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

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LIST OF SIMBOLS AND ABBREVIATIONS

Symbols

α	Alpha
≥	Equal and More Than
n	Frequency
<	Less than
r	Pearson Correlation Coefficient
%	Percent
N	Population

Abbreviations

UNESCO	United Nations Educational, Scientific and Cultural Organization
WTO	World Tourism Organization
MOTAC	Ministry of Tourism, Arts and Culture

ABSTRACT

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

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

ABSTRAK

Budaya dan warisan sangat penting dalam pelancongan di semua tingkatan kerana telah muncul sebagai bentuk pelancongan alternatif di kalangan pelancong antarabangsa dan domestik. Walaupun golongan remaja telah diakui sebagai salah satu penyumbang utama industri pelancongan, tetapi peranan mereka untuk pelancongan budaya dan warisan masih kurang dikaji. Oleh itu, tujuan kajian ini adalah untuk mengkaji faktor-faktor yang mendorong pelajar UMK untuk menyertai pelancongan budaya dan warisan di Malaysia. Kajian ini melihat peranan pendidikan, media sosial dan sikap peribadi terhadap motivasi pelajar untuk terlibat dalam pelancongan budaya dan warisan. Dengan menggunakan pensampelan kemudahan, 388 data dikumpulkan melalui tinjauan dalam talian dari pelajar di Universiti Malaysia Kelantan. Analisis kuantitatif menggunakan SPPS digunakan untuk menganalisis data. Hasil kajian menunjukkan bahawa pendidikan, media sosial dan sikap adalah faktor penting yang mendorong motivasi belia untuk mengambil bahagian dalam pelancongan budaya dan warisan. Kajian ini menambahkan pemahaman yang lebih baik mengenai faktor-faktor yang mendorong penyertaan belia dan membolehkan pemain industri dalam pelancongan budaya dan warisan menyusun strategi pemasaran mereka ke segmen pasaran ini. Untuk penyelidikan masa depan, faktor-faktor seperti nilai pemandangan dan nilai sosial dapat ditambah sebagai tambahan kepada nilai pendidikan.

Kata kunci: Budaya dan warisan, pelancongan, motivasi, pendidikan, sikap peribadi, media sosial

CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

The background of the study, problem statement, research objectives, research questions, significance of study, and definition of terms will be discussed in this chapter and closed by the summary of this chapter. Research background explained about cultural and heritage tourism. In addition, the problem statement regarding the problem of this study is discussed and explained, followed by research objectives and research questions that this study woud like to answer. Finally, the significance of study and definition of terms are important to the analysis.

1.2 BACKGROUND OF STUDY

Cultural and heritage is an economic development tool that attracts tourists from outside a group of communities who are wholly or partially motivated by interest in the historical, creative, lifestyle or heritage offerings of a city, area, cluster or establishment (Rosenfeld, 2008). The aim of the cultural and heritage trips is to explore the cultural climate,

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as well as scenery, places of interest and art, as well as unique lifestyles, traditional and activities.

According UNESCO, the term cultural heritage encompasses several main categories of heritage. Tangible cultural heritage can be divided into three categories: movable cultural heritage, immovable cultural heritage, and cultural heritage underwater. Buildings and historic places, landmarks, artifacts, and others are found in tangible cultural heritage. These include artifacts important to a given culture's archaeology, architecture, science or technology. On the other hand, intangible cultural and heritage comprises customs or living expressions transmitted by our ancestors and passed on to our descendants, such as oral traditions, performing arts, religious activities, ceremonies, festive occasions, natural knowledge and practices and the universe or the knowledge and skills to produce traditional crafts.

The World Tourism Organization (WTO) expects cultural tourism to be one of the five main segments of the tourism industry in the future, noting that development in this field would pose a growing challenge in terms of handling the influx of tourists to cultural sites. The revival of rituals and the conservation of sites and landmarks may be promoted by cultural heritage tourism. The growth in the number of visitors pursuing fun, music, history, archaeology and contact with local people demonstrates this pattern.

Tourism is a series of activities carried out by individuals temporarily away from their normal environment, for a period not exceeding one year and for a wide variety of recreation, career, religion, health and personal purposes, except the pursuit of remuneration from within the place of residence visited or the long-term change of residence. The tourism industry has grown rapidly by diversifying various types of products to suit specific markets. The flow of tourism has also increased in response to the greater prosperity and economic shift in the

industry. The tourism industry's growth has made the tourism sector one of the world's fastest growing economic sectors, with strong foreign exchange inflows and high growth rates. So, it has been accepted as one of the approaches to economic growth. (Amir, Osman, Bachok & Ibrah, 2015).

Cultural and heritage tourism has existed for a long time, but recent demographic, social and cultural developments have led to a growing number of new niche opportunities in destination countries in the major source countries, including culturally focused holidays. For various reasons, cultural and heritage tourism is important; it has a positive economic and social effect, creates and strengthens identity, helps to conserve cultural heritage, with culture as an instrument, encourages peace and understanding among people, supports culture, and helps to restore tourism.

Each place that exists has its own history and story in each of these locations. This has made the location an area of economic development in heritage tourism. Heritage tourism is one of the most common types of tourism in the world. Approximately 50 to 80 percent of all domestic and international travel involves some cultural and heritage elements. Among them are by visiting museums, historical places, enjoying music and art or to try out a culture according to destination (Timothy, 2011).

1.3   PROBLEM STATEMENT

Malaysia is a multicultural society with a high-end cultural heritage. This society consists of Malays, Chinese, Indians, Murut, Bajau, Melanau, Kadazan, and others. Because

of the different cultural backgrounds and beliefs of different ethnic groups, Malaysia is unique. There are many cultural heritages in Malaysia such as architecture, clothing, natural places and others. For example, the buildings in Malacca are the oldest ancient city in Malaysia. The traditional buildings and ancient streets in Malacca are still well preserved.

Even though some progress has been made in the field of the behavior of youth tourists and tourism in cultural destinations, there is a general lack of data on the actual behavior of youth tourists in cultural locations. The others youth think that the cultural and heritage tourism is presevered of older people (Fraser, 2001).

In the cultural and heritage tourism, just the older generation like to visit or have interest. So, if this situation continues, the cultural will soon become extinct. The extinction of the cultural happens when the cultural is not practiced by any of its followers. For as long as it is practiced and observed, a cultural is simply alive. This research indicates that cultural and heritage is increasingly disappearing, and this is also seen in the decreasing numbers of young people who regularly study or practice culture today. Heritage culture can also attract people to learn about history.

The researchers finds the problems that youth facing and what make they not interested with the cultural and heritage. The research from the observation for the first problem is youth feel scared to learn a new thing. Futher, the researchers find the culture is a new thing for them and they didn't explore the culture, yet they make a judgment that it will be scary. The researches feel like it was weird to learn the cultural and heritage. The researchers might know place that well known for its history, but they still not interested with it. They find it as a normal thing and not even worth their time. According to Richards and Wilson, about one-fifth of global travel is done by young people aged 15 to 25, a large proportion of whom are students.

1.4   RESEARCH OBJECTIVES

There are three objectives of this research which are:

1)   To examine the relationship between education towards motivation to participate in cultural and heritage tourism among UMK students.

2)   To examine the relationship between social media towards motivation to participate in cultural and heritage tourism among UMK students.

3)   To examine the relationship between personal attitude towards motivation to participate in cultural and heritage tourism among UMK students.

1.5   RESEARCH QUESTION

There are important questions have been posed toward the finding and direction in carrying out the research in order to find out that education, social media and personal attitude of the cultural and heritage among students. The questions asked in this research are as follow:

1)   Does knowledge has any relationship towards motivation to participate in cultural and heritage tourism among UMK students?

2)   Does social media has any relationship towards motivation to participate in cultural and heritage tourism among UMK students?

3)   Does personal attitude has any relationship towards motivation to participate in cultural and heritage tourism among UMK students?

1.6   SIGNIFICANCE OF STUDY

This section provides a description of the study's significance in terms of Cultural and Heritage Tourism. From an academic perspective, this research helps to a better understanding of the factors that motivate people to participate in cultural and heritage tourism. In terms of pratical perspective, this study supports tourism sectors, since students' involvement in cultural and heritage tourism may assist the country's tourism business economically.

This study will help students to understand the importance of cultural and heritage when their tourism. The tourism industry can be a profitable industry to Malaysia and it can also reduce the poverty level at the same time remains the cultural and heritage towards youth. This research is to focus on factors motivation UMK students to participate in cultural and heritage tourism.

Moreover, this study will bring benefit to the youth because they can get experience to know more about the cultural and heritage which was almost lost and extinct. There are many interesting and amazing story about cultural and heritage. They may feel lucky to have the opportunity to learn more about cultural and heritage with travel. When they get in touch about it and they will be interested and enjoy about it. This will let the youth have the chance to know about the cultural and heritage.

Last but not least, this study will bring benefit to the government. The unique of cultural and heritage can attract people all of the world travel and spend their money in our country. The increase of the taxes collected from government will increase the government revenue. Then, the job opportunity will increase and the rate of unemployment will decrease. This will help to increase the prestige of Malaysia. This will also help to ensure people to having a stable and good economic status in Malaysia.

1.7 DEFINITION OF TERMS

i) Motivation

Motivation is also described as a universal desire, or a desire to generate the energy required in a specific way for someone to act. This means that behind the actions, there is a purpose, an instinct that activates a cognitive motivational mechanism that leads a person or animal to act on that impulse (Kendra Cherry, 2020). Motivation is the mechanism that

initiates, directs and preserves activities that are target-oriented. Motivation encompasses the chemical, mental, psychological, and cognitive factors that trigger actions.

ii) Cultural and heritage tourism

Cultural and heritage tourism is an economic development instrument that attracts tourists who are partly or entirely driven by an interest in a culture, country, group or institution's history, art, science or lifestyle/heritage (Raymond A, 2008). Cultural and heritage tourism travels to explore the sites and events that truly reflect the backgrounds and people of the past and present, including architectural, cultural and natural attractions.

iii) Education

Education is a way of promoting learning, knowledge, skills, values, beliefs and habits, or acquiring them. Teaching, preparation, storytelling, debate, and focused research are part of the academic approach. Education is normally carried out under the supervision of teachers, though students may also educate themselves. (Kawangit et al., 2015)

iv) Social Media

According to the research of Singh, Priyanka and Yagya (2013), social media is a revolution of social interaction, which changes the way we view love, friendship, family, intimacy, language and expression. Social media can be a platform for communication to improve efficiency, engage citizens, get feedback and engage communities.

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v) Personal Attitude

Personal attitude or personality is shaped by education, appearance, and culture. Therefore, the improvement of personality can only be achieved through the improvement of self. Personal attitudes are very critical in inspiring young people to be part of culture and heritage.

1.8   LIMITATION OF STUDY

The first limitation of this study is related to the sample profile, this study generally was focuses on the youth. Thus, the sample profiles of older people from other district were not included in this study. Besides that, there was a limitation in the age group of part demographics in questionnaire survey. For instance, the respondents were mostly laid between the age group of 18-24 years old. Finally, the primary data for the analysis was gathered from an online questionnaire. Researchers were unable to determine the respondents' honesty when answering the questionnaire using this tool. The respondents interpreted the questions in a variety of ways and replied to each one based on their own interpretation.

1.9   SUMMARY

This chapter described the problem statement of the study on factor that motivate UMK students to participate in cultural and heritage tourism. That focusing on the different cultural backgrounds and beliefs among different ethnicities, thus make the uniqueness of Malaysia. In addition, it also specified the purpose of the analysis with a list of research questions and research objectives that eventually help to have meaningful findings. The scope of study is focus on the motivate UMK students to participate in cultural and heritage tourism. There had exists some geographic factor which bring a big effect to the cultural and heritage tourism. In this research is to motivate youth to participate in cultural and heritage tourism. This study will bring benefit to students because they can get experience to know more about the cultural and heritage tourism which was almost lost and extinct.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter is going to discuss the details about literature review of factor that motivate UMK's students to participate in cultural and heritages. Nowadays, there are so many students are not interested in participating in the cultural and heritage. The primary aim of our research is to identify influences that inspire students to participate in tourism in cultural and heritage tourism. Those factors are education, the role of social media and personal attitude. It follows with the discussion of cultural and heritage tourism, theory of motivation and theory of behavior, as well as the independent variables. Then the research highlights the research hypotheses, conceptual framework and summary for this chapter.

