, travel to study nature, folklore or art, and pilgrimages" according to the United Nations World Tourism Organization. The purpose of this research is to investigate what draws students from Universiti Malaysia Kelantan to engage in cultural tourism. The purpose of this research is to compare student motivation at the university's three different campuses (Jeli, Kota, and Bachok). Students at the University of Malaysia Kelantan will be polled using a questionnaire, followed by data analysis and study-related issues. The role of cultural tourism among University of Malaysia, Kelantan students is also investigated. Study participants were college students interested in learning more about the potential, benefit, and impact of cultural tourism activities for themselves.

Figure 1.1 : Kelantan District Map

Nowadays, statistics on the student body at University Malaysia Kelantan are increasingly relied upon these days. So that students at University Malaysia Kelantan can learn about and participate in something new. It's a chain reaction; one smart book can result in smart transportation, smart lodging, and so on. Researchers at University Malaysia Kelantan are interested in the ways in which their student body may affect cultural tourism for the better or worse.

1.7 Structure of Study

This study consists of three chapters the first chapter includes the report's abstract introduction, background, problem statement, research question, objective, scope, and structure. In the study's context, we'll discuss how cultural tourism is defined in relation to other sectors of the travel

industry. This research is important because it will help academics and professionals in the travel industry gain a better understanding of cultural tourism.

In Chapter 2, we'll talk about what we found in our research on the topic. In this chapter, we will examine the factors that encourage students from University Malaysia Kelantan to participate in cultural activities tourism, including an introduction to the topic, a discussion of the issue's potential, benefits, and impacts, and an examination of what exactly motivates these students to get involved. The next section is the chapter's conclusion

1.8 SUMMARY

This chapter provides a high-level overview of the entire study so that its aims and questions can be grasped easily. This chapter concludes that cultural tourism is one of the platforms demonstrating a significant opportunity for the enhancement of tourism activities for students at University Malaysia Kelantan and the development of Malaysia's cultural tourism sector.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The importance of cultural tourism activities, the statement of the research problem, and the scope of the study that have been discussed in the previous chapter. The second chapter of this work focuses on the historical context of cultural tourism. Factors that motivate students to travel and experience local culture are explored in this chapter. Universiti Malaysia Kelantan students are inspired to go out and explore the world through the lens of education, youth, and adventure. This idea is central to this research, so understanding it is important.

2.2 Motivation

According to Dubin (2002) stated, motivation is the set of influences that initiate and maintain an individual at work in an organisation. That which propels a person to take action and keeps him moving forward along a course he has set for himself is motivation. It is essential

for an employee to feel inspired at work if he is to increase his drive and dedication to realising the company's objectives. Something that gets a person moving and keeps him moving forward is said to be "motivating." Long ago, monetary compensation was the only incentive offered by most companies.

It was widely held at the turn of the 20th century that money was the only thing that could motivate people, according to Latham and Ernest (2006). In the 20th century, however, it became clear that monetary incentives are the only thing that can motivate employees. They argue that job satisfaction is a significant factor in effective performance on the job, and that happiness in the workplace increases both productivity and efficiency. Employee's mental and physical health play a role in their level of motivation. Therefore, if you want someone to be motivated, you need to ensure their physiological needs are met. Unless these requirements are met, a person's sense of self-worth and potential for self-actualization will remain stagnant. The need approach to motivation suffers from the obvious limitation that we can create a need for any kind of human behaviour.

Butkus and Green (1999) state that the word's origin is the verb "to motivate," which means "to move, push, or persuade someone to act in order to satisfy a need." The term "motivation" was first defined by Baron (1983). Motivation is a set of processes dealing with a kind of power that energises action and leads it towards reaching some specific goals. Motivated behaviour has been described as such by a wide range of authors. According to Kreitner and Kinicki (2006), motivation consists of "those psychological processes that generate the stimulation, persistence of voluntary activities that are goal directed." Companies thrive when led by visionary figures who can inspire and guide their employees to success. Motivation is one of the most important of

these considerations because it helps individuals and the business itself articulate and fulfil their respective needs.

A key factor in achieving organisational goals is the presence of a motivating factor that encourages and inspires people to give their absolute best effort. Strong positive motivation leads to increased output from workers, while strong negative motivation has the opposite effect. The ability to inspire your employees is a must for any manager. Inspiration has a profound effect on the students of University Malaysia Kelantan. The motivational benefits of cultural tourism are well-documented. One's motivation refers to the complex set of factors that initially attract them to a job and later keep them there. Anything that pushes a person to continue down a path they've already begun. The term "motivation" refers to the internal and external forces that contribute to a person's decision to stay committed to a position, goal, or subject.

An inspired person knows that there is a specific path to taking in order to reach their objectives, and so they dedicate themselves to taking that path. Because researchers are well-aware of the constraints placed on their work, it stands to reason that those with a strong drive to succeed will be the most successful. Therefore, in order to effectively lead employees towards the organization's agenda of achieving its objectives, managers must educate themselves about and comprehend the psychological processes and activities that underlie stimulation, direction, determination, and persistence of voluntary actions Robert (2005). Finding, interviewing, hiring, orienting, training, and fostering a productive work environment are all components of human resource management. In addition, compliance with local labour laws, the welfare and health of employees, and the orders or judgements of the court all play a role in this process.

Movement is the act of carrying out a task for recompense or remuneration in the human mind, while motivation is the state of being fully engaged in one's duties to complete them with joy and satisfaction. Movement refers to the act of being compelled to carry out duties, while motivation refers to the self-realized, joyful act of performing certain activities. Because it leads to an individual's being very happy and enthusiastic for no reason other than that they enjoy doing so, the study places a heavy emphasis on motivation, which is the basis of success. In order to achieve success in any endeavour, motivation is essential. Since many factors affect the levels of motivation among employees, what motivates one person may not inspire another.

Since different employees at different levels are motivated by a variety of factors, what motivates one employee may not motivate another. When a business recognises and accepts the fact that its employees already possess an innate drive to succeed, it can focus on creating the conditions in which that drive can flourish Baron (1983). This theory proposes that if employers simply assume that their workers will behave in a motivating manner, the workplace environment could improve. Lawler (2003) noted that many theories have been proposed to explain why some people prefer certain occupations, why they seek out certain incentives, and why they are satisfied or dissatisfied with their job and rewards.

2.3 Education

When comparing the many definitions of education, Scheffler (1960) finds that the descriptive definition is the most widely used. This assertion necessitates a profusion of interchangeable names for "education" and associated concepts in order to provide a sufficient description of the occurrence at hand or to convey the accurate idea or intended meaning of the word itself. This definition is considered to sum up the general public's conception of what "education" entails.

