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Factors Restraining Parents of School Children from Purchasing Educational Museum Tours and Their Behavioral Intentions

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Abstract: Educational tourism, as an important component of the tourism industry is drawing a lot of attention in recent years. However, museum educational tourism is different from common leisure tourism. The constraints to educational tourism may be different from those of traditional tourism, hence this study intends to bridge this gap with a museum case study. This research aims to study the determinants of purchasing intention of educational tourism products via a case study of the Grand Canal Museum of China. This study used a quantitative approach by collecting data through online survey questionnaires guided by the Leisure Constraint Theory. The collected data consisted of 276 valid responses, which were analyzed using Factor Analysis and Regression Analysis techniques. The study found that four main determinant variables are restraining the purchasing intention of educational tourism products. Findings of this study show that intra-personal constraint factors, influential constraint factors and structural constraint factors are the determining factors of the purchasing intention toward educational tourism. However, the inter-personal constraint factor, being one of the original variables in Leisure Constraints Theory shows no effect on the intention to purchase educational tourism products. Findings of this study contribute to the Leisure Constraints Theory by incorporating influential constraint factors into the current model.

Keywords: *Constraint Factors, Purchasing Intention, Educational Tourism, Museum*

1. Introduction and Background

Educational tourism has emerged as a significant component of the tourism sector. A substantial body of literature exists regarding the definition of educational tourism. Nevertheless, no agreement has been achieved regarding the definition of educational tourism. The primary ongoing debate focuses on learner or traveler motivation, the connection between formal and informal learning, and the relationship between tourism and education. Gibson (1998) defines educational tourists, including students, adults, and seniors, as individuals who engage in study tours or workshops to acquire new skills or enhance existing ones during their vacations. Pitman et al. (2011) characterize educational tourism as a type of tourist experience designed to facilitate structured learning via active and engaged intellectual praxis. Learning is fundamental and central to product delivery. Falk et al. (2012) examined the relationship between travel and learning, positing that a learning component is inherently present in travel, albeit frequently in a passive form. McGladdery and Lubbe (2017) define educational tourism as a transformative process that integrates experiential learning and international education, resulting in measurable outcomes classified into cognitive (knowledge gained), affective (attitudes and perspectives), and behavioral (skill enhancement) categories. In 2016, Nugroho and Soeprihanto examined the interconnection between education and tourism more thoroughly. Educational tourism is characterized as a three-dimensional product: (a) the educational experience at the destination and the resulting learning benefit (main product); (b) the tourist package that fulfils the tourist's needs (real product); (c) all tangible and intangible elements of the tourism experience that enhance the primary service (additional product). Additionally, various formats of educational tourism were identified: school trips, potentially followed by a visit from the children's parents; study abroad experiences characterized by intensive study sessions with full cultural and linguistic immersion; seminar vacations, senior seminars, and hands-on enhanced experience vacations, primarily appealing to adults and seniors; skills enhancement vacations, which include practical learning activities such as 'how-to-do' learning or ecology-based activities; and educational cruises that merge leisure with specific-topic lectures.

Generally, educational tourism refers to tourism activities undertaken to obtain education and learning (Ritchie, 2003). The two main special interest tourism products of educational tourism are natural and cultural

heritage tourism (Ritchie, 2003). China is a country with over 5,000 years of history rich in culture. Thus, this study focuses on the supply of educational tourism experience of selected cultural heritage tourism.

In this study, the Grand Canal Museum of China (GCMC) was used as a case of educational tourism on the Beijing–Hangzhou Grand Canal. For tourists to visit the museum in the present day, it has to be appealing, providing a unique and enriching experience to the visitor (Rosario and Campos, 2021). The attention to play in museum settings is a relatively recent and growing tendency (Holdgaard & Olesen, 2023), not only in China but also around the world. Museums are complex, dynamic, and empowering learning environments that have great potential for informal and lifelong learning (Kristinsdóttir, 2016). Choi et al. (2020) find that museums can contribute to achieving cultural sustainability, adding a cultural construct to the traditional three pillars of sustainability. Research on museums varies from the types of museums, museum accessibility, use of technology in museums. Oren and Shani (2012) studied educational dark tourism via the Yad Vashem Holocaust Museum. Torabi Farsani et al. (2023) investigated mine museums and considered them as a creative economic approach towards sustainable tourism. This study also uses the museum as a setting of educational setting.