2.2 CULTURAL AND HERITAGE TOURISM

The precious riches that history has left to humankind are cultural and heritage. It can be split into cultural legacies that are real and intangible. Intangible cultural and heritage

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applies to all sorts of ancient cultures that remain in intangible ways, are directly connected to the lives of people and have been transmitted by them. Culturaland heritage is a cultural relic of geographical, creative and science significance generation to generation. Tangible cultural and heritage refers to historical relics, historical buildings and sites of human culture. Immovable cultural and heritage includes immovable cultural artifacts such as ancient ruins, ancient tombs, ancient architecture, grotto temples, carvings of stone, murals, significant modern historical sites and symbolic buildings, and movable cultural relics such as important human items, works of art, records, manuscripts, books and materials from different historical periods; As well as a prominent historical and cultural city in architectural style, standardized delivery or combination with the landscape and scenery with outstanding universal value. Intangible cultural and heritage applies to all sorts of traditions, performances, ways of speech, skills and talents, as well as related artifacts, artifacts, crafts and cultural sites that are perceived by different communities, groups or even individuals to be their cultural and heritage. Intangible cultural and heritage includes: oral legends and expressions, including language as an intangible cultural and heritage medium, performing arts, social rituals, manners, celebrations, nature and universe-related knowledge and activities, traditional skills of craftsmanship, and others.

2.2.1 MOTIVATION TO PARTICIPATE IN CULTURAL AND HERITAGE TOURISM

Motivation is the initiator of people in the action process. It is 'the internal, psychological forces that affect the decisions of individuals' (Locke and Latham, 2004).

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Motivation is made up of psychological/biological needs that activate, direct, and incorporate the action and operation of an individual (Curral,L & Marques-Quinteiro,2009). Therefore, understanding consumers' motives is a key prerequisite to designing and tailoring offerings to particular markets (Park, Reisinger & Kang, 2008). Effective marketing and managements is impossible unless the consumers' motivation were identified, understood, and prioritized. Knowing the motive of tourists helps tourism agents to intercede more easily at different points in the decision-making process of travelers, resulting in more visitors being drawn, having them to stay longer, increasing their enjoyment, reducing anti-social behaviour, and others (Dewar, Meyer & Li, 2001).

Around one-fifth of all world tourism trips are taken by young people aged 15-25 years, of whom students account for a significant percentage (Richards & Wilson, 2003). They find that the primary incentive for students is to discover different cultures, accompanied by curiosity and awareness.The motivation of youths people to travel in cultural and heritage tourism is emerging as an increasing factor in the standard of living (Dolnicar et al., 2012). In addition, education is recognized as a primary motivational factor for young travelers, for whom students prefer to move from their home country to another for studying abroad (King & Gardiner, 2015).It is worth noting that push factor have a fair influence on their travel preferences rather than pull factor, given the motivational factor of youth tourism (Linh, 2015). Teaching, meeting others, adding value to career development, gaining knowledge of other cultures, improving self-development, learning, education and travel are the fundamental motivations of youth (UNWTO, 2011; Demeter & Brátucu, 2014; King & Gardiner, 2015).

Cultural and heritage tourism is traveling to experience the places and activities that authentically represent the stories and people of the past and present, which include historic,

cultural and natural attractions. Cultural and Heritage is an appearance of the ways of living developed by a community and passed on from generation to generation, including customs, practices, places, objects and artistic expressions. Other than that, cultural and heritage also expressed as either intangible or tangible cultural and heritage. Cultural and heritage can be distinguished into three types; built environment, natural environment and artifacts.

In the addition, the cultural and heritage tourism in Malaysia has attracted a lot of publicity, because it has the art, architecture, handicrafts, traditional attire, music and dance, which reflects a colorful heritage and an amalgamated culture. A special representation of our history and our cultural culture is the heritage of Malaysia. It enriches the lives of Malaysians and provides a concrete framework for future national growth.

2.3   THEORY OF MOTIVATION

The theory of motivation is the ideology that studies a means of inspiring individuals. It assumes that performance and efficiency are directly linked to attitude, and managing attitude depends on the degree of fulfillment of the need and the reward element. For example, Maslow, an American psychologist, categorized the different needs of individuals into five levels: physiological needs, protection needs, social needs, needs for recognition and needs for self-actualization (Maslow, 1943). He assumed that, in accordance with the number of needs, people want fulfillment. Therefore, by setting targets consistent with criteria, visitors will play an incentive role.

According to Maslow, the seven essential needs were split into two levels: high and low, with physiological needs, protection needs and social needs belonging to the lower level. These needs can be met by external conditions, such as satisfying physiological needs with the help of wage income and satisfying security needs with the help of legal system (Pichère, P. & Cadiat, A.-C,2015). The needs for esteem and self-actualization are superior needs that are fulfilled from within, and the need for respect and self-actualization of an individual can never be fully satisfied. High-level needs are more valuable than low-level needs and there is a complex, evolving and changing system of human needs.

The self-motivation contained in the criteria for esteem would be included in this analysis. Self-motivation is a kind of psychological attribute where a person can work hard as an encouragement without having external reinforcement and punishment for the set target. The engine which leads one to success is self-motivation. Under difficult social conditions, the course of life allows young people to grow through cultural heritage knowledge, perseverance and skills. As long as the true feelings of investment change, no matter how life evolves, they still find their own life coordinates. One needs to learn to inspire oneself. Inspiration lets people find the solutions to the cultural heritage they seek. Youth should be encouraged to confront the imminent loss of cultural heritage.

After that, the others theory about motivation is pull and push factors. According to Dann (1981) and Crompton (1979), tourism behavior can pull-and-push factors. Pull factors are external factors induced by the commodity or destination that encourage individuals to visit a destination, stay at a hotel, or attend an event. Push influences, on the other hand, are intrinsic forces that are psychological in nature and produce the will to travel. Pull factors are linked to motivation's external, situational, or cognitive facets and activate push influences (Yoon & Uysal, 2005). According to Crompton, have seven push motives and two pull

factors. The motivations of the drive were escape from a perceived mundane environment, self-exploration and assessment, relaxation, reputation, regression, strengthening of relationships of kinship, and facilitation of social interaction. The two remaining motives, novelty and education, formed the pull factors.

Lastly, Iso-Ahola's theory asserts that personal escape, personal seeking, interpersonal escape, and interpersonal seeking motivate tourism and recreation. IsoAhola (1982) model proposes that the two major motivation forces that influence behaviour are escapism (from the daily routine) and seeking (desire to obtain psychological rewards via experiencing new things, places, tastes etc.). There are far more than three hypotheses about the motivation for tourism. The Tourist Career Ladder, described by Pearce in 1988, is another common theory. In his analysis, he demonstrated that relative to a tourist with no experience, the more experience a tourist acquired its intentions were more likely to change. However, the theory was largely criticized as it was not evident that tourists indeed climbed a ladder.

2.4   THEORY OF BEHAVIOUR

The theories of behavior relies on the definition of the mechanism of action from the interaction between objectives and behaviors. Behavior theory attempts to understand human behavior by examining the context and implications occurring in the world of the person and the acquired associations he or she has gained from prior experience. Goals produce proposals, and activities are used in the implementation of plans. Feedback is a response to

an action, causing the previous move to be changed. The activities concerned with the goal, orientation, and will propensity are collectively called actions in behavioral theory. Such an action is a voluntary product of the completion of a certain matter (Yu Wenzhao, Su Yonghua,2015). Behavioral philosophy considers people as the initiators of behavioral acts and the origins of their own activities, based on the dynamic model of cognition. The behavior theory is an expanded version of the goal setting theory and the control theory, contrast to the reinforcement theory that stresses the reaction to the environment. The target is translated into results in the goal setting theory, and the feedback on the goal phase in the control process will affect the actions (Frese, 2006; Hacker, 1994). The thought pathway from expectations to success is covered by behavioral theory. According to the theory of behaviour, we should strictly obey the orientation of action, that is, follow the mechanism of action, set objectives, make preparations and strictly comply with them until the purpose is accomplished.

The planned theory of behavior suggests that there are three conceptually distinct determinants for intention. The first is the attitude to conduct, which refers to the degree to which a person has a positive or poor judgment or assessment of the conduct in question. A social component referred to as arbitrary expectations is the second predictor; It applies to the supposed societal obligation to require a certain action or not to require it. The third prerequisite for intent is the expected degree of behavioral regulation, which, as we have seen before, corresponds to the perceived simplicity or complexity of action that is meant to represent previous experience as well as potential hurdles and barriers (Ajzen & Fishbein,1980). The theory of planned behavior is used as a theoretical framework to observe the relevance of intentional tourism in finding cultural heritage from an incentive perspective. In this theory, human behavior is governed by attitudes (individual ACTS of personal belief),

subjective norms (individual opinions on other responses to individual behavior), and perceived behavioral control (the individual's ability to motivate their interest in cultural heritage) attitudes of young tourists interested in cultural heritage.

2.5   ANTECEDENCES OF MOTIVATION IN CULTURAL AND HERITAGE TOURISM PARTICIPATION

2.5.1   EDUCATION

Education is very important to help people acquire knowledge and learn about the different cultural and heritage in Malaysia. This will inspire people to learn more about the community. When people learn about cultural and heritage tourism through education, they will be more interested and willing to ask, and they will also take the time to keep in touch with them. Education is a channel to help people understand culture. Cultural and heritage has the opportunity to interact and integrate with the history people at all levels of education, whether in 'primary' or 'secondary', in 'college/college/university preparatory courses' or in the university itself (Kawangit et al., 2015). The tour of cultural and heritage has a lot of historical stories, from the past to the present, cultural and heritage tourism has a lot of changes. The influence of cultural and heritage is extensive, such as food, clothing, communication, relationship, way of life, way of thinking and etc. Strengthening the understanding of cultural knowledge in education, especially for students who love history,

can make them participate in cultural inheritance more actively. The information of cultural and heritage can be passed on to the next generation through education, which is conducive to the future cultural inheritance. However, according to Oscar Wilde (2014), education is a admirable thing, but always remember that there is nothing worth learning that cannot be taught. If students only teach cultural and heritage and do not study, they will only remember for a short period of time and it is easy to forget. Students who learn about cultural and heritage will be interested in it and leave a deep impression in their mind.

2.5.2 SOCIAL MEDIA

Social media is a technical advancement for both operating systems that drives the creation, engagement and interoperability of online user-saved content (Berthon et al.,2012) with the development of social media technologies that will make it easier for people to communicate with each other. Communication facilities, messaging, photo sharing, audio and video sharing. According to Chung & Koo(2015), social media is a modern way to connect socially through the compilation of information and communication technologies. Examples include smartphone and web-based technology. Since the introduction of mobile technology, about 4.2 billion people have used mobile devices to access social media. The periodic evolution of high-speed use around the world has a significant affect on its users.

On the basis of a statement released by Astro Awani, Deputy Minister of Communications and Multimedia, "technological development has 2 different consequences for the development of the country and human civilisation. It may be optimistic, and vice

versa. Widespread excessive use of social media will increase the enthusiasm and trust of the group to communicate with the outside world and learn about the diversity of culture and heritage found in the community. Awareness acquired can be implemented in everyday life by the introduction of global cultures to people living in rural areas.

According to a report by Habibah Ahmad (2014), social media such as Tripadvisor plays a role in the enhancement of the Melaka World Heritage Site. Via existing technical facilities, the community can learn more about heritage sites in their environment. This makes them more involved in going to their destination. For example, in the comments section of the Tripadvisor app, the average user would post reviews of their area. Based on the feedback left by users, the group that has never been to the destination will feel interested in going and looking forward to the future of being in the area. Since most social media users are young people, they are more likely to locate cultural or heritage sites by recommendations left by users who have gone to their destination. The feedback submitted by their users would be more interested in visiting destinations with cultural and heritage diversity, such as the Melaka World Heritage Site. Technology facilities have an effect on the community's discovery of cultural and heritage tourism destinations in Malaysia.