Second, there is the larger programming sense of the phrase. A worldview is imposed on what schooling is for and how it should affect the lives of pupils. Instead of focusing on education as a phenomena or a set of words, a programmatic definition of education highlights a particular, ideal educational practise. Program descriptions sometimes boil down to stirring eulogies or pithy slogans rather than concrete guidelines.

Getting a good education is crucial to developing as a person. Contrary to what many may believe, this is not the same as formal education. The term "education" is used to refer to any and all activities that facilitate the growth of human beings' cognitive, affective, and behavioural capacities. To educate oneself is to subject one's mind to discipline and one's character to development. It can be shaped to meet numerous morphing requirements. As a general rule, people believe that formal education shapes their subsequent social behaviour.

The inability of newcomers to a society to fully engage in its social and cultural life has caused some to compare the learning process to that of a mimic. Mimicry is the only viable option for accomplishing this task. Education not only ensures the continuation of society but also serves as a means of passing on cultural norms, values, and beliefs to the next generation. Education in a developing country that has been a colony must be approached differently than in

a country that has not been a colony. The transmission of cultural standards and values is a prime example of this. Culture of a developing nation, therefore, needs to draw from many different places. People are realising that school may help them develop the interests, values, and skills they need to become productive members of society. All of society's best values can be reclaimed through schooling as well.
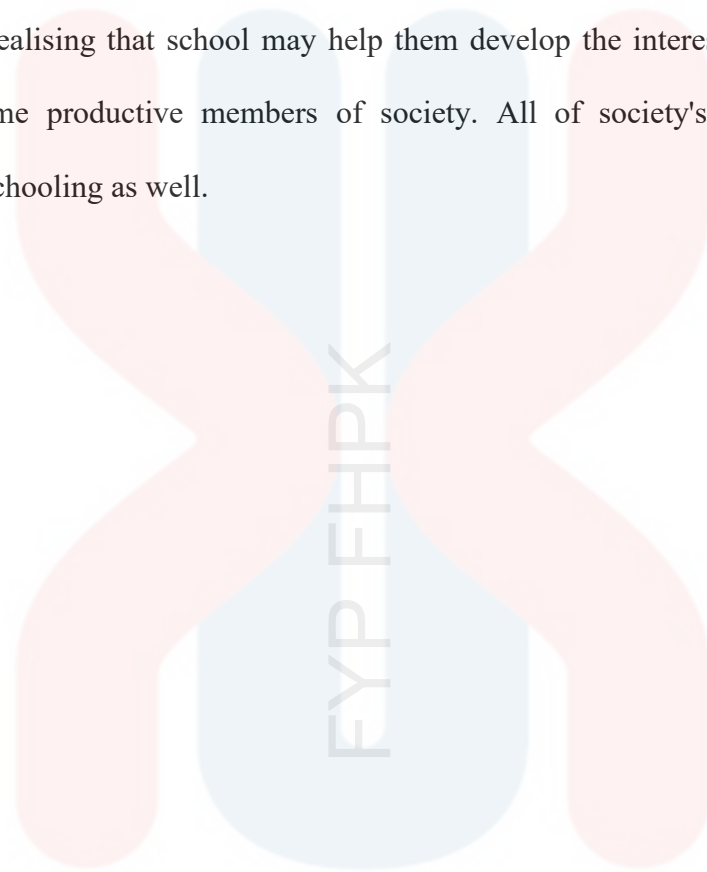
2.4 Youth

According to United Nations refers to the transitional period between utter reliance on one's parents and the emergence of a sense of self-determination and community among adults as the period often known as "youth" (World Economic Forum, 2013). The term "youth" is more fluid than other age categories since it does not specify a certain age range. Nevertheless, the majority of people adhere to this one definition. For statistical purposes, the United Nations considers "youth" to be anyone between the ages of 15 and 24. On the other hand, not everyone agrees with this reading. 'Youth' should be seen as a relative term, since coming of age may look extremely different depending on where you live. Therefore, the UNESCO definition of "youth" is always contextually contingent (Unesco,1970). However, several research exclude people older than 26 years old as a means of ensuring a stable sample. (Horak, & Weber, 2000).

"Youth tourism" is defined by Haigh (1995) as "young individuals who choose low-cost accomodation, put an emphasis on meeting other travellers, either on their own or via organised groups, have open itineraries and vacation durations, and avoid taking short trips." "all independent trips for periods of less than one year by people aged 16-29 who are motivated, in part or in full, by a desire to experience other cultures, build life experiences, and/or benefit from formal and informal learning opportunities outside one's usual environment" is how the United Nations World Tourism Organization (UNWTO) defines youth travel (Demeter & Bratucu, 2014). Six distinct models of the young tourism business were created by academics Demeter and Bratucu in 2014. Most often, young people in Europe travel for educational, volunteering, job and travel, cultural exchange, sports and adventure, and leisure purposes.

The distinctive characteristics of the youth tourists, many of whom are students, set youth tourism apart from more traditional types of tourism. Some of the most well-liked choices among younger vacationers are: Volunteerism might take the form of adventure travel, cultural travel, or sport tourism. People of a younger demographic and higher educational attainment are more inclined to participate in cultural tourism because of the experience's inherent uniqueness and potential for growth. The various inspiring qualities shown by young cultural tourists have important theoretical and applied implications for the developing subject of cultural tourism study.

2.5 Tourism

To travel for leisure, business, or other non-wage-related reasons is to engage in tourism. This definition is the broadest because it does not take into consideration compensated displacement. Studying tourism entails looking at the traveler in a new setting, analyzing the tourist industry's infrastructure and networks, and analyzing the complex dialectic between the ordinary and the remarkable. Importantly, research is a cornerstone of Jafari's notion.

Many nations' economies would collapse without the money that is brought in by tourists. The tourist sector has the potential to significantly impact national and regional economies. The tourist industry is crucial to the growth of many countries' economies. In addition to these benefits, tourism also boosts a country's economy, creates new jobs by the thousands, improves transportation and other infrastructure, and helps people from different backgrounds learn to appreciate one another. These people may find work in a variety of sectors, including but not limited to the hospitality industry, agriculture, communications, healthcare, and education (Yehia, 2019). Tourism professionals, whether domestic or foreign, need a thorough understanding of the destination's tourism industry in order to find a balance that benefits the area's economy, environment, and culture. Many young people are participating by studying in other countries.

Industries that don't produce smoke, like tourism, are multi-sectoral activities that create jobs in multiple sectors. UNWTO (2013) states that 2012 saw a record number of international visitor arrivals of 1.035 billion, up 4% from 2011 and up 39 million from 2010. Malaysia is a multicultural and federated constitutional monarchy in Southeast Asia. Peninsular Malaysia is divided into the northern territories of Sabah and Sarawak, which are located between Singapore and Thailand. This Southeast Asian nation shares borders with Brunei, Indonesia, Singapore, and Thailand. All year long, the tropical environment of Malaysia keeps the mercury hovering

between 21 and 32 degrees Celsius. This abundance of nature is a big appeal for tourists, complementing the beaches and islands. Malaysia's best features include its year-round warmth, rich cultural heritage, and kind people. Most people visit new places to have fun, do business, or indulge in little retail therapy. A growing number of tourists are choosing to spend their time in the entertainment business, as well as visiting beaches and islands. Today's youth place a high importance on these forms of cultural activities, and this reflects their preferences.