In recent decades, there has been a significant increase in the number of tour operators and travel agencies providing educational tourism packages for school groups and higher education students (McGladdery & Lubbe, 2017). An increasing number of parents are inclined to invest in educational tourism products for their school-aged children to enhance their knowledge beyond traditional textbooks. Educational tourism in China is experiencing rapid growth (Li & Xu, 2023). The research conducted by Wang and Li (2008) indicates that, in addition to teenagers, individuals with higher education levels represent a significant portion of educational tourists. Their preferred destinations encompass cosmopolitan areas, ancient cities, and renowned tourism cities characterized by rich cultural environments and advanced tourism industries and economies. The Beijing–Hangzhou Grand Canal is recognized as one of the longest and largest canals globally. The route from Beijing to Hangzhou (north to south) links China's five major water systems, significantly influencing the ecological environment and economy of both northern and southern China. It possesses a significant amount of intangible cultural heritage (ICH). The GCMC, located in Yangzhou city, eastern China, covers an area of 200 hectares with 79 thousand square meters of construction area. The GCMC is run by the Bureau of Culture and Tourism of Jiangsu Province, and aims at a symbolic and specialized museum concentrating on collecting, exhibiting, researching and educating about antiques related to the Grand Canal. More and more visitors are pouring into the GCMC, not only for tour guiding as an internet celebrity scenic spot, but also for knowledge learning, i.e., educational tourism. Due to its connection between Beijing and the 2,500-year-old Grand Canal, pupils with parents are the dominant segment of the market of GCMC market. However, this kind of educational tourism sometimes focuses most of its content or time on touring, and not on knowledge learning. More importantly, there are neither enough facilities for educational tourism. In this paper, we consider educational tourism as a follow-up visit or experience of school children, mainly conducted under parents' intention. Due to all the varieties of definitions, we argue that educational tourism in museums for school children, whose purchase intention is usually decided and completed by their parents, to exploit the effect of non-travel agencies on educational tourists. More specifically, the study focuses on the purchasing intention of the GCMC as an educational tourism destination affected by school children's parents.

McGladdery and Lubbe (2017) contended that determining whether the desire to learn while travelling constitutes a primary or secondary motivation for educational tourism presents a challenge. This study employs the Leisure Constraints Theory to examine the factors influencing purchase intention in educational tourism. The Leisure Constraints Theory classifies the factors affecting leisure activities into three categories: intrapersonal constraints, interpersonal constraints, and structural constraints (Crawford & Godbey, 1987; Crawford et al., 1991). Many researchers have sought to validate this theory across various service-oriented industries. Kono and Ito (2023) indicate that promoting leisure enjoyment necessitates an understanding of various constraints and that negotiation strategies are contingent upon the context of the activity. Hinch et al. (2005) utilized leisure constraints theory in the context of sports tourism. Dale et al. (2012) identified a four-factor structure, distinguishing between destination and school-based structural factors, rather than a three-factor structure. Intrapersonal and interpersonal constraints were identified as significant factors in conducting overnight school excursions (Dale et al., 2012). Educational tourism represents a distinct segment within the broader tourism sector, and the constraints associated with it may differ from those identified in

traditional Leisure Constraints Theory. This study, informed by Leisure Constraints Theory, investigates the factors influencing the purchasing intentions for educational tourism products, using the Grand Canal Museum of China as a case study. This study aims to address the distinct constraints of educational tourism compared to traditional tourism through a museum case study.

Based on the review of the literature, this study hypothesized that constraints of the purchase intention of GCMC educational tourism products were negatively related to the purchase intentions of parents of school children as follows:
H1: Intra-personal constraints are negatively associated with consumers' purchase intention
H2: Inter-personal constraints are negatively associated with consumers' purchase intention
H3: Influential constraints are negatively associated with consumers' purchase intention
H4: Structural constraints are negatively associated with consumers' purchase intention

2. Methodology

Study case and object

The GCMC has collected more than 10 thousand exhibitions reflecting the Grand Canal from the Chunqiu Times to the Contemporary Times, including ancient books, calligraphy, paintings, carvings, inscriptions, porcelain, metal ware, and more. The museum sets beautiful life brought by the Grand Canal as its theme with 3 normal exhibitions, 6 expert exhibitions, 1 digital exhibition, 1 small theatre for the traditional folks and 1 interactive experience programmed for teenagers. The GCMC is renowned as a cyclopedia of Chinese grand canals, exhibiting the history, culture and technique through the whole Grand Canal and all the periods. Visiting the GCMC with a proper educational attitude or mindset enables more people to understand and appreciate the precious cultural heritage while broadening people's knowledge and views.