2.5.3 PERSONAL ATTITUDE

Attitudes are the mental inclination people have towards others and the current situation before making decisions that result in behaviour. Attitudes are support by values and beliefs and have an affecting on behaviour (UNESCO Ibe,2013). Hence, increase of

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personality can be materialized only with the improvement of yourself. Personal attitude is very important to motivate youth to participate with cultural and heritage tourism. Besides that, "we explore fair and unfair, identity and positionality, and wellbeing and transformation with individuals across a space of intersectional identities and experiences" (Silvia Kaugia ,1996). Attitude is defined as the individual tendency to show a specific response to a concept or object. In theory argues that place appendix highly affective, cognitive, and conative based the nature of the place, and is thus considered an attitude (Ramkissoon, 2018). Today youth are often associated with various negative behaviours such as criminal misconduct as well as attitudes and practices which is contrary to the pure values and courtesy of society Malaysia. .

In terms of youth involvement in criminal misconduct, this can be seen when the current scenario shows the rate rising crime among youth has sparked concerns of all parties. Among the crimes that done by youths involves abuse drugs, sexual misconduct, corruption, robbery, burglary and theft (Ramli & Mustafar, 2016). Various youth development initiatives have also been implemented by the government to appreciate and highlight the potential of the youth in addition to always striving to strengthen the quality of Malaysian youth in various aspects (Berita Harian, 2015).

2.6   RESEARCH HYPOTHESES

Based on the above discussion, these are the hypotheses that will be tested in this study:

H1: There is a significant relationship between education with the motivation of UMK students in cultural and heritages tourism.

H2: There is a significant relationship between social media with the motivation of UMK students in cultural and heritages tourism.

H3: There is a significant relationship between personal attitude with motivation of UMK students in cultural and heritages tourism.

2.7   CONCEPTUAL FRAMEWORK

INDEPENDENT VARIABLE (IV)

Education

Social Media

Personal Attitude

DEPENDENT VARIABLES (DV)

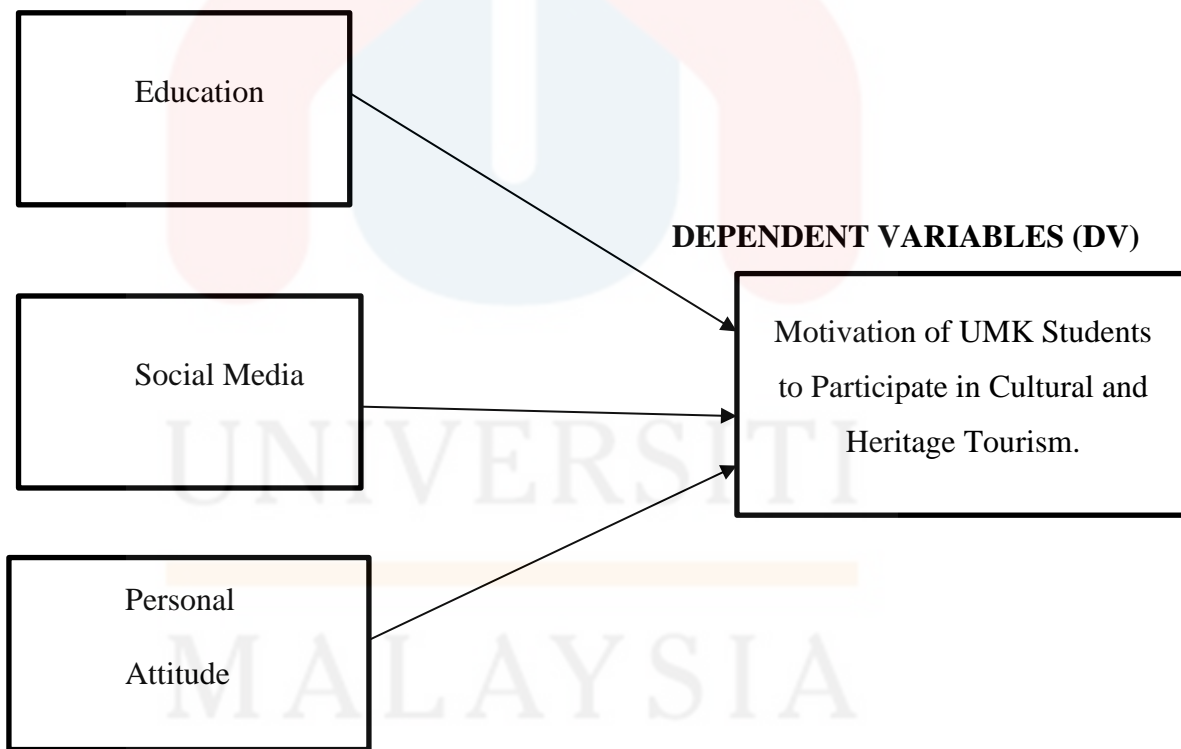Motivation of UMK Students to Participate in Cultural and Heritage Tourism.

Figure 1 : Conceptual framework

Understanding cultural and heritag value leads people to realize that local survival depends on their direct conduct as residents and writers of their heritage. It is crucial to prepare local people to be the ones who decide what is important to pass on to their children. Cultural and heritage education should provide the knowledge required for them to be able to read their own facts in this situation and to make a clear opinion about what is to be protected. Individuals will also read the present and write down their future consciously. Thus, this requires further investigation into the relationship between education and cultural heritage to motivate youth.

Social media is a representation of a series of technological advances for both operating systems that drive the generation of interactions and the interconnection of online user-friendly content (Berthon et al., 2012). In addition, social media is a modern way for people to connect socially, by combining information and communication technology (such as mobile and web-based technologies), social sharing, words, images, videos and audio. This is an online community focused on the contributions and knowledge of the members. In contrast, social media is a modern way for people to connect socially, by combining information and communication technology (such as mobile and web-based technologies), social sharing, words, images, videos and audio. This is an online community focused on the contributions and knowledge of the members. Social media has a link to draw young people to cultural- and heritage tourism. It is because, through social media, young people get to see more of what culture and heritage are and see all the beauty of current culture and heritage.

Attitudes are the mental tendency that individuals have towards others and the present situation to make choices that result in behaviour. Attitudes are principles and attitudes that encourage and influence behaviour (UNESCO Ibe,2013). Personal attitudes or personalities are increasing with the assimilation of education, grooming and culture (freelance psycho

counsellor,2019). Thus the enhancement in personality can always be materialized through the development of oneself. Personal attitudes are very critical in inspiring young people to be part of culture and heritage. As a result, the individual's personal attitude has a relationship with the youth to engage in heritage and culture. This is because the person's appetite can decide whether or not the participant is involved in heritage and culture. Attitude consequently plays an important role in the decision-making of life in the individual. If the option taken is positive, the outcome is positive and approximately equal.

2.8   SUMMARY

This chapter summarized that the independent and dependent variables play an important role in the study. It becomes the main point the do the study. For example, independent variables such as educational, social media and personal attitude will be giving the knowledge to the youth. Furthermore, the dependent variable explained the cultural and heritage is a memories and genetic from the old people. In short, variables including the independent variables (IV) and dependent variable (DV) are the main in researching.

CHAPTER 3

METHODLOGY

3.1   INTRODUCTION

This chapter includes seven parts: research design, data collection methods, sampling design, research instrument, structure measurement, data processing and data analysis undertaken this research. Each section is followed by a subsection that further explains each of the tools studied. Research methodology is also a systematic method to solve problems. In short, this section illustrates the techniques used in this study.

3.2   RESEARCH DESIGN

Research is the pursuit of trust with the help of learning, observation, comparison and experiment, and the search for knowledge through objective and systematic methods to find solutions to problems (Kothari, 2016). Study design is essentially a study plan that defines procedures to be followed by researchers in order to achieve research goals or to test the hypothesis proposed for their studies (Daniel & Gates, 1999). The value of research design is to ensure that data-generated evidence can react confidently and convincingly to the

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research question (Vaus, 2001). It can be divided generally into qualitative and quantitative architecture of analysis. In this study, the research design will using is quantitative study. Through research design, researchers want to collect data and analysis. This is because quantitative method takes a short time only and concerned with behaviour.

The qualitative study design was used case studies to investigate the significance and interpretation of dynamic social contexts, such as the essence of human experience. On the other hand, quantitative analysis design using numbers and figures to clarify and interpret the relationship between the variable and its findings (Kumar, 2013). There are, however, four kinds of descriptive, correlational, experimental and quasi-experimental quantitative research methods.

This study is focusing on the descriptive and correlational nature of quantitative research. The descriptive study explains something that may be a pattern, a current condition or features of a community of organisations, individuals and others (Kumar 2013). Quantitative method was used in this research because the researcher wants to find data on the factors that inspire youth to participate in cultural and heritage tourism.

3.3 POPULATION AND SAMPLE SIZE

The population refers to the overall group of people, events, or things of interest that the researcher wishes to investigate and to make conclusion (based on sample statistics). In statistics, the population is the whole group of statistical samples taken (Bougie, 2016). The population applies to the general community of individuals, activities, or items of interest

that the researcher wants to consider and conclude (based on sample statistics). In statistics, the entire group of statistical samples taken is the population (Bougie, 2016).

A sample size can be defined as a subset of a population. In the study the researcher will choose the Krejcie and Morgan sample size in research. This is because can simplify the process of determining the sample size for a finite population. According to the Krejcie & Morgan (1970) proposed a table for determining a given total sample size for easy reference.

This study targeted students at the UMK city campus mainly from the Faculty of Hospitality, Tourism and Wellness (FHPK) and Faculty of Enterpreneurship and Business (FKP). Thus the students population in this campus had been selected to be the sampling frame of this study as respondent. The total population of youth in Universiti Malaysia Kelantan Campus Kota is 5631. From the Krejcie and Morgan Table in Table 3.1, the sample of this study will be 388 respondents. This is because population increase, the sample size will increase. Therefore, the sample size is determined by population. In other words, the sample is generated by some but not all elements of the population (Bougie, 2016).

Table 3.1: Krejcie & Morgan Table

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size   Source: Krejcie & Morgan, 1970

Source: Krejcie & Morgan 1970

3.4   SAMPLING METHOD

The method of sampling is the collection of a subset (statistical sample) of individuals to approximate the characteristics of the entire population from within the statistical population. Lower costs and quicker collection of data than testing the whole population are two benefits of sampling. It is also worthwhile to take time to refine the sampling of

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populations and population problems, as it gives rise to many problems, ambiguities and issues that would otherwise be ignored at this point.

Sampling technique is the sampling processes of selecting sampling from population. It depends on homogeneity or heterogeneity of the population. The samples selected must be random and represent the population. The availability of the sampling frame, the research budget and the important of the research. The sampling is classified into probability sampling and sampling of non-probability.

Probability sampling is a technique for sampling where a researcher sets an option of a few specifications and randomly selects the respondent. The sampling frame can be obtained easily. Under this strategy, there are five types of sampling. There are basic random sampling, systematic sampling, sampling of clusters, stratified sampling, and sampling of various stages. Non-probability sampling, the researcher needs to choose respondent for research randomly. It used when not all elements have the equal chance of being include in a sample if the sampling frame are difficult to obtain. Non- Probability sampling is less expensive than doing probability sampling. Under this technique, there are four types of sampling and those are convenience sampling, judgmental sampling, snowball sampling and quota sampling (William M.K, 2020)

This study will use convenience sampling. This technique will help saving times and resources. It is because data collection is simple and convenient. The majority of convenience sampling takes into account the population at hand. The researcher had easy access to samples. They don't have to move around much in order to collect data. Quotas are easily filled, and data collecting can begin in even less than a few hours.

3.5   RESEARCH INSTRUMENT

The research instrument is using to carry out this analysis is by means of a questionnaire method. One of the data collections of a population of participants who participated in the study was the questionnaire, according to Hair, Black, Babin, Anderson and Tatham (2007). This is where the questionnaire will be distributed to the respondents in order to record the choice of answers given. By use of questionnaires in this research it will reduce time and cost in gathering data from several respondents. The questionnaire approach is also the key method will be using to gain input from the respondents.