Malaysia has become a popular tourist destination in recent years. In recent years, tourism has become an increasingly important sector in terms of both GDP growth and inflows of foreign currency. Eight to ten percent of the GDP is generated by this sector (Sivalingam, 2007). In 2011, the tourism and hospitality industry added approximately two million jobs. (MoT, 2013). When it comes to international tourists, Malaysia is consistently one of the top ten most visited countries, having had over 25.6 million visitors in 2009 and over 25 million in 2012. Among the top nations sending visitors to Malaysia in 2012 were fellow ASEAN members Singapore (52%), Indonesia (9.52%), China (including Hong Kong and Macau, 6.23%), Thailand (5.05%), and Brunei (5.05%), according to data compiled by the Ministry of Tourism. Malaysia's tourism sector is the fourth most competitive in terms of price among 133 countries (Wong, 2009). For obvious reasons, the largest demographic of tourists is under the age of 35.It is possible to classify the various types of tourists visiting Malaysia into roughly seven categories. Roughly seven distinct types of tourism in Malaysia is Edu-tourism, domestic tourism, shopping tourism, medic-tourism, eco-tourism, agro-tourism, sports tourism and culture and heritage-tourism. Culture and heritage tourism is a part of traveling attractions but researchers will focus more on culture tourism.

2.6 Culture Tourism

Cultural tourism encompasses almost anything associated with or unique to a country, region, city, or town, including but not limited to art, film, language, sport, religion, architecture, cuisine, the natural world, and folk culture. Study tours, performing arts and cultural tours, travel to festivals and other cultural events, visits to sites and monuments, travel to study nature, folklore, or art, and pilgrimages are all examples of cultural tourism, as defined by the United Nations World Tourism Organization.

Inadvertent cultural tourism occurs when a traveller is forced to interact with the locals and learn about their way of life without actively seeking it out. Cultural tourism is defined broadly by the World Tourism Organization (WTO) (1985) as the movement of people who fulfil the human need for diversity, thereby elevating the cultural level of the individual and giving rise to new knowledge, experience, and encounters. One of the best places to study how culture is made is in the tourism industry, it has been argued (MacCannell, 1976). Exposure to new cultures, customs, and lifestyles is a priceless benefit of travel.

There has always been a strong bond between cultural experiences and travel. Travelers are often inspired to explore new places by the opportunity to witness or participate in cultural events and activities. But it's only in the last few decades that "cultural tourism" has been

formally recognised as a distinct type of travel-related spending. The boom in post-World-War-II leisure travel is often cited as the impetus for the emergence of cultural tourism as both a social phenomenon and a subject of academic study. The economic recovery and expansion that followed the destruction of the European economy was aided by the expansion of people's horizons through travel.

As a subset of tourism, cultural tourism is defined as trips where the primary goal of the traveller is to explore, learn about, and take in the local culture. The arts and architecture, historical and cultural heritage, culinary heritage, literature, music, creative industries, and the living cultures with their lifestyles, value systems, beliefs, and traditions all contribute to a society's attractiveness. This revised definition validates the far more inclusive scope of today's cultural tourism, which encompasses not just historic landmarks but also modes of living, artistic expression, and "everyday culture." Researchers relying on this study need to identify what encourages students at UMK to take part in cultural tourism.

2.3 Summary

In conclusion, the factors that motivate Universiti Malaysia Kelantan's students to participate in cultural tourism activities are the main focus of the study. The factors and Universiti Malaysia Kelantan student factors on cultural tourism activities in the sector were discussed in two ways in the study, namely student participation and motivation. This aspect is used to produce the motivation, education, youth and tourism sketch to ensure understanding when conducting this study. Student participation and motivation are crucial in encouraging Universiti Malaysia Kelantan students to engage in cultural tourism activities.

CHAPTER 3

METHODOLOGY

3.1 Introduction

In the first chapter, researchers outline the goals of the literature review. As such, this chapter emphasizes the significance of proper research methodology in producing a research of factors that motivate University Malaysia Kelantan's students to participate in cultural tourism activities. Data collection procedures will be discussed by the researchers. Each chapter begins with an overview of the research problem, moves on to discuss the research strategy and design, samples, data collection, and finally summarises the data analysis.

The purpose of the research is to collect and compile the necessary data. The purpose of this study is to examine the motivation, education, youth, and tourism factors that influence students at University Malaysia Kelantan to take part in cultural tourism activities.

3.2 Research Design & Strategy

The goal of this research was to determine what drives students from University Malaysia Kelantan to take part in tourism-related cultural activities. Since it is not possible to predict what will be found, the researchers relied on a qualitative research approach Creswell (2014)

Empirical and critical studies, such as ethnography, are examples of quantitative research designs, while qualitative research designs emphasise participants' lived experiences, phenomena, grounded theory, case studies, and critical case studies McMilan and Schumacher (2011). With this procedure, data collected could be used inductively, like in positivist research, to construct a concept, hypothesis, or theory Merriam (2009). Since the goal of this study was to provide a "rich" and "deep" description, the researchers opted for a qualitative research design that focuses heavily on in-depth observation Morrison (2002). By conducting qualitative research, scientists can better investigate and comprehend viewpoints, as well as uncover novel ideas and ways of thinking.

To ensure that this study's research and data collection yielded meaningful results, researchers were an essential tool and travelled to the research site Marshall and Gretchen (1995). Marohini yusoff (2001). The researcher's primary responsibility was to keep track of what was said during the interviews, keep careful notes during the observations, and compile all of the relevant data.

In addition, the data made through interviews with students at Universiti Malaysia Kelantan from Bachok, Jeli, and Kota Bharu.Then, researchers would engage in fundamental study. Where the researcher employed thematic analysis in order to characterise and name the phenomenon. In order to learn more about the issue at hand and to investigate it thoroughly DeFranzo (2011).

3.3 Sampling Strategy

This study will use a sampling strategy. Since the researcher is free to use his best judgment in selecting study participants from the population at large. The participants were selected for their knowledge of the topic at hand, their ability to express their thoughts clearly and concisely, their openness to help the researcher gather information Merriam (1998), their accessibility, and any noteworthy achievements or potential related to the research Creswell (2007).

There are three Universiti Malaysia Kelantan groups on the Kelantan branch's Facebook page. This sampling method is efficient because it allows the researcher to focus on a manageable subset of participants to provide the bulk of the data. Therefore, the researcher has stated the University of Malaysia Kelantan that will be used in this study in Table 3.1. Universiti Malaysia Kelantan is an institution of choice for researchers.