Questionnaire design

The target respondents of this study are parents of school children. The questionnaire is divided into three parts. The first part comprises respondents' demographic characteristics, including age, gender, education level and monthly income. The second part encompasses four categories of measurement indicators: intra-personal constraints, inter-personal constraints, influential constraints and structural constraints. All constructs' items were mainly adapted from the Leisure Constraint Theory created by Godbey et al. (2010). Therefore, the independent variables contain intra-personal constraints, inter-personal constraints and structural constraints. To fully explore the constraints on purchasing intention on educational tourism from parents' perspective, this study added influential constraint factors from the Push and Pull Theory. Here, the influential constraint factors refer to the limits of the scenic spot showing no typical characteristics, no knowledge, and no reputation. An evaluation of the items was conducted by the two experts to measure the accuracy of the concepts as well as to increase the comprehensibility of the statements. Based on the expert evaluation and feedback, the questionnaire items were revised and improved. Finally, 31 items were extracted, as shown in Table 1. All items were assessed with a 5-point Likert-type scale (1 = strongly disagree; 2 = disagree; 3= neutral; 4 = agree; and 5 = strongly agree).

Data collection

This study conducted a formal survey using non-probability sampling (convenience sampling). Questionnaires were created using the Wenjuanxing applet, which was distributed for one month in March 2024. The questionnaire was collected both online and through face-to-face interviews. During the survey period, 2 primary schools, 2 middle high schools and 1 senior high school were visited in collecting collect the data. 328 data questionnaires were collected. However, 52 questionnaires were invalid with a total of 276 valid questionnaires were recorded.

Table 1: Measurement indicators for constraints on purchasing intentions of educational tourism

Indicator	Items
Intra-personal	Parents do not endorse educational tourism.
	Parents show no interest in humanistic or historical knowledge such as the GCMC.
	Children show no interest in humanistic or historical knowledge such as the GCMC.
	Parents do not have sufficient leisure time to visit the GCMC.
	Children don't have sufficient leisure time to visit the GCMC.

Indicator	Items
Inter-personal	Children are too small to visit the GCMC.
	It takes too much economic burden to visit the GCMC.
	No relatives or children of relatives accompany to visit the GCMC.
	No friends or children of friends invited to visit the GCMC.
	No classmates invited to visit the GCMC.
	No teachers from the school were introduced to visit the GCMC.
	No training organizers are introduced to visit the GCMC.
Influential	The GCMC has no typical characteristics.
	The GCMC does not show sufficient knowledge.
	The GCMC does not provide enough entertainment to allure children.
	Knowledge in the GCMC is difficult for children to absorb.
	The reputation of the GCMC is not high enough.
	There is not enough marketing from the GCMC.
Structural	The distance from the GCMC to your apartment is far.
	The transportation to the GCMC is not convenient.
	It is hard to find the reservation tunnel.
	It is too popular to book tickets from the official website of GCMC.
Purchasing Intention	The GCMC still lures your children.
	I will bring the children to visit the GCMC.

3. Results

Demographic and statistical analysis of respondents

Through descriptive statistical analysis of the demographic variables (Table 2), the study found that the proportion of respondents with children in primary school accounted for 27.9%, followed by those of middle high school (22.8%), pre-school (20.7%), senior high school (16.3%) and college and above (12.3%). According to the data, 67.1% of respondents come from Jiangsu Province, while 32.9% come from the other provinces. Most respondents have a relatively low monthly income per family, with 68.8 % earning less than 20,000 yuan per month. Only 31.2% of the remaining respondents earn a monthly income per family greater than 20,000 yuan. Most respondents work in common companies and 37% of respondents work in either government or executive organizers, and 29.3% of respondents are freelancers.

Table 2: Respondents' demographic profile

Item	Demographics	Number of Respondents	Percentage (%)
Learning stage of children	Pre-school	57	20.7
	Primary school	77	27.9
	Middle high school	63	22.8
	Senior high school	45	16.3
	College and above	34	12.3
Residence	Yangzhou	62	22.5
	Jiangsu Province (Non-Yangzhou)	123	44.6
	Other Provinces	91	32.9
Monthly income per family (¥)	<10000	74	26.8
	10000–20000	116	42.0
	20001–30000	45	16.3
	>30000	41	14.9
Types of working company	Companies	93	33.7
	Executive organizers	54	19.6
	Government	48	17.4
	Freelance	81	29.3

Factor Analysis

This study used SPSS 26 to perform factor analysis to explore the model's reliability and validity. First, we conducted the Kaiser-Meyer-Olkin (KMO) and Bartlett Sphericity Tests to assess whether the collected data were suitable for factor analysis. The KMO value for the scale was 0.975, and the significance value of

Bartlett's Sphericity Test is less than 0.05, both indicated that the collected sample size was suitable for factor analysis (Table 3).