This study will use questionnaire that have two part which is demographic and answer the question that use like scale. For the demographic part, the age of respondent that will answer the question must be around 15 – 24 years old in Universiti Malaysia Kelantan City Campus. It is because according the United Nation, the youth age is between 15-24 years old. The respondent will answer a few questions that related to the culture and heritage tourism and this questionnaire will test their knowledge. The respondent consists of students from Universiti Malaysia Kelantan to see if they alert the issue about cultural and heritage tourism. The question use like scale basically will have a question related to culture and heritage tourism and respondent have to choose one that best represent their belief.

3.5.1 QUESTIONNAIRE DESIGN

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The use of questionnaires in this study is a means of collecting knowledge and input from respondents. To make sure that the information of the respondents is safe and just not disseminated abroad, we have tried to ensure that the data of all respondents is confidential. In relation, we have enlarged our questionnaire by adjusting questions from previous studies. This is to apply the findings of previous research to the results of new studies.

Moreover the items in the survey seem to be in the form of standard alternatives. The explanation for this is that the enhanced alternative questions are basic problems and have restricted choices for respondents to make decisions. However, we will receiving direct input from the respondents via this questionnaire process.

As one of the most common and commonly using research instruments in education and social science research, the Likert scale has been used. There are also several debates and concerns at the same time about the analysis and inclusion of points on the scale. With this in mind, this paper aims to progressively create a framework around the Likert scale by examining the available literature and then lumping together the received knowledge with coherent scientific reasoning. This empirical examination starts with the need for psychometric instruments such as the scale and its variations of the Likert scale and focuses on some complex issues such as validity, reliability and interpretation of scale. The object of the scale is to measure the direction (by agree /disagree) and strength (by strong or not strong) of the conduct. As such, the scale per se was meant as a summary scale that was then supposed to have properties of the interval scale (likert 1932).

In the questionnaire given, there are three components of the items. Section A of the respondents' own demographic results. Although Part B is typically divided into three question fraction groups. Each query breakdown involves independent study variables. After that section C, part C concerns the dependent variable carry out. Each part of the question is

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different since it is intended to ensure that the information obtained will fulfil the objectives of this report.

The five point Likert Scale consist of five numbers which are 1, 2, 3, 4, and 5. The number 1 is represent strongly disagree, 2 is disagree, 3 is neutral, 4 is agree and 5 is strongly agree.

Table 3.2: The Five Point Likert Scale

Strongly Disagree	Disagree	Neutral	Agree	Strong Agree
1	2	3	4	5

3.5.2 PILOT TEST

A statistical measure used in the distribution of small-scale questionnaires is the pilot test. This is to ensure the questionnaire's reliability, accuracy and consistency. Before implementing the questionnaire delivery process, the questionnaire will be checked by our supervisor. If there is a mistake in the questionnaire, changes and adjustments shall be made. The questionnaire will be distributed to the respondents after this process has passed.

The important of the pilot test is it helps in many ways, such as debugging software and testing procedure, checking product readiness for full-scale implementation, better time decision and allocation of resources, gives the opportunity to measure the reaction of your target population to the program, measure program success, and gives the team an opportunity to practice activities they will use for usability testing.

The pilot test aim to pretest all the surveys and forms with at least 5 people. Even with this small number of people also can giving some opinion to improvements the questionnaire. Piloting is only really needed for large or complex surveys, and it takes significantly more time and effort. Assuming that the survey was pretested, piloting will normally identify practical problems with implementation, rather than problems with the survey design. These can then be fixed before you do the actual survey.

3.6 DATA COLLECTION PROCEDURE

Data collection is characterised as the process of collecting and measuring data on variables of interest in an existing systematic way that allows queries to be answered, research questions stated, hypotheses tested and results evaluated. It may help to uncover patterns in how individuals change their views and behaviour over time or in various circumstances. It also helps to make decision making simpler and to improve the consistency of decision making. Based on the feedback received, it helps address problems and improve the consistency of the product or service.

The researchers will using online survey method using google form. the questionnaires will be distributed to the UMK city campus's student via social networks like WhatsApp, Telegram, Twitter and Facebook. The data will collect using an online questionnaire where items were measured on a five-point Likert scale. This study uses both primary data and secondary data to collect the information and data.

(i) Primary Data

Primary data is a category of data which in a variety of ways has gathered the relevant information. Researchers would use primary evidence such as a questionnaire, in this analysis. In order to gather and interpret the information from respondents, researchers can use the questionnaire technique. This is because one of the most common methods for data collection is the questionnaire. It is also a way to perform. The primary data for this study originally collected from the questionnaire that will be distribute online by google form to the 360 respondents.

(i)   Secondary Data

Secondary data is information that collected from other source has already available such as articles, statistics, journals and other information from websites. The researcher use secondary data as a data collections method because it is very easy to get and find a large amount of data from other source. Therefore, it can help the researcher save the time. In contrast to primary data, secondary data is understood to be readily accessible. To use these sources, very little research and the need for manpower is needed.

3.7   DATA ANALYSIS

Tools for data analysis make it easier for users to process and manipulate information, analyze the relationships and connections between data sets, and also help detect perception patterns and trends. Here is a full list of methods used in analysis to analyze results.

In order to understand the issues that arise in the research performed, data analysis is the method of producing raw data into structured information. After all the information will obtain from the respondents, we used SPSS software in generating data. Below are the steps in the analysis of data in this study. It start with descriptive analysis of the data, then followed by reliability analysis and ends with hypothesis testing using Pearson's Correlation.

3.7.1   DESCRIPTIVE ANALYSIS

Descriptive analysis is the installation of data details by simple and random methods. It is using to express quantitative explanations in an easy-to-understand manner. For example, using diagrams, charts and tables that will make it easier for users to grasp the details they want to communicate.

In addition, descriptive analysis are using to present quantitative descriptions in a manageable form. In a research study we may have lots of measures. Descriptive analysis allow one to simplify vast volumes of information in a logical manner (Parampreet Kaur,2008). Each descriptive statistic reduces a lot of knowledge into a simplified description.

Frequency analysis can help researchers describe and understand the number of events that occur and analysis measures of central trends and dispersion. At the same time, such descriptive statistics can also enable researchers to understand and analysis the mean score of survey results from the data information collecte.

3.7.2   RELIABILITY TEST

Reliability refers to whether data collection approaches or indicators extracted from research principles and methodological processes are compliant with research results (Bryman & Bell 2011). This result can be repeated by researchers in various contexts (Saunders et al. 2012; Bryman & Bell, 2011). The accuracy of the measurements used in the analysis is related to reliability (Punch, 2014; Saunders et al., 2012; Bryman & Bell, 2011). When using quantitative techniques such as consistency in time or equilibrium, internal reliability or internal consistency, and consistency among observers, researchers must deal with consistency in three respects (Punch, 2014; Bryman & Bell, 2011).

The reliability test is intended to determine the extent to which the information collected is accurate for different subjects and has almost the same importance as the answer (Livingston, S. A. 2018). Usually, the reliability tests use the Cronbach alpha coefficient reliably for each test. The alpha of Cronbach is an inner consistency metric used to determine how closely a group of things relates to a group. As a consequence, this is measure as an indicator of the reliability of the scale. Cronbach's alpha will be using for this study to

determine the accuracy of the information given by the respondents on the basis of the questionnaire provided.

Table 3.3: Rule of Thumb Cronbach's Alpha

Cronbach's alpha	Internal Consistency
$0.9 \leq \alpha$	Excellent
$0.8 \leq \alpha < 0.9$	Good
$0.7 \leq \alpha < 0.8$	Acceptable
$0.6 \leq \alpha < 0.7$	Moderate
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

Source: Stephanie (2014)

3.7.3 PEARSON'S CORRELATION COEFFICIENT

Pearson Correlation Coefficient is a study performed to display the direction, severity and importance of the dependent variable-independent variable relationship. It has a value between-1 and +1. If the correlation coefficient is+1, this implies that there is a positive relationship between the two variables. If the reverse was true, it implies that there is a negative relationship between the two variables, such as the value of the correlation coefficient-1. If the correlation coefficient is 0, it means there is no correlation between the two (Sekaran Bougie, 2012).

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Table 3.4: Rule of Thumb of Correlation Coefficient Size

Size of Correlation	Interpretation
0.9 to 1.0 / -0.9 to -1.0	Very High
0.7 to 0.9 / -0.7 to -0.9	High
0.5 to 0.7 / -0.5 to -0.7	Moderate
0.3 to 0.5 / -0.3 to -0.5	Low
0.0 to 0.3 / -0.0 to -0.3	Little, if any

Source: Hinkle, Wiersma and Jurs (2003)

3.8 RELIABILITY ANALYSIS FOR PILOT TEST

Table 3.5: Results of reliability Cronbach's Alpha for the variable

Variables	Number of items	Cronbach's Alpha
Education	5	0.830
Social Media	4	0.852
Attitude	4	0.876
Motivation UMK's students to Participate in Cultural and Heritage	4	0.870

Table 3.1 shows the reliability analysis for pilot test evaluated by using Cronbach's alpha coefficient value of the questionnaire were above the good level (i.e.0.80) with the value range between 0.800 - 0.876. Therefore, when the value of alpha is increase, it means the terms in a survey is more reliable to each other (Tavakol&Dennick,2011). From the value result, researchers are able to define and determine whether our questionnaire was valid, reliable and understand by the respondents

The first independent variable that is Education found to be good reliable (5 items, a=0.830). The second independent variable that is social media showed a good reliability (4 items; a = 0.852). The moderating variable that is Attitude showed a good reliability (4 items; a =0.876) and dependent variable that is Intention Participate in Cultural and Heritage found to be good reliability (4 items; a=0.870).

3.9 SUMMARY

In conclusion, this chapter deliberate and explain the procedure adopted in this research. The chapter starts with an introduction and then, along with the design of the study, population and sampling, method of sampling, research instrument and data analysis. Lastly, this chapter provides the detail of the analysis used with the data collection method which are essential for the research. Pearson correlation, Kendall rank correlation, Spearman correlation and Point-biserial correlation are four kinds of correlations.

CHAPTER 4

RESULTS AND DISCUSSION

4.1 INTRODUCTION

This chapter will discuss about the results and findings from the analysis which conducted on the data collected from the questionnaires. Before conduct the actual questionnaire, pilot test was done on total number of 30 respondents and reliability test used to obtain the validity of the variables. Total numbers of 388 questionnaires were distributed to 388 respondents among the young generation in Malaysia and all of them were valid. The data collected from reliability analysis, frequency analysis, descriptive analysis and Pearson Correlation Coefficient analysis. Data obtained from the questionnaire had been evaluated by software program using Statistical Package for the Social Science (SPSS).

4.2 RESULT OF DESCRIPTIVE ANALYSIS

The data from section A was subjected to a descriptive analysis in order to summarise the background details on the demographic profile of the respondents who took part in this report.

4.2.1 GENDER

Table 4.1: The Gender of respondents.

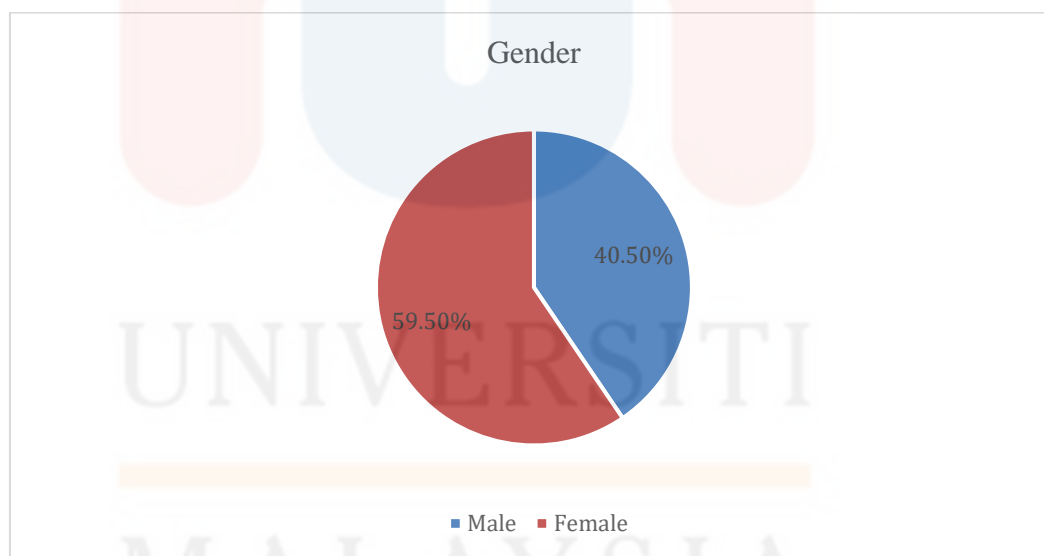| Gender	Frequency (n)	Percent (%)
Male	157	40.5
Female	231	59.5
Total	388	100

Figure 4.1 : The Percentage of Gender

Based on result from above, the pie chart shows the gender distributions of the respondents. There was a total of 388 respondents. In this study, female respondents were higher with 59.50% (n=231) respondents as compared to 40.50% (n=157) male. The reason

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for female more than male is females were more approachable and eager to spend time filling out the questionnaire during data collection.