Participant chosen	Address
University Malaysia Kelantan's Kota Bharu	Faculty of Entrepreneurship and Business.

University Malaysia Kelantan's Bachok	Faculty of creative technology and heritage.
University Malaysia Kelantan's Jeli	Faculty of Agricultural Basic Industry.

Table 3.1:Selected University Malaysia Kelantan's chosen participants

3.4 Data Collection Method

Information that can't be reduced to a number is qualitative in nature. Word clouds, idea maps, graph databases, timelines, and infographics are just some of the data visualisation tools used to compile and display information gathered from text, audio, and visual sources for end users. As reported by Allen, D. (2019).

The goal of qualitative data analysis is to shed light on the factors that influence and explain people's actions. Analyzing this kind of information takes time, which makes the analyst stop and think. Experts in qualitative research and analysis specialise in working with in-depth, in-depth, and detailed information. Allen, David. (2019).

3.4.1 One-on-one interview

One-on-one interview is when a contributor is questioned about how they feel about a certain topic or item of interest and about their preferences, attitudes, and behaviors in that regard. Interviews can be conducted over the phone or in person. Due to its adaptability, the one-on-one interview can be used to gather data for the development of personas, the creation of client journeys, and the understanding of contributor work patterns. These kinds of interviews

are routinely employed to gather requirements, understand context, and elicit demands throughout the research's discovery phase. (Kayleigh, 2020)

We provide questions related to our research in the appendix.

3.5 Data Analysis Process

The data collection method will be followed by data analysis. The research's most crucial element was data analysis. Thematic analysis was utilized in this study because it offers a flexible strategy and allows for incorrect data interpretation. Also, it was acceptable to approach knowledge, people's perspectives, opinions, and experiences in order to get the facts. A technique for assessing qualitative data called thematic analysis involves looking through data collection to find, examine, and report recurring themes (Braun and Clarke 2006). It highlights the key points in the account of the phenomenon under investigation (Daly et al., 1997).

Step 1: Educating Yourself About the Information
Step 2: Generating Initial Codes
Step 3: Searching for Themes

Step 4: Reviewing Themes
Step 5: Defining and Naming Themes
Step 6: Producing the Report/Manuscript

Table 3.2 : Six steps of thematic data analysis (Michelle E. Kiger & Lara Varpio, 2020)

Gaining familiarity with the complete data set is the first phase in the thematic analysis procedure, which involves repeatedly and actively looking over the data (Braun and Clarke 2006). The data set may consist of interviews, focus groups, recorded observations, field notes, diary entries, or other media like pictures or videos, depending on the project (Thorne 2000; Nowell et al. 2017).

According to Boyatzis (1998), a code is the simplest part, or component, of the raw data or information that may be evaluated in a meaningful way with respect to the phenomena. (p. 63). Similar to distinctions among themes, codes can be tied to more semantic or latent meanings (Braun and Clarke 2012), and the coding framework can be inductive, and reflective of pertinent. The third phase entails reviewing the coded and compiled data extracts to check for any prospective themes that may have more relevance (Braun and Clarke 2006).

Step 4 was characterized as a two-level analytical method by Braun and Clarke (2006). The researcher examines coded data positioned within each topic at the first level of analysis to guarantee a proper fit. In level two, the same set of inquiries is applied to the topics in light of the complete body of evidence. The recursive nature of the entire theme

analysis process is demonstrated in detail in Step 4 of the analysis process. After the thematic map has been improved, the researcher moves on to step 5, where they define and narratively describe each theme, explaining why it is significant to the larger research question (Braun and Clarke 2006).

The summary of the findings and the final analysis are written up in this step. By taking notes, defining themes, and choosing sample data extracts in earlier rounds, the writing process has already started to take shape.

Overall, the researcher familiarised herself with the data for this theme analysis by reading and rereading the transcript. The purpose of this is for the researcher to start comprehending and discovering information in the data that relates to the study questions. Thematic research frequently starts with vocal interview (or focus group) data or textual newspaper data. Thematic analysis can also be used to examine open-ended responses to questionnaire questions, diaries, audiovisual content, photographs, and essays. Typically, semi-structured interviews are used to gather interview data. In these interviews, the respondent is asked about 5-7 different themes (Wilkinson et al., 2004).

Thus, open coding, selective coding, and axial coding three forms of coding could have been used in qualitative data analysis. Where the researcher has used codes to represent them in that area. All code must be given titles that have some meaning. In open coding, the researcher is identifying distinct concepts and themes for categorization. Aims at expressing data and phenomena in the form of concepts. "The initial step, known as open coding, tries to express facts and phenomena as concepts. Expressions (single words, short word

sequences) are classified according to their meanings in order to attach annotations and "concepts" (Flick, 2009, p. 307).

Axial coding further refines, aligns, and categorizes the themes. In order to achieve this organizing objective, researchers need to engage in continuous analysis, cross-referencing, and refining theme categorization. There are three refinement activities associated with axial coding that enable and advance effective content categorization. Selective coding is the culmination of the grounded theory process and its purpose is to either define a new theory or modify an existing theory based on research.

Because of this, open coding was used in this study's data analysis. In order to create coding, the researcher performed transcript interviews and then assessed the data. The researcher read each line, underlining and coding the important information. This is the case due to the open coding method's direct reliance on data.

3.6 Summary

This chapter basically had explained all the details about the research methodology of the study. Qualitative research method was considered reasonable because by adopting this method, sampling strategy, data collection, and data analysis of the research objectives and questions will be achieved. This chapter has acted as a guidance in the next chapter of chapter four for analysis of the data.

CHAPTER 4

FINDINGS AND DISCUSSION

4.1 Introduction

The previous chapter discussed methodology as it related to the factors that motivate Universiti Malaysia Kelantan's Students to Participate In Cultural Tourism Activities. It describes the data sources used to gather information and the sampling process employed by the researcher. In this chapter, researchers show the result and discussion gained after the interview sessions with the students from three campuses. The participants who participate in this research are students from campus Bachok, Pengkalan Chepa and Jeli. Next, the first section begins with the demographic of participants and then divided into three small section which are related to the objectives of this study are as follows (i) to identify the factors that motivate University Malaysia Kelantan's students to participate in tourism cultural activities and (ii) To examine the impact of the factor that contributes towards the participation in tourism cultural activities among University Malaysia Kelantan's students. Therefore, in this chapter, researchers will reveal the data that have been gained from interviews with the participants. The second section in this chapter focuses on the discussion from the previous interpretation on factors that motivate Universiti Malaysia Kelantan's Students to Participate In Cultural Tourism Activities. Researchers also discuss the significance of the objective of factors that motivate Universiti Malaysia Kelantan's Students to Participate In Cultural Tourism Activities.