Table 3: KMO and Bartlett Sphericity Tests

KMO		0.975
Bartlett Sphericity Tests	Chi-square	8347.842
	df	325
	Sig.	0

Principal component analysis and the maximum variance method were employed to extract six factors from 24 items: intra-personal constraints, inter-personal constraints, influential constraints, structural constraints and purchasing intention. Based on the criteria of factor analysis, items with factor loadings below 0.6 and those that loaded onto incorrect factors were removed. Ultimately, we obtained 22 items (Table 4).

Table 4: Rotated factor loading matrix

Constraint Factors	1	2	3	4	5
Intra1	0.675				
Intra2	0.699				
Intra3	0.622				
Intra4	0.683				
Intra5	0.65				
Intra6	0.721				
Inter1		0.617			
Inter2		0.656			
Inter3		0.655			
Inter4		0.647			
Inlu1			0.735		
Inlu2			0.803		
Inlu3			0.717		
Inlu4			0.762		
Inlu5			0.719		
Inlu6			0.697		
Struc1				0.717	
Struc2				0.727	
Struc3				0.738	
Struc4				0.724	
Inten1					-0.650
Inten2					-0.877

Extraction Method: Principal Component Analysis.

Descriptive analysis of principal components

We analyzed the mean value and the standard deviation, as they show the actual situation of constraint factors from visiting the GCMC. According to the data, we found that the mean value for each of the constraint factors is around 3, with a medium perception. And the standard deviation values are between 1.14 to 1.29, showing that all the data of the four constraint factors have a small degree of deviation.

Table 5: Descriptive Analysis of Principal Components

Constraint Factors	Mean	Standard Error	Standard Deviation
Intra	2.94	0.07	1.14
Inter	3.05	0.08	1.29
Influe	2.98	0.08	1.29
Struc	2.99	0.08	1.25

Regression Analysis

The relationships between the independent variables and the dependent variable were analyzed through linear regression. Particularly, we examined how the four constraint factors (intra-personal, inter-personal, influential and structural) were related to the purchasing intentions of the GCMC. The results showed that three independent variables were negatively and significantly associated with purchasing intention ($p < 0.05$) (Table 6). They are intra-personal constraint factors (0.003), influential constraint factors (0.003) and structural constraint factors (0.007). However, the p-value of the independent variable namely inter-personal constraint factors was 0.299, exceeding 0.05, showing an insignificant association with purchasing intention. Thus, inter-personal constraint factors were deleted in the purchasing intention model.

Additionally, the variance inflation factor (VIF) <5 indicated no collinearity issues among the independent variables. R^2 for the impact of the four predictor variables on purchasing intention is 0.447, which means that these four independent variables explain 44.7 % of the variance in the dependent variable, reaching a moderate level of explanation.

Thus, it can be inferred that H1, H3, and H4 were supported, while H2 was not supported. Based on the result presented in Table 6, this study concludes that intra-personal constraint factors, influential constraint factors and structural constraint factors are negatively and significantly associated with parents' purchasing intention. However, inter-personal constraint factors do not exert influence on parents' purchasing intention toward the GCMC, which may be explained by the insignificant relationship and less relative in the Chinese society. A new constraint model for educational tourism toward museums can be concluded as in the following Table 6.