4.2.2 AGE

Table 4.2: The Age of Respondents

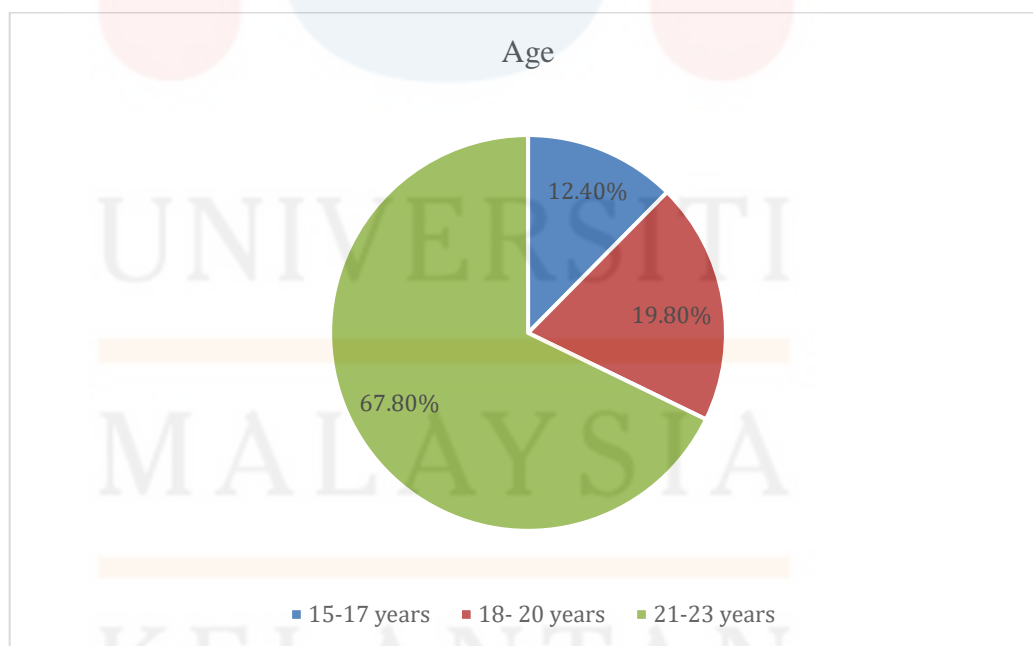| Age	Frequency (n)	Percent (%)
15-17 years	48	12.4
18-20 years	77	19.8
21-24 years	263	67.8
Total	388	100

Figure 4.2: The Percentage of Age

Figure 4.2 shows the age distribution of 388 respondents. Among these three ages group, the highest number of respondents were from the age of 21 to 24 years old with 67.90% (n=263). Following with 19.80% (n=77) respondents from the age group of 18 to 20 years old. While the lowest number of respondents were from the age of 15 to 17 years with 12.40% (n=48).

The reason why respondents' age from 21 to 24 years old had the highest number could because of people in this age range have more excess to social media to participate in cultural and heritage tourism with other age groups. Meanwhile, the tourist of 15 to 17 years old had the lowest number of respondents because people in this age group would prefer like the modern culture.

4.2.3 RACE

Table 4.3: The Race of Respondents

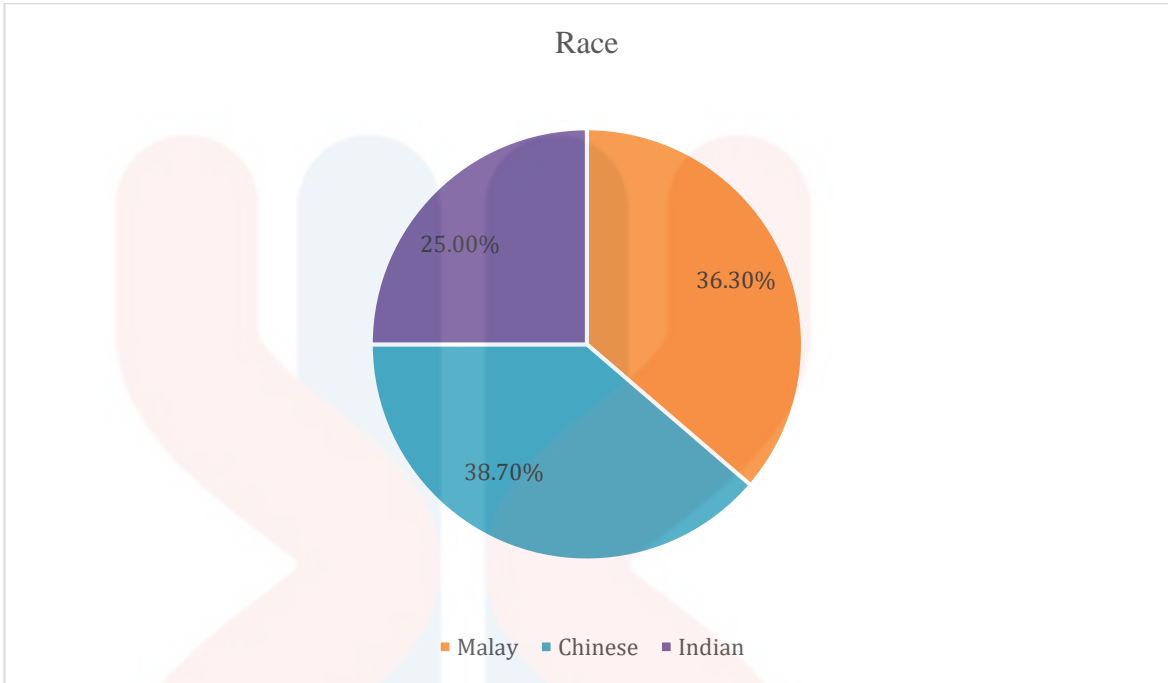| Race	Frequency (n)	Percent (%)
Malay	141	36.3
Chinese	150	38.7
Indian	97	25
Total	388	100

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Figure 4.3: The Percentage of Race

The figure 4.3 shown race distribution among the respondents. The highest number of race group who were involved in this form were Chinese with 38.7% (n=150) respondents, followed by Malay with 36.3% (n=141) respondents. The lowest number of race group who were involved in this form were Indian with 25% (n=97) respondents.

4.2.4 PARTICIPATION IN CULTURAL AND HERITAGE TOURISM

Table 4.4 : The respondent of Participate in Cultural and Heritage Tourism

Participate in Cultural and Heritage Tourism	Frequency (n)	Percent (%)
Yes	356	91.8
No	32	8.2

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| Total | 388 | 100 |
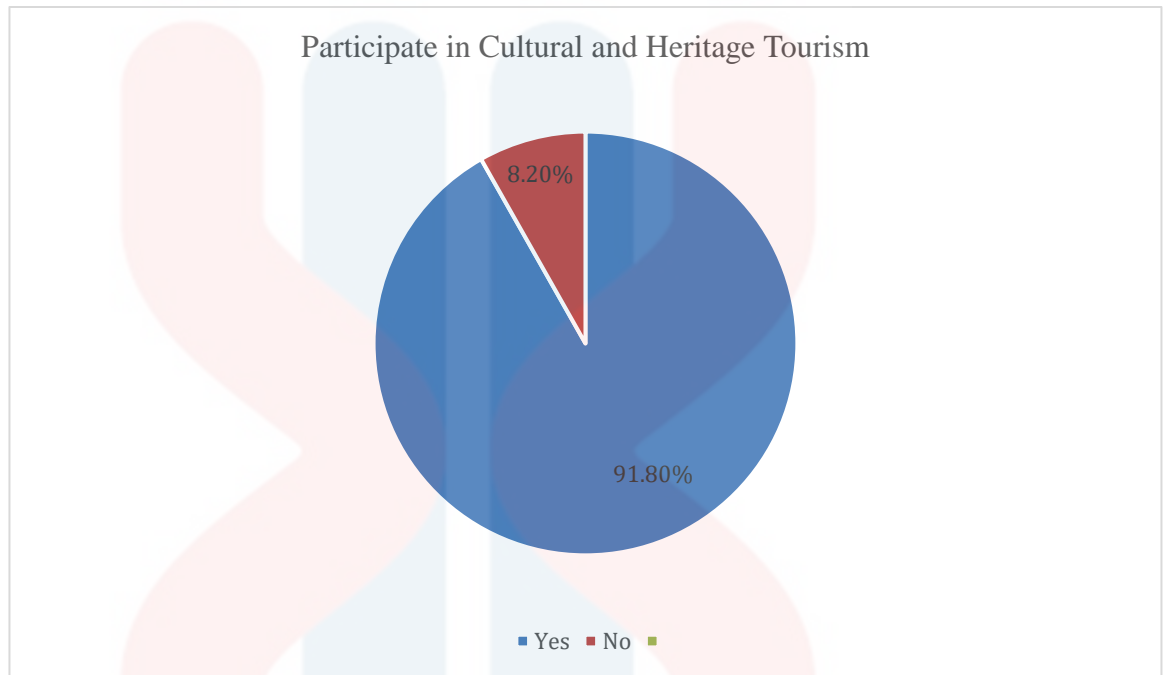
Figure 4.4: The Percentage of Participate in Cultural and Heritage Tourism

The figure 4.4 show the percentage of respondents have participate in cultural and heritage tourism. The figure shows the mostly respondents have participated in cultural and heritage with 91.80% (n=356). And have 8.2% (n=32) respondents no participated in cultural and heritage tourism.

4.2.5 FREQUENCY OF PARTICIPATION IN CULTURAL AND HERITAGE TOURISM IN A YEAR

Table 4.5: Respondents of time participate in cultural and heritage tourism in a year.

Times participate in cultural and heritage tourism in a year?	Frequency (n)	Percent (%)
1-5 times	213	54.9
6-10 times	136	35.1
10 times and above	39	10
Total	388	100
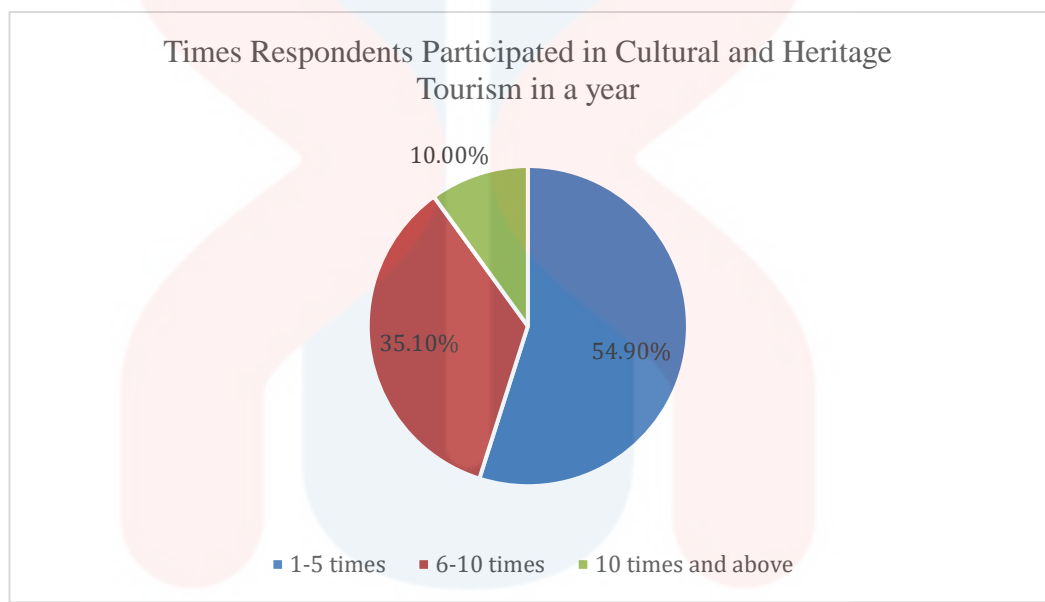
Figure 4.5: The percentage of times respondents participate in cultural and heritage tourism.