4.2 RESEARCH FINDING

4.2.1 PARTICIPANT'S DEMOGRAPHIC

The researchers interviewed a total of 6 respondents for this study, which included 2 students from campus Kota Bharu, 2 students from Campus Bachok and 2 students from Campus Jeli. The participant's demographic information is shown in table Table 2.1, Table 2.2, and Table 2.3. This study focuses on opinions about the potential of University Malaysia Kelantan's participants in cultural tourism. The demographic information that the researchers asked for were the participant's age, gender, race, marital status. Each participant was interviewed to answer ten questions regarding the factors that motivate University Malaysia Kelantan's students to participate in cultural tourism activities. The interview took about 10 to 25 minutes for each participant, based on the time they took to answer and the length of their answer. The interview session was very helpful in analyzing the data for this research.

	Age	Gender	Race	Marital status
Participant 1	24	FEMALE	MALAY	SINGLE
Participant 2	23	FEMALE	MALAY	SINGLE

Table 4.1 : University Malaysia Kelantan's Campus Kota Bharu

	Age	Gender	Race	Marital status
Participant 3	23	MALE	MALAY	SINGLE
Participant 4	22	MALE	MALAY	SINGLE

Table 4.2: University Malaysia Kelantan's Campus Bachok

	Age	Gender	Race	Marital Status
Participant 5	23	FEMALE	MALAY	SINGLE
Participant 6	22	FEMALE	MALAY	SINGLE

Table 4.3: University Malaysia Kelantan's Campus Jeli

4.2.2. OBJECTIVE 1: To identify the factors that motivate University Malaysia Kelantan's students to participate in tourism cultural activities.

The findings of the factors that motivate University Malaysia Kelantan's students to participate in tourism cultural activities at Campus Kota Bharu, Kelantan, using primary and secondary data to collect the data. The result collected by the research from the interview sessions are the probability and potentials of the students Kota Bharu to be recognized participate in tourism cultural activities.

From the questions asked from the first objective to the tourists, all 2 participants have used the products or services that are located in Kota Bharu. The participant think that the participate in tourism cultural activities is not fun. For example, tourism cultural activities are archaeological and architectural treasures, culinary pursuits, celebrations and events, national parks and wildlife refuges, museums and exhibitions, temples and churches, national parks, historic places, monuments, and landmarks. The tourism cultural activities are really helpful for the participant to students Kota Bharu to participate the tourism.

Figure 4.1: Participants University Malaysia Kelantan's Students from campus Bachok

4.2.3 OBJECTIVE 2: To examine the most effective factor that contributes towards the participation in tourism cultural activities among University Malaysia Kelantan's students.

The most important element that influences Universiti Malaysia Kelantan students to participate in cultural tourism activities is because of education. Young people between the ages of 15 and 25 account for about a fifth of all travel worldwide, with students making up a large proportion of this group, according to Richards and Wilson (2003). The results of interviews with 6 participants at 3 campuses of Universiti Malaysia Kelantan support the expected research questions. Findings about that, educational factors trigger the involvement of participants in cultural tourism activities. It was found that education encourages participants to participate to fulfill student assignments and also to be curious about things. In order to understand and learn about an event, education always encourages doing activities so that the learning of an event is easy to understand. This is also because education

is something that is never enough and always plays the main role in helping someone understand something.

Education is important in fostering an appreciation of various cultures and increasing cultural awareness. Participants can learn about the value and importance of cultural activities and their role in fostering intercultural understanding through academic programs. Education provides participants with information about various cultural customs, traditions, and heritage. Because they have a greater awareness of the historical and cultural background, this information allows participants to actively participate in tourism cultural activities.

Next, Social media is the most important factor that affects student participation in cultural tourism activities at Universiti Malaysia Kelantan. A social media network with a strong visual component allows users to contribute stories, images, and videos. Participants may be inspired to engage and explore various tourism and cultural offers through this visual content, which can arouse their curiosity and interest in cultural activities. In addition, social media platforms provide a large amount of information about cultural activities, events, and destinations. Participants can access and share information related to cultural tourism activities easily through social media channels, increasing their awareness and interest. Social media allows participants to connect with peers, share experiences, and get recommendations. Participants may be influenced by the posts or recommendations of their peers related to tourism cultural activities, leading to increased participation.

The most important element that influences Universiti Malaysia Kelantan students to participate in cultural tourism activities is because of motivation. One study conducted by Abdullah et al. (2017) titled "Motivation Factors of Cultural Tourism: A Study on University Students" investigated the motivations influencing university students' participation in

cultural tourism activities. The study found that motivation was a key factor in determining students' engagement in cultural tourism activities. Also, motivation plays a crucial role in driving individuals to engage in specific behaviors and activities, including cultural tourism.

The research identified a number of factors, including the desire for knowledge and learning about other cultures, individual interest and curiosity in cultural experiences, enjoyment and entertainment derived from cultural tourism activities, the chance for social interaction and networking, and the desire for personal growth and development from the questions asked, as motivational factors that influenced students' participation.

Figure 4.2:Participants University Malaysia Kelantan's students from Campus Kota Bharu

4.3 DISCUSSION BASED ON RESEARCH OBJECTIVES

4.3.1 The students from Campus Kota Bharu, Bachok and Jeli participate tourism cultural activities.

  There are many tourist cultural activities in Malaysia that can be joined by students from Kota Bharu, Bachok, and Jeli. Examples of tourist cultural activities found in Malaysia are architectural and archaeological treasures, culinary activities, festivals or events, historical or heritage sites, monuments, and landmarks, museums and exhibitions, national parks and wildlife sanctuaries, religious sites, temples, and churches. Most of these tourist attractions are in historical places such as Melaka, Penang Island, and Kelantan. This tourist spot is specially made for the people of Malaysia to observe the historical events that took place in the old days. Therefore, it is important for every student to participate in tourism-related cultural activities to increase their knowledge in greater depth.

University Malaysia Kelantan has three campuses: Kota Bharu, Bachok, and Jeli. At the Kota Bharu campus, there is a faculty that focuses on tourism. Every semester, this student will definitely go somewhere to do recreation. Meanwhile, students from other campuses as well as other faculties will not go to places like this. As tourism faculty, they need to spend capital so that they can complete their assignments. Other faculties and other campuses may be on vacation, but on their own accord, and it is possible to go there with friends.

The reason we chose these three campuses is because we only focus on UMK students and not on the others. University Malaysia Kelantan has many campuses, as well as in Kota Bharu, Bachok, and Jeli. University Malaysia Kelantan's campus is very unique, with the Kota Bharu campus being more business-focused. Meanwhile, Bachok is more focused on architecture. Jelly Campus is more

focused on agriculture. Therefore, we selected these three campuses for our activities in more detail and with intent based on their experiences. These students will not be tied to the family because they are far from it. These students are also more interested in going with friends while away from family.

4.3.2 The tourism cultural activities to students Campus Kota Bharu, Bachok and Jeli.

Exchange and Understanding of Cultures Participants may have the chance to interact with people from other cultures and backgrounds through tourism-related cultural events. This exposure can encourage cross-cultural interaction, deepen awareness of different cultures, and encourage tolerance and respect among students.

Academic Value Visits to historical sites, museums, or cultural performances are examples of cultural activities associated with tourism that can be educational for students. The participants can increase their knowledge and widen their viewpoints by learning about the local communities' history, traditions, and customs.

Participating in tourism-related cultural events can aid individuals in developing a variety of personal skills and attributes. Participating in interactive activities and interacting with various groups of people may help them develop their communication skills, adaptability, teamwork, and problem-solving abilities.

4.4 Summary

This chapter focuses on the interpretation of data obtained from interviews with the students in three campuses of University Malaysia Kelantan on cultural tourism activities . This chapter discusses the Factors that Motivate University Malaysia Kelantan's Students to Participate in Cultural Tourism Activities. Researchers have identified the factors that motivate students to participate in cultural tourism activities, with its potential to enhance cultural tourism activities among students and what are the factors that motivate them to participate in cultural tourism activities. Moreover, the participants also get the impacts while participating in cultural tourism activities. The next chapter will discuss "recommendations and conclusions". Researchers will discuss the suggestions on factors that can motivate students to participate in cultural tourism activities. Moreover, in the next chapter, researchers will show the limitations to achieve the objectives of this study.

CHAPTER 5

CONCLUSION

5.1 INTRODUCTION

In the previous chapter, researchers have conducted online interviews by selected students of three campuses. The results of the interviews have obtained some information and analysis has also been done on the data. Some results have been issued and theories have also been produced. In this chapter, researchers will discuss the recommendations and views on factors that motivate Universiti Malaysia Kelantan's Students to Participate In Cultural Tourism Activities. The researchers will also state the problems and difficulties in conducting this study.

5.2 LINK WITH PREVIOUS STUDIES

This study is to determine and identify the factors that encourage Universiti Malaysia Kelantan students to participate in cultural tourism activities. After the interview survey was conducted, the researcher found that contributing to the participation of participants in cultural tourism activities among students of Universiti Malaysia Kelantan was influenced by several factors. Among that is due to education, social media, and motivation. First, through education, the participants are exposed to the existence of something like activities in tourism.

While, Social media platforms often foster online communities focused on specific interests or activities, including cultural tourism. Engaging with like-minded individuals can create a sense of belonging and community, motivating students to participate in tourism cultural activities.

Overall, the participants found the latest factors, namely the level of education and social media to be a vehicle for encouraging involvement in cultural tourism activities

5.3 FINDINGS RESEARCH

This study is to determine whether University Malaysia Kelantan's Students can be recognized. After the interview survey was conducted, the researchers found that the participants of students who came to cultural tourism activities stated that was friend. First, it is because the environment that is shown and felt on cultural tourism activities is very suitable for every age group, especially children. Facilities such as toilets and mosques are also considered family-friendly by visitors who come because they make it easier for users who come to travel to use them.

Furthermore, renovations carried out in the cultural tourism activities area such as signage, seats, and cottages for family gatherings make cultural tourism activities potentially considered a Family-Friendly Tourism Destination (FFTD). Recreational activities such as recreation with family, and walking while enjoying the artifacts can also be done in the muzium area without any restrictions from the authorities which is the cause of the contribution of the concept of family-friendly destinations because it can attract other tourists to travel with family on cultural tourism activities.

Overall, tourists find that cultural tourism activities is able to become a Family Friendly Tourism Destination (FFTD). This is because the facilities on cultural tourism activities are able to provide comfort to all visitors who come to visit the place. Tourists are most satisfied with the sights of natural attractions and other relevant environmental attractions during their visit to cultural tourism activities in terms of natural attractions. This is because the coastal environment is still maintained and there is not much damage in cultural tourism activities so that it can cause pollution.

5.4 LIMITATION

5.4.1 DIFFICULTY IN GETTING RESPONDENTS ESPECIALLY RESPONDENTS OF JELI CAMPUS.

One of the difficulties that the researchers faced was to get respondents from Jeli campus. This is because the campus is far between the three campuses. The journey to Jeli Campus takes approximately 2 hours to get there. Also, the respondents we got were busy with their lab courses. To get them, the researchers made a deal with them so they could meet them. It happened that they came to the city campus so the researchers continued to interview them.

  To complete and finish this study, the researchers needs the cooperation and commitment of the respondents for our study so that they do not waste time to complete this interview**.**

5.5 RECOMMENDATION

   Malaysia is a country that has beautiful natural tourism cultural activities. This can be used as a place recreation with the family because the tourism cultural activities conditions are suitable as a tourist attraction. However, there are still tourism cultural activities that have not given full satisfaction to tourists who come. Therefore, there are some recommendations for the local community, government and future researchers.

1) Local Community
    A. Recommendation for the local community is to hold a variety of interesting activities so that the tourism cultural activities does not feel empty. This is because, during the survey activities, no interesting activities were carried out by the local community. The local community can do activities such as cultural

activities in the district so that it can be an attraction for tourists and families. In addition to attracting tourists, the local community can also generate income such as charging a reasonable fee to tourists to see the cultural activities performed. In addition,it can help traders who do business in the area when there are many tourists. Therefore, tourism cultural activities are also one of the tourists attractions that can boost the economy of the local community.

2) Goverment

A. Recommendation for the government in University Malaysia Kelantan's by this research is to improve the life quality of local communities around University Malaysia Kelantan's. Provide employment opportunities or build stalls of stone for local communities around the University Malaysia Kelantan's. This is because such an approach can increase the income of locals and can attract more tourists to come because of the better environment than there are only small stalls doing business around the University Mlaysia Kelantan's. Therefore, authorities such as the Majlis Daerah Bachok need to come up with creative and innovative ideas to create a more beautiful and scenic environment in Pantai Melawi.

3) Stakeholders

A. Recommendations for stakeholders are to increase the promotion and marketing of the University Malaysia Kelantan's. For example, stakeholders can create promotions and marketing by making videos about the University Malaysia Kelantan's. Next, the video can be posted through applications such as Facebook, Tiktok, Instagram and others. Indirectly, tourists can know the

existence of the beautiful University Malaysia Kelantan's. This will also give an advantage to locals who do business in University Malaysia Kelantan's. This will also give an advantage to locals who do business in the University Malaysia Kelantan's area because of the presence of many students from all departments subject. Therefore, promotion and marketing play an important role in efforts to increase the number of tourists arriving in University Malaysia Kelantan's.