The figure 4.5 shows the percentage of times respondent participate in cultural and heritage tourism. The mostly respondents have 1 to 5 times to participate in cultural and heritage tourism with 54.90% (n=213) and the second highest was 6 to 10 times participated in cultural and heritage tourism with 35.10% (n=136). The lowest was 10 times and above participated in cultural and heritage tourism with 10% (n=39).

4.2.6   CATEGORIES OF CULTURAL AND HERITAGE TOURISM PLACES THAT RESPONDENT HAD VISITED

Table 4.6: Categories of cultural and heritage tourism places that respondent had visited

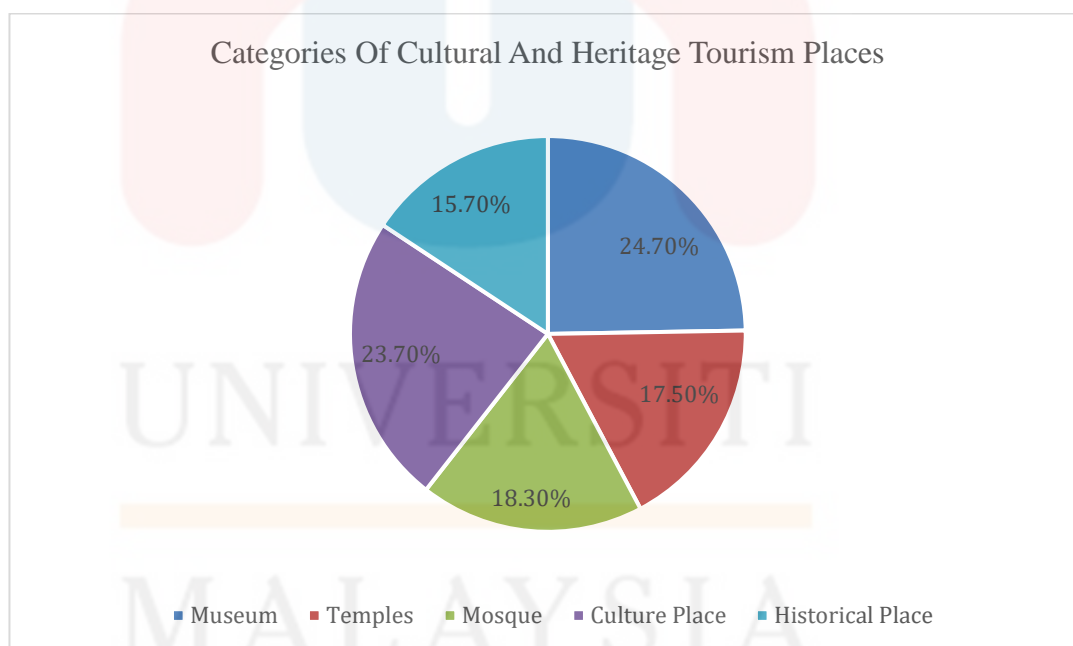| Categories Of Cultural And Heritage Tourism Places	Frequency (n)	Percent (%)
Museum	96	24.7
Temples	68	17.5
Mosque	71	18.3
Cultural Place	92	23.7
Historical Place	61	15.7
Total	388	100

Figure 4.6: The Percentage of Categories of Cultural and Heritage Tourism Place

The figure 4.6 represent the categories of cultural and heritage tourism place. The highest place visited is museum with 24.7% (n=96) respondents and the second place is cultural place with 23.5% (n=92) respondents. The third highest is mosque with 18.3% (n=71)

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respondents. The fourth highest is temples with 17.5% (n=68) respondents and the lowest is historic place with 15.7% (n=61) respondent.

4.2.7 NORMALITY TEST

A normality test is a mathematical procedure for determining if a sample or set of data falls into a regular normal distribution. A normality evaluation can be done graphically or mathematically. Based on Figure 4.10, the normal Q-Q plot shown on both gender that all data points were positioned nearly along the diagonal line. As a result, the results seem to be normally distributed.

Normal Q-Q Plot of Cultural
1. Gender / Jantina: Female / Perempuan

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Normal Q-Q Plot of Cultural

1. Gender / Jantina: Male / Lelaki
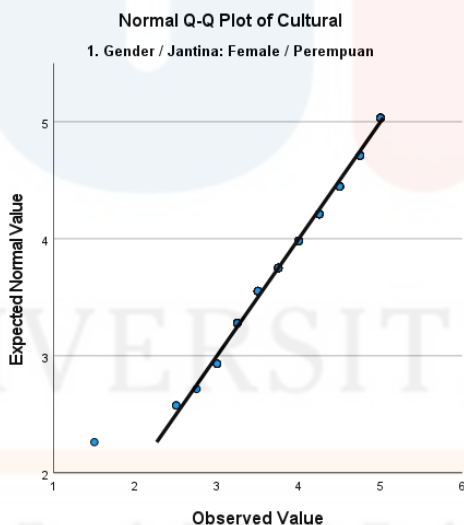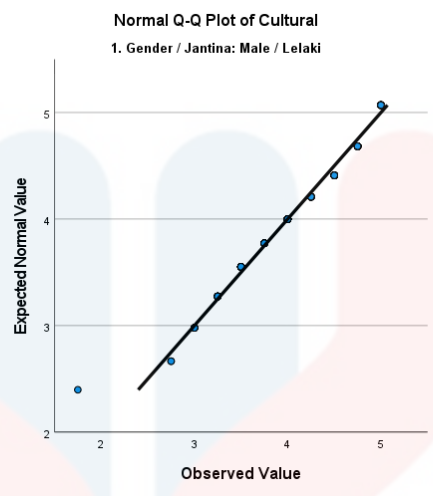
Figure 4.7: Normal Q-Q plot for dependent variable against gender.

4.2.8 UNIVARIATE ANALYSIS

The findings of the univariate regression performed on the items are presented in this section as a frequency distribution, mean, and standard deviation on each variable. All of the Independent Variables were rated on a five-point Likert scale, with the following values: Strongly Disagree (SD), Disagree (D), Neither Agree nor Disagree (N), Agree (A), Strongly Agree (SA). Thus, Dependant Variable were measured using the same five (5) Likert scale.

4.2.9 EDUCATION

Table 4.8 present the descriptive statistics for the education collected from 388 respondents.

Table 4.8: Descriptive Statistics for Education

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

Table 4.8 shows the mean and standard deviation for the items used to measure the education can motivate youth participate in cultural and heritage tourism. There were five (5) questions measured of the items had the highest mean 3.91 for item E2 on statements 'I have learned about cultural and heritage tourism at school/ university'. Meanwhile, E1 was the item with the lowest mean 3.81 on the statement of 'I have participated in cultural and heritage tourism organized by my school/ university'. The mean values for E3, E4 and E5 were 3.90, 3.88 and 3.82 respectively.

4.2.10   SOCIAL MEDIA

Table 4.9 show the descriptive statistics for the social media collected from 388 respondents.

Table 4.9: The Descriptive Statistics for The Social Media

Item	Mean	Standard Deviation
S1. My online-friend have similar interests in cultural and heritage tourism.	3.78	0.908
S2. Social media promote and advertise about cultural and heritage tourism.	3.96	0.853
S3. I can obtain information about cultural and heritage tourism from social media.	3.92	0.890
S4. I use social media to get information that interest me	4.06	0.851

Table 4.9 shows the mean and standard deviation for the items used to measure the social media can motivate youth participate in cultural and heritage tourism. There were four (4) questions measured of the items had the highest mean 4.06 for item S4 on statements 'I use social media to get information that interest me'. Meanwhile, S1 was the item with the lowest mean 3.78 on the statement of 'My online-friend have similar interests in cultural and heritage tourism'. The mean values for S2 and S3 were 3.96 and 3.92 respectively.

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4.2.11   ATTITUDE

Table 4.10 show the descriptive statistics for the attitude collected from 388 respondents.

Table 4.10: The Descriptive Statistics for The Personal Attitude

Item	Mean	Standard Deviation
A1. Participate in cultural and heritage tourism is a good idea.	3.88	0.927
A2. I feel good if I participate in cultural and heritage tourism.	3.97	0.905
A3. I am interested in cultural and heritage tourism.	3.95	0.908
A4. Participating in cultural and heritage tourism is wise.	3.97	0.873

Table 4.10 shows the mean and standard deviation for the items used to measure the attitude can motivate youth participate in cultural and heritage tourism. There were four (4) questions measured of the items had the highest mean 3.97 for item A2 and A4 on statements 'I feel good if I participate in cultural and heritage tourism' and 'Participating in cultural and heritage tourism is wise'. Meanwhile, A1 was the item with the lowest mean 3.88 on the statement of 'Participate in cultural and heritage tourism is a good idea'. The mean 3.95 for item A3 on statement 'I am interested in cultural and heritage tourism.'

4.2.12 INTENTION PARTICIPATE IN CULTURAL AND HERITAGE TOURISM

Table 4.11 show the descriptive statistics for the intention participate in cultural and heritage tourism collected from 388 respondents.

Table 4.11: The Descriptive Statistics for the Motivation Participate in Cultural and Heritage Tourism

Item	Mean	Standard Deviation
C1. I am willing to participate in cultural and heritage tourism in the future.	3.85	0.909
C2. I will consider participating in cultural and heritage tourism	3.94	0.930
C3. I will encourage my family and friends to participate in cultural and heritage tourism.	3.94	0.873
C4. I will enjoy spending time when participating in cultural and heritage tourism.	4.03	0.813

Table 4.11 shows the mean and standard deviation for the items used to measure the intention participate in cultural and heritage tourism. There were four (4) questions measured of the items had the highest mean 4.03 for item C4 on statements 'I will enjoy spending time when participating in cultural and heritage tourism'. Meanwhile, Q1 was the item with the lowest mean 3.85 on the statement of 'I am willing to participate in cultural and heritage tourism in the future'. The mean values for C2 and C3 were same 3.94.

4.3   RESULT OF RELIABILITY TEST

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Table 4.12: Results of reliability Cronbach's Alpha for the variable

Variables	Number of items	Cronbach's Alpha
Education	5	0.830
Social Media	4	0.852
Attitude	4	0.876
Motivation	4	0.870

Table 4.12 shows the reliability analysis of pilot test evaluated by using Cronbach's alpha coefficient value of the questionnaire were above the good level (i.e.0.80) with the value range between 0.800 - 0.876. Therefore, when the value of alpha is increase, it means the terms in a survey is more reliable to each other (Tavakol&Dennick,2011). From the value result, researchers are able to define and determine whether our questionnaire was valid, reliable and understand by the respondents

The first independent variable that is Education found to be good reliable (5 items, a=0.830). The second independent variable that is Social Media showed a good reliability (4 items: a = 0.852). The moderating variable that is Attitude showed a good reliability (4 items; a =0.876) and dependent variable that is Motivate Youth to Participate in Cultural and Heritage Tourism found to be good reliability (4 items; a=0.870).

4.4   RESULT OF PEARSON CORRELATION

Table 4.13 shows the result of correlation analysis of education, social media and attitude towards motivation of youth in participating in cultural and heritage tourism.

Table 4.13: Results of Pearson Correlation Analysis

	Education	Social Media	Attitude	Motivation Youth To Participate In Cultural and Heritage Tourism
Education	1			
Social Media	0.606**	1		
Attitude	0.621**	0.762**	1	
Motivation Youth To Participate In Cultural and Heritage Tourism	**0.634****	**0.721****	**0.730****	1

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.13 shows that education and intention participate in cultural and heritage tourism were significantly correlated at r-value is 0.634 p < 0.01. Based on Hinkle, Wiersma and Jurs (2003), moderate association of correlation occurred between education value and intention participate in cultural and heritage tourism.