4) Future researches

A. Future researchers can change existing data collection methods to use quantitative methods. Future researches also can use questionnaires to collect data besides face-to-face interviews. Specifically, questionnaires are very easy to use in addition to saving time, money, and energy for researches. Although the number of respondents is relatively high, the response to this method is very effective. Therefore, it can provide accuracy to the study conducted by the researcher.

B. Future researchers may be able to reproduce the journal. This study used a familiar journal by comparing the results from the west country. Therefore, there may be some cultural differences between western and eastern students. Moreover, the population of different countries has different views which may lead to bias. To help increase reading resource, future researches can search for journals in public libraries in addition to searching for journals on Google Scholar to find more information from abroad on Tourism Cultural Activities.

5.6 SUMMARY

This study is designed to determine the factors that motivate University Malaysia Kelantan's Students to Participate In Cultural Tourism Activities. Researchers have discussed several elements in terms of the factors that motivate University Malaysia Kelantan's Students to Participate In Cultural Tourism Activities. This chapter also covers the problems and challenges faced by the researchers on the problems and difficulties. The scope of the study that has been determined is to focus on factors that motivate Universiti Malaysia Kelantan's Students to Participate In Cultural Tourism Activities. Based on the researcher's study, there are factors that motivate students of Universiti Malaysia Kelantan to participate in cultural tourism activities. The researcher conducted this study because the factors can be the most important students' desire to participate in cultural tourism activities.

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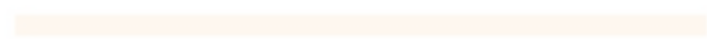
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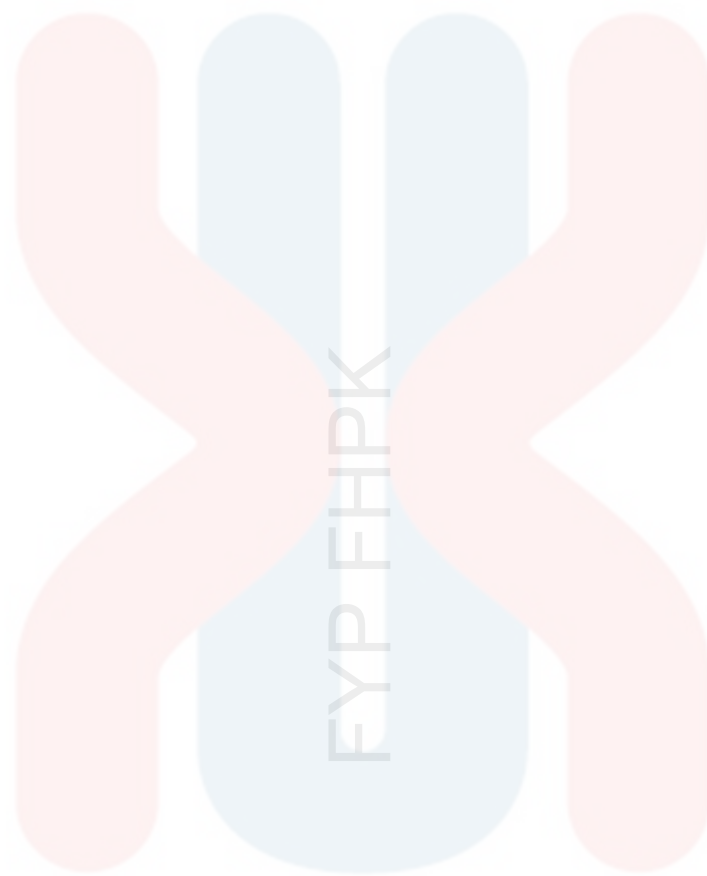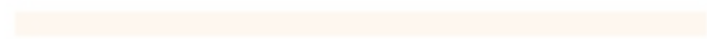
APPENDIX

Dear participants,

We are bachelor of tourism entrepreneurship students with honors (SAP), Universiti Malaysia Kelantan (UMK). We conducted a survey to understand "the factors that motivate Malaysian university students to participate in cultural tourism activities".

This questionnaire is solely for academic research purposes. Your help in filling out this form is greatly appreciated.

All information notified to us will be kept confidential from others. No one other than the researcher will have access to your individual response.

Your contribution in responding to our inquiries is greatly appreciated. Please contact us if you need further clarification.

Peserta yang dihormati,

Kami pelajar ijazah sarjana muda keusahawanan pelancongan dengan kepujian (SAP), Universiti Malaysia Kelantan (UMK). Kami menjalankan kaji selidik untuk memahami "faktor-faktor yang mendorong pelajar universiti Malaysia kelantan menyertai aktiviti pelancongan budaya".

Soal selidik ini adalah semata-mata untuk tujuan penyelidikan akademik. Bantuan anda dalam mengisi borang ini amatlah dihargai.

Semua maklumat yang diberitahu kepada kami akan dirahsiakan daripada orang lain. Tidak ada orang lain selain daripada penyelidik akan mempunyai akses kepada tindakbalas individu anda.

Sumbangan anda dalam menjawab pertanyaan kami amat dihargai. Sila menghubungi kami sekiranya anda memerlukan penjelasan lanjut.

No.	Name	No. Matric	No. Contact	Email
1.	AZRIN AINA BINTI MOHAMAD ZAHARI	H20A1112	0109211492	h20a1112@siswa.umk.edu.my
2.	ARFAH ATIRA ABD RAHIM	H20A1100	0135691548	h20a1100@siswa.umk.edu.my
3.	CHE KU NORFARIZATUL BINTI CHE KU ABDULLAH	H20A1119	01137484969	h20a1119@siswa.umk.edu.my

4.	BAOYEE A/L AMRAN	H20A1113	0198171605	h20a1113@siswa.umk.edu.my

PARTICIPANT 1 FROM CAMPUS KOTA BHARU

1. Have you ever participated in cultural tourism activities?

-ya

2. Could you tell me about it?

-Melancong ke Bandaraya Bersejarah (Melaka) kerana mempunyai pelbagai budaya & aktiviti yang menarik

3. How did you get to know these activities?

-Melalui penyebaran maklumat di media sosial & pengalaman sendiri

4. What type of cultural tourism activities did you participate in?

-Membuat lawatan ke Kampung Morten, Bangunan Merah, Muzium Kesultanan Melayu Melaka

5. How many cultural tourism activities did you participate in?

-3

6. Why did you choose the cultural tourism activities?

-Kerana dapat mempelajari budaya yang unik yang pernah menapak ke Tanah Melayu suatu ketika dahulu + budaya² yang ada di Malaysia mempunyai sejarah yang tersendiri

7. Were the tourism activities carried out individually or in groups?

-berkumpulan

8. Do you prefer doing cultural tourism activities individually or in groups?

-Berkumpulan

9. How did you feel when you were doing those cultural tourism activities?

-Sangat mengagumkan kerana dapat merasakan Malaysia sebuah negara yg bertuah kerana mempunyai banyak budaya + Perasaan ingin tahu lebih tinggi untuk mengenali budaya yang pelbagai

10. What benefits do you get from cultural tourism activities?

-dapat memupuk semangat jati diri + menambah ilmu pengetahuan + mewujudkan masyarakat yg harmoni

PARTICIPANT 2 FROM CAMPUS KOTA BHARU

1. Have you ever participated in cultural tourism activities?

-Pernah

2. Could you tell me about it?

-Melancong ke muzium negeri Terengganu

3. How did you get to know these activities?

-Penyebaran maklumat di media sosial

4. What type of cultural tourism activities did you participate in?

-membuat lawatan di dalam muzium

5. How many cultural tourism activities did you participate in?

- 2

6. Why did you choose the cultural tourism activities?

-saya memilih aktiviti kebudayaan keranan saya minat dengan sejarah

7. Were the tourism activities carried out individually or in groups?

-Berkumpulan

8. Do you prefer doing cultural tourism activities individually or in groups?

- Saya suka berkumpulan kerana akan dapat suasana yang lebih meriah.