There was a statistically significant correlation between social media and intention participate in cultural and heritage tourism with r-value is 0.721, p < 0.01. The correlation coefficient shows a moderate strength between social media and intention participate in cultural and heritage tourism.

There was a statically significant correlation between attitude and intention participate in cultural and heritage tourism with r-values is 0.730, p < 0.01. The correlation coefficient shows a moderate strength of correlation between attitude and intention participate in cultural and heritage tourism.

In conclusion, education, social media and attitude were significantly correlated with intention participate in cultural and heritage tourism, but there were in moderate strength relationships.

4.5   DISCUSSION BASED ON RESEARCH OBJECTIVES

Table 4.14: Summary for hypothesis testing

	Hypothesis	Pearson's correlation results	
H1	There is a significant relationship between education with motivation of youth in cultural and heritages tourism.	r= 0.634, p < 0.01	Supported
H2	There is a significant relationship between social media with motivation of youth in cultural and heritages tourism.	r= 0.721, p < 0.01	Supported
H3	There is a significant relationship between personal attitude with motivation of youth in cultural and heritages tourism.	r= 0.730, p < 0.01	Supported

Table 4.14 shows the Pearson's Correlation analysis was used in testing the relationship between independent variables which are education, social media, attitude and intention to participate in cultural and heritage tourism as dependent variable. The result shown all hypotheses stated were accepted at 0.01 significant level.
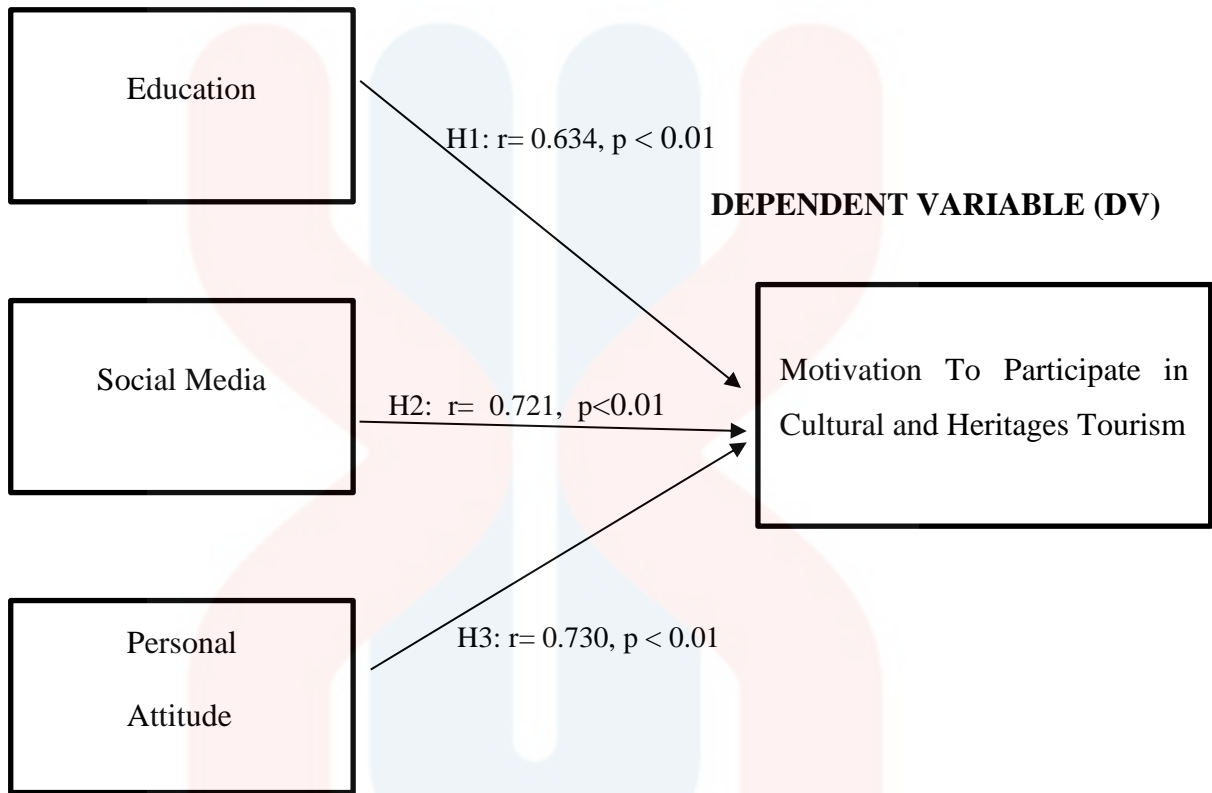
Figure 4.8: Research Framework with Pearson Correlation Coefficient Values

H1 is supported. With a correlation coefficient of 0.634, it has the moderately correlation among the variables. There is a significant relationship between education with motivation of youth in cultural and heritages tourism. Therefore, H2 is supported. With a correlation coefficient of 0.721, social media strongest correlates with intention participate in cultural and heritage tourism. There is a significant relationship between social media with motivation of youth in cultural and heritages tourism. Thus, H3 is supported. With a correlation coefficient of 0.730, attitude strongest correlates with intention participate in cultural and heritage tourism. There is a significant relationship between attitude with motivation of youth in cultural and heritages tourism.

4.6   SUMMARY

In conclusion, this chapter discussed the data analysis used by researchers to analyse the data that has been collected by using descriptive analysis, reliability analysis and Pearson correlation coefficient. Discussion and conclusion of this research will be discussed in the next chapter.

CHAPTER 5

RECOMMENTATION AND DISCUSSION

5.1   INTRODUCTION

This chapter contains the discussion, which provides the explanation of the research findings, limitations, and recommendations. Furthermore, the researchers go on to clarify and expand on the results in order to support the research objective and hypothesis. Besides that, the limitations that the researchers faced during the research process are discussed. As a result, the researchers proceeded with recommendation for future studies and concluded with a brief conclusion.

5.2   RECAPITULATION OF THE FINDINGS

This study was conducted to investigate the relationship between education towards motivation of youth to participate in cultural and heritage tourism. This study was to analyse the relationship between social media motivation of youth to participate in cultural and heritage tourism. Therefore, this study was to study the relationship between personal attitude

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motivation of youth to participate in cultural and heritage tourism. The data was collected using convenience sampling, which indicates that the survey was only completed by students at the Universiti Malaysia Kelantan City Campus. The data was collected using a quantitative approach using self-complete questionnaire surveys among the respondents. SPSS (Software Package for Social Science), descriptive analysis, reliability analysis, and correlations were used to analyse each set of results.

5.2.1   EDUCATION

Research Objectives 1: To examine the relationship between education towards motivation of youth to participate in cultural and heritage tourism.

Research Question 1: Does education has significant relationship towards motivation of youth in cultural and heritages tourism?

The first is a substantial and positive association between education and culture and heritage tourism intention. According to Pearson Correlation review (see Table 4.15), education has a modest impact on the decision to visit cultural and heritage tourism. According to the findings, there is a moderate positive correlation between independent variable 1 (education) and dependent variable (Intention Cultural and Heritage Tourism) with $r = 0.634$, p 0.01.

Table 4.8 from the previous chapter shows that the item 'I learnt about culture and heritage tourism at school/university' has the highest mean score of 3.91. This demonstrates

that the respondents gained knowledge of culture and heritage tourism when attending university. Furthermore, 'I have engaged in culture and heritage tourism organised by my school/university' has the lowest mean of 3.81, indicating that respondents choose to take part in cultural and heritage tourism organised by their school/university.

In conclusion, the research objective 'To examine the relationship between knowledge towards youth awareness on cultural heritage' is achieved. While the research question 'Does education has any relationship towards motivation of youth in cultural and heritages tourism?' is also answered through this study.

5.2.2   SOCIAL MEDIA

Research Objectives 2: To examine the relationship between social media towards motivation of youth to participate in cultural and heritage tourism.

Research Question 2: Does social media has any relationship towards motivation of youth in cultural and heritages tourism?

The second theory projected a substantial and positive association between social media to motivate youth to participate in cultural and heritage tourism. According to Pearson Correlation review (see Table 4.15), social media has a modest impact on the decision to visit cultural and heritage tourism. According to the findings, there is a positive correlation between social media and cultural and heritage tourism with $r = 0.721$, p 0.01.

Table 4.9 from the previous chapter shows that the item 'I use social media to get information that interest me' has the highest mean score of 4.06. This demonstrates that the respondents gained knowledge of culture and heritage tourism when see the information at

social media. Furthermore, 'My online-friend have similar interests in cultural and heritage tourism' has the lowest mean of 3.78 indicating that respondents less similar online friend interest in cultural and heritage tourism.

In conclusion, the research objective 'To examine the relationship between social media towards youth awareness on cultural heritage' is achieved. While the research question 'Does social media has any relationship towards motivation of youth in cultural and heritages tourism?' is also answered through this study.

5.2.3   ATTITUDE

Research Objectives 3: To examine the relationship between personal attitude towards motivation of youth to participate in cultural and heritage tourism.

Research Question 3: Does personal attitude has any relationship towards motivation of youth in cultural and heritages tourism?

The third theory projected a substantial and positive association between personal attitude to motivate youth to participate in cultural and heritage tourism. According to Pearson Correlation review (see Table 4.15), attitude has a modest impact on the decision to visit cultural and heritage tourism. According to the findings, there is a moderate positive correlation between attitude and cultural and heritage tourism with r = 0.730, p 0.01.

Table 4.10 from the previous chapter shows that the item 'I feel good if I participate in cultural and heritage tourism' and 'Participating in cultural and heritage tourism is wise.'

have the highest mean score of 3.97. This demonstrates that the respondents gained knowledge of culture and heritage tourism when the respondents like participate in cultural and heritage tourism. Furthermore, 'Participate in cultural and heritage tourism is a good idea.' has the lowest mean of 3.88 indicating that respondents do not think participate in the cultural and heritage tourism is a good idea.

In conclusion, the research objective 'To examine the relationship between personal attitude towards motivation of youth to participate in cultural and heritage tourism' is achieved. While the research question 'Does attitude has any relationship towards motivation of youth in cultural and heritages tourism?' is also answered through this study.

5.3 LIMITATIONS

This study is highlighted on education, social media, and personal attitude that motivation of youth to participate in cultural and heritage tourism. Therefore, several attention and discussion about the limitations should be emphasized. The first limitation of this study is related to the sample profile, this study generally was focuses on the youth. Thus, the sample profiles of older people from other district were not included in this study.

Besides that, there was a limitation in the age group of part demographics in questionnaire survey. For instance, the respondents were mostly laid between the age group of 18-24 years old. However, the main problem was the other age group especially 15 and 18

years old were seldom participated in answered this questionnaire survey. This is because some of them were lack of interested in conducting the survey.

Finally, the primary data for the analysis was gathered from an online questionnaire. Researchers were unable to determine the respondents' honesty when answering the questionnaire using this tool. The respondents interpreted the questions in a variety of ways and replied to each one based on their own interpretation. For example, what is "Neither agree nor disagree" to some respondents' maybe ''agree'' or "disagree" to the others. As a result, there could be a degree of prejudice and subjectivity that is not recognised.

5.4   RECOMMENDATION

5.4.1   THEORETICAL RECOMMENDATIONS FOR FUTURE RESEARCH

The objective of this research was to investigate The Factors That Motivate UMK students to Participate in Cultural and Heritage Tourism. This research project found that and education, social media, and personal attitude (independent variable) were significantly correlated with the motivation to participate as the dependent variable withpositive correlation. In addition to improvements, future research could use other variables such as behavioral and social influence as independent variables, as previous research that served as the model thesis for this study confirmed a positive relationship between those variables and cultural and heritage tourism participation.

Furthermore, be able to quantify the impact of tourist destination attractions on cultural and heritage tourism. A social influence effort is one or more people's attempt to

change the attitudes, beliefs, perceptions, or behaviour of others. Since it was defined as the interaction between an organisation and its community or others, social influence can be used as a variable.

5.4.2 METHODOLOGICAL RECOMMENDATIONS FOR FUTURE RESEARCH

It is strongly advised that researchers use quantitative rather than qualitative methods to collect data from respondents in future studies. This is due to the large number of tourists who visit Malaysia. The method used to collect data for this study is to disseminate survey forms via social media platforms. Due to the huge pandemic season in this country, Malaysia, researchers must avoid meeting with respondents. Furthermore, the results would be more relevant, trustworthy, and generalizable to a larger population.

Another advantage of using quantitative data collection methods is that researchers can use local people as sample respondents in future research. Even before compared to using UMK students as respondents, using local people as a sample of respondents allows for a broader view of the data.

5.4.3 PRACTICAL RECOMMENDATION FOR FUTURE RESEARCH

Youth participation in cultural and heritage tourism can be highlighted and enhanced by making improvements based on the results of data collection conducted by researchers. The data obtained show the most popular tourist destinations in cultural and heritage tourism. by working with the Minister of Tourism, Arts, and Culture (MOTAC) to revitalise cultural and heritage tourism. For example, performing maintenance on abandoned places of worship, museums, and even gallery areas.

This research project can be used as a starting point for future research into revitalising the various aspects of cultural and heritage tourism. Among them are gathering data on the capacity of tourists drawn to cultural and heritage tourism, as well as ways to boost innovation in the areas involved.

5.5   SUMMARY

In this study, education, social media, and personal attitudes that motivate youth to participate in cultural and heritage tourism were investigated. All independent variables, such as education, social media, and mood, triggered motivation in the dependent variable culture and heritage tourism, according to the findings. In future research, these findings suggest using other independent variables for local students as respondents and the same quantitative approach for data collection.

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APPENDICES

QUESTIONNAIRE / BORANG KAJI SELIDIK

FACTORS THAT MOTIVATE STUDENTS AT UNIVERSITI MALAYSIA KELANTAN TO PARTICIPATE IN CULTURAL AND HERITAGE TOURISM
FAKTOR-FAKTOR YANG MEMBERI MOTIVASI KEPADA REMAJA UNTUK MELIBATKAN DIRI DALAM PELANCONGAN WARISAN KEBUDAYAAN,

Dear respondents,

We are third year students pursuing a Bachelor of Entrepreneurship in Tourism (HONS) from University Malaysia Kelantan (UMK). The purpose of this study is to investigate the factors that motivate students at UMK to participate in cultural and heritage tourism. Cultural and heritage tourism is traveling to experience the places and activities that authentically represent the stories and people of the past and present, which include historic, cultural and natural attractions.

Your participation to answer this questionnaire is very much appreciated. There are no right or wrong answer, therefore please consider answering the questions as honest as possible. The data collected from this survey will be used for academic only. The questionnaire will take less than 5 minutes of your valuable time. Thank you for sparing your precious time in answering the questionnaire and your cooporation is much appreciated.

Thank you.

Responden yang dikasihi,

Kami dari pelajar tahun tiga Ijazah Sarjana Muda keusahawanan dalam pelancongan (kepujian) dari University Malaysia Kelantan (UMK). Tujuan kajian ini adalah untuk menyiasat faktor-faktor yang memberi motivasi kepada pelajar di UMK untuk menyertai pelancongan budaya dan warisan. Penyertaan anda untuk menjawab soal selidik ini sangat dihargai. Data yang dikumpulkan dari tinjauan ini akan digunakan hanya untuk

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tujuan akademik sahaja. Soal selidik ini akan memakan masa kurang dari 5 minit dari masa anda yang berharga.   Terima kasih kerana meluangkan masa berharga anda dalam menjawab soal selidik dan kerjasama anda sangat kami hargai.

Terima kasih.

SECTION A: SOCIO-DEMOGRAPHICAL FACTORS

BAHAGIAN A: MAKLUMAT FAKTOR DEMOGRAFIK

Please answer each of the following by ticking (/) at an appropriate answer.

Sila jawab soalan dibawah dengan tanda (/) pada jawapan yang bersesuaian.

1. **Gender**/*Jantina*	2. **Age** /*Umur*

☐   Male
 	
  Lelaki
 	
☐   Female
 	
  Perempuan
	☐ 15 - 17 years
	
	  15 – 17 tahun
	
	☐ 18 - 20 years
	
	  18 - 20 tahun
	
	☐ 21 - 24 years
	
	  21 - 24 tahun
	
	☐ *24 years above*
	
	  24 tahun ke atas

3. **Race**/*Bangsa*	4. **Have you ever travel/participate in cultural and heritage tourism (such as museum, mosque/temple, or historical places?**

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	Adakah anda pernah mengunjungi/ menyertai pelancongan budaya dan warisan (seperti muzium, masjid/kuil atau tempat bersejarah)?
☐ Malay /*Melayu* ☐ Chinese /*Cina*	☐ Yes/*Ya* ☐ No/*Tidak*
5. If you answer Yes in No 7, How many times have you travel/participate in cultural and heritage tourism in a year? *Sekiranya anda menjawab Ya di soalan 7, beberapa kalikah anda pernah mengunjungi/ menyertai pelancongan budaya dan warisan dalam tempoh setahun?*	**6. Categories of cultural and heritage tourism places?**
☐ 0-5 times/*kali* ☐ 6-10 times*/kali* ☐ 10 times and above/ *kali dan ke atas*	☐ Museum/*Muzium* ☐ Temples/*Tokong* ☐ Mosque/*Masjid* ☐ Others (pelease specify) *Lain lain* _____

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Section B **: Factors that motivate youth to participate in cultural and heritage tourism.**

Bahagian B : Faktor-faktor yang memberikan motivasi kepada remaja untuk menyertai pelancongan budaya dan warisan.

Please indicate you level of agreement with each of the statement provided below. You are free to indicate your response between one (1) for Strongly Disagree to five (5) Strongly Agree.

Sila pilih tahap penerimaan anda pada setiap soalan yang disediakan dibawah. Anda boleh memilih jawapan antara satu (1) untuk Sangat Tidak Setuju sehingga lima (5) Sangat Setuju.

SRONGLY DISAGREE (SANGAT TIDAK SETUJU)	DISAGREE (TIDAK SETUJU)	NEUTRAL (NEUTRAL)	AGREE (SETUJU)	STRONG AGREE (SANGAT SETUJU)
1	2	3	4	5

A) Education

Education is a channel to help people understand cultural and heritage. People learn about cultural heritage through education, they will be more interested and willing to ask, and they will also take the time to keep in touch with them.

Pendidikan adalah satu tempat untuk manusia mempelajari warisan dan budaya. Manusia boleh mengetahui warisan dan budaya melalui Pendidikan, mereka akan lebih minat dan mengambil lebih masa untuk mengkaji tempat bersejarah.

	Scale/*Skala*				
	1	2	3	4	5
I have attended/participated in cultural and heritage tourism organized by my school/university					

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Saya pernah menghadiri/ menyertai pelancongan budaya dan warisan yang dianjurkan oleh sekolah/ universiti saya					
I learn about cultural and heritage tourism at school/ university *Saya belajar mengenai pelancongan budaya dan warisan di sekolah/ universiti*					
My friends/ lecturers at school/ university teach me about cultural and heritage tourism *Kawan-kawan/ pensyarah di sekolah/universiti telah mengajarkan saya tentang pelancongan budaya dan warisan*					
I engage in cultural and heritage activities at my school/ university. *Saya melibatkan diri dalam aktiviti-aktiviti kebudayaan dan warisan di sekolah/ universiti*					
I had made a project about cultural and heritage tourism at school/ university. *Saya pernah membuat projek tentang pelancongan budaya dan warisan di sekolah/ universiti.*					

B) Social Media

Social media is a technical advancement for both operating systems that drives the creation, engagement and interoperability of online user-saved content with the development of social media technologies that will make it easier for people to communicate with each other.

Media sosial adalah kemajuan teknikal untuk kedua-dua sistem operasi yang mendorong penciptaan, penglibatan dan interoperabiliti kandungan yang disimpan oleh pengguna

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dalam talian dengan pengembangan teknologi media sosial yang akan memudahkan orang untuk berkomunikasi antara satu sama lain.

	Scale/*Skala*				
	1	2	3	4	5
To be with cyber-friend with similar interests in cultural and heritage tourism. *Untuk bersama rakan siber dengan minat yang serupa dalam pelancongan budaya dan warisan.*					
To the promote and advertise to attract youth involve in the cultural and heritage tourism. *Untuk promosi dan iklan untuk menarik belia terlibat dalam pelancongan budaya dan warisan.*					
Can obtain information about cultural and heritage tourism to prepare their travel plan. *Dapat memperoleh maklumat mengenai pelancongan budaya dan warisan untuk menyiapkan rancangan perjalanan mereka.*					
To leads to greater credibility and loyalty of cultural and heritage through social media. *Meningkatkan kredibiliti dan kesetiaan terhadap kebudayaan dan warisan melalui social media.*					

C) Personal Attitude

Attitudes are the mental inclination people have towards others and the current situation before making decisions that result in behaviour. attitudes are support by values and beliefs and have an affecting on behaviour.

Sikap adalah kecenderungan mental yang dimiliki orang terhadap orang lain dan keadaan semasa sebelum membuat keputusan yang menghasilkan tingkah laku. sikap disokong oleh nilai dan kepercayaan dan mempengaruhi tingkah laku.

	Scale/*Skala*				
	1	2	3	4	5
To participate in cultural and heritage *Untuk mengambil bahagian dalam warisan budaya yang diadakan*					
To feel fun in cultural and heritage tourism *Untuk merasai keseronokan dalam pelancongan budaya dan warisan*					
The level of interest in cultural and heritage tourism *Tahap minat dalam pelancongan budaya dan warisan*					
Love learning new and different about cultural and heritage tourism *Mempunyai keinginan untuk mempelajari perkara baharu dan berbeza mengenai warisan budaya*					
To contribute preserving the attraction of cultural and heritage for future generation *Memberi sumbangan untuk mengekalkan daya tarikan warisan kebudayaan untuk generasi akan datang.*					

D) Intention Participate in Cultural and Heritage Tourism

	Scale/*Skala*				
	1	2	3	4	5

I am willing to participate in cultural and heritage tourism in the future. *Saya bersedia untuk menyertai pelancongan budaya dan warisan pada masa akan datang.*					
I consider participating in cultural and heritage as the first on my list. *Saya menganggap mengambil bahagian dalam budaya dan warisan sebagai yang pertama dalam senarai saya.*					
I will encourage my family and friends to participate in cultural and heritage tourism. *Saya akan mendorong keluarga dan rakan-rakan saya untuk mengambil bahagian dalam pelancongan budaya dan warisan.*					
I will enjoy spending time when participating in cultural and heritage tourism. *Saya akan menikmati menghabiskan masa ketika menyertai pelancongan budaya dan warisan.*					
I will get the best value when participating in cultural and heritage tourism. *Saya akan mendapat nilai terbaik semasa penyertaan dalam pelancongan budaya dan warisan.*					
I satisfied with participating in the cultural and heritage tourism *Saya berpuas hati dengan menyertai pelancongan budaya dan warisan.*					
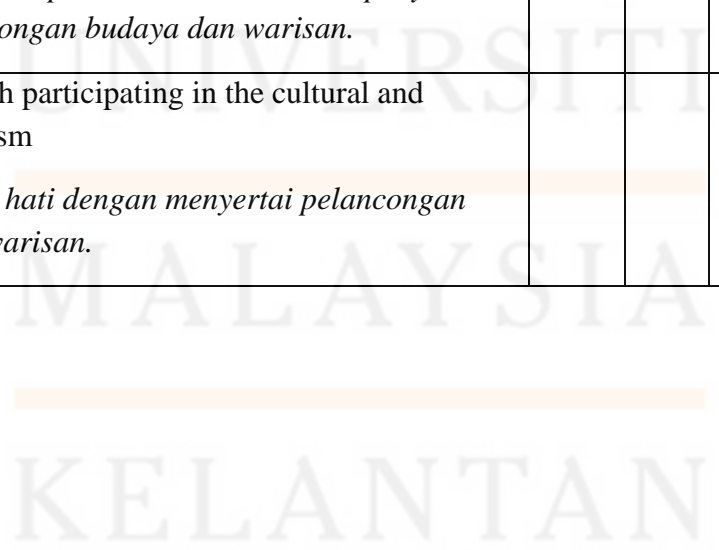
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