9. How did you feel when you were doing those cultural tourism activities?

-saya gembira

10. What benefits do you get from cultural tourism activities?

-faedah yang saya perolehi adalah saya dapat mengenali sejarah warisan Dan aktiviti

Kebudayaan

PARTICIPANT 3 FROM CAMPUS BACHOK

1. Have you ever participated in cultural tourism activities?

-pernah

2. Could you tell me about it?

-Ketika saya berumur 12 tahun, saya pergi bersama dengan keluarga saya menuju Wayang Kulit Pak Dain di Kelantan

3. How did you get to know these activities?

-Kerana ia memiliki patung-patung yang terbuat daripada kulit lembu serta cara penyampaian Persembahannya yang unik

4. What type of cultural tourism activities did you participate in?

-Lawatan ke tempat yang melambangkan kebudayaan

5. How many cultural tourism activities did you participate in?

-2 kali

6. Why did you choose the cultural tourism activities?

-Supaya saya dapat meningkatkan beberapa pengetahuan saya mengenai budaya

Agar ia tidak ditelan zaman

7. Were the tourism activities carried out individually or in groups?

-Secara berkumpulan

8. Do you prefer doing cultural tourism activities individually or in groups?

-secara berkumpulan kerana ia boleh menimbulkan keseronokan ketika melancong

9. How did you feel when you were doing those cultural tourism activities?

-Perasaan saya begitu teruja kerana keunikan kebudaayan yang terdapat di negara kita sendiri yang tidak ada pada negara orang lain

10. What benefits do you get from cultural tourism activities?

-Dapat meningkatkan pengetahuan secara lebih mendalam tentang budaya yang terdapat di negara kita.

PARTICIPANT 4 FROM CAMPUS BACHOK

1. Have you ever participated in cultural tourism activities?

-tidak pernah.

2. Could you tell me about it?

- tidak pernah

3. How did you get to know these activities?

- melalui media sosial yang menunjukkan gambar & video yang menarik.

4. What type of cultural tourism activities did you participate in?

- tidak pernah

5. How many cultural tourism activities did you participate in?

- tidak pernah

6. Why did you choose the cultural tourism activities?

- tidak pernah

7. Were the tourism activities carried out individually or in groups?

- Pada pandangan saya, aktiviti ini terbuka samada ingin menjalankan secara individu ataupun berkumpulan.

8. Do you prefer doing cultural tourism activities individually or in groups?

- Pada saya, aktiviti seperti ini saya akan lakukan secara individu kerana dapat mendalami dengan lebih teliti dan masa yang lebih tidak bergantung pada jadual jika secara berkumpulan.

9. How did you feel when you were doing those cultural tourism activities?

- tidak pernah

10. What benefits do you get from cultural tourism activities?

- banyak faedah yang diperolehi seperti menambah ilmu pengetahuan dan lebih memahami sesuatu budaya yang menjadikan diri kita lebih positif pada masa yang akan datang.

PARTICIPANT 5 FROM CAMPUS JELI

1. Have you ever participated in cultural tourism activities?

- pernah

2. Could you tell me about it?

-Gelanggan seni negeri kelantan

3. How did you get to know these activities?

-melalui media social Dan orang tempatan

4. What type of cultural tourism activities did you participate in?

-wayang kulit Dan gasing

5. How many cultural tourism activities did you participate in?

- 2

6. Why did you choose the cultural tourism activities?

-Say memilih kerana saya berminat dengna aktiviti ini

7. Were the tourism activities carried out individually or in groups?

-kumpulan

8. Do you prefer doing cultural tourism activities individually or in groups?

-Berkumpulan kerana bagi saya berkumpulan lebih menikmati suasana wayang kulit tersebut.

9. How did you feel when you were doing those cultural tourism activities?

-Saya sangat teruja kerana saya meminati aktiviti tersebut

10. What benefits do you get from cultural tourism activities?

-Faedah yang saya dapat saya dapat mempelajari warisan budaya yang terdapat di negeri kelantan.

PARTICIPANT 6 FROM CAMPUS JELI

1. Have you ever participated in cultural tourism activities?

-Pernah

2. Could you tell me about it?

- Saya pernah berkunjung ke Muzium Negeri Terengganu untuk mengetahui kebudayaan yang ditinggalkan oleh nenek moyang terdahulu.

3. How did you get to know these activities?

-Saya mengenali aktiviti-aktiviti ini dengan replika yang dihasilkan dan disimpan di muzium untuk tatapan generasi akan datang.

4. What type of cultural tourism activities did you participate in?

-Aktiviti pelancongan yang saya sertai adalah mengenali senjata yang digunakan dan menghayati peristiwa yang pernah berlaku pada zaman dahulu.

5. How many cultural tourism activities did you participate in?

- Dua aktiviti

6. Why did you choose the cultural tourism activities?

-Saya suka menimba ilmu dan meneroka sejarah khazanah kebudayaan yang ditinggalkan agar kita tidak lupa asal usul dan sejarah.

7. Were the tourism activities carried out individually or in groups?

-Aktiviti pelancongan berkumpulan

8. Do you prefer doing cultural tourism activities individually or in groups?

-Saya lebih suka aktiviti pelancongan berkumpulan kerana dapat berkongsi idea, pengalaman dan lebih memahami sekiranya terdapat individu yang bertanggungjawab menerangkan dengan lebih jelas.

9. How did you feel when you were doing those cultural tourism activities?

-Perasaan saya gembira kerana dapat menimba ilmu dan menambah pengalaman baru

10. What benefits do you get from cultural tourism activities?

Interview with students University Malaysia Kelantan's Kota Bharu

Interview with students University Malaysia Kelantan's Kota Bharu

Interview with students University Malaysia Kelantan's Bachok

Interview with students University Malaysia Kelantan's Jeli

Interview with students University Malaysia Kelantan's Jeli