Table 6: Regression Analysis

DV	IV	B	Standard Error	Beta	t	Sig.	Tolerance	VIF	R2
	(Constant)	5.373	0.155		34.587	0			0.447
	Intra	-0.304	0.1	-0.283	-3.046	0.003	0.235	4.247	
Inten	Inter	0.095	0.091	0.101	1.041	0.299	0.218	4.596	
	Influe	-0.254	0.086	-0.269	-2.973	0.003	0.25	4.004	
	Struc	-0.249	0.092	-0.256	-2.699	0.007	0.227	4.404	

**p<0.05; **p<0.01*

4. Discussion and Implications

The findings of this study offer significant insights into the relationship between constraint factors and parents' purchasing intentions regarding educational tourism products. A notable negative correlation was identified between intra-personal and structural constraint factors and parents' purchasing intentions regarding the GCMC. This finding aligns with the Constraints Leisure Theory posited by Crawford et al. (1991). This study's findings indicate that intra-personal constraints are influenced by several factors, including personal attitudes towards educational tourism, interest, family income, and available leisure time from work. The structural constraints can be attributed to distance, transportation, and reservation issues. The intra-personal constraints primarily rely on parental psychology and social status, whereas the structural constraints involve the geometrical relationships and the services provided by educational tourist scenic spots. This study demonstrates that the negative correlation between intra-personal and structural constraints and parents' purchasing intentions has significant implications for both government entities and marketers within the GCMC. Effective implementation of policies regarding public holidays and annual leave is essential to ensure adequate leisure time for parents accompanying their children. To enhance educational tourism and boost purchasing intentions, destination governments should prioritize improving infrastructure that facilitates access for tourists from various regions.

The findings also reveal a significant and negative relationship between the influential constraint factors and parents' purchasing intention of the GCMC. The influential constraint factors can be attributed to various factors, including characteristics, knowledge abundance, entertainment, vividness, reputation and marketing

of the GCMC. These influential constraints can not only resist the parents' purchasing intention, but can also evoke a low mass reputation among educational tourists. Therefore, educational tourist scenic spots should not only focus on supplying a suitable product for school children, but also have to emphasize the marketing of such kind of scenic spots, especially on the cultivation of mass reputation as a way to create products that stand out in the market and attract parents' attention.

Based on the results of this study, the inter-personal constraint factors have a less significant and negative relationship with parents' purchasing intention of GCMC. This indicates that the inter-personal factors attributed to classmates, teachers or relatives do not play a crucial role in parents' decisions to purchase the museum products for their school children. This finding does not align with the universally used Leisure Constraint Theory. This may be affected by the social relationships of Chinese families. The school children seldom have any close relatives under the one-child policy. Each family selects their educational product for their children on their own. Thus, marketers from these educational scenic spots should differentiate themselves in the market and cultivate the parents' loyalty.

Therefore, in the product development of educational tourism, it is important to fully consider attributes such as intra-personal constraints, influential constraints and structural constraints. This can be achieved by alleviating the above constraints, such as shortening the psychological distance to the museum, upgrading the infrastructure of the destination, guaranteeing leisure time, and raising the reputation of the museum. By investigating consumers' purchase intentions for the GCMC, this study contributes to the existing literature in several ways. First, it fills a research gap in the field of tourist intention studies, as previous research has primarily focused on college educational tourism or educational tourist products organized by schools. This study focused on educational tourists from the parents' perspective.

Secondly, the study validates and expands existing consumer-behavior theories by examining the relationship between the factors (intra-personal constraints, influential constraints and structural constraints) and parents' purchasing intention. This analysis not only verifies the universal Leisure Constraint Theory, but also differentiates the theory by removing interpersonal constraint factors while adding influential constraint factors into the model. Thus, this study contributes to the theoretical development of tourist behavior theories. Last, examining purchasing intention for educational tourist products, such as the GCMC, holds significant importance in the field of educational tourism economy. Analyzing the intra-personal constraint factors, influential constraint factors, structural constraint factors and parents' purchasing intention for educational tourism products can reveal the economic potential of educational tourist products and provide theoretical support for the transformative development of the tourism industry.

The results of this study have practical implications for government, educational tourist scenic spots and also travel agencies involved in the production and marketing of educational tourist products for school children and their parents.

For the government, understanding consumers' constraint factors for purchasing intention for educational tourist products can guide more suitable policies for the public to promote the tourism industry. By supplying better infrastructure at the destination, implementing policies of reasonable annual leave by the government, parents of school children can ease the intra-personal and structural constraint factors. This, in turn, can enhance the parents' purchasing intention toward educational tourist products.

Moreover, this study provides insights into effective marketing and communication strategies for educational tourist scenic spots. The influential constraint factors prevent parents from purchasing educational tourist products in the aspects of knowledge abundance, vividness, entertainment and reputation. This knowledge can guide educational scenic spots in designing marketing campaigns that effectively highlight the advantages and uniqueness of educational tourist products.

Furthermore, the findings can inform travel agencies involved in educational tourism. Understanding the constraint factors and their purchasing intention can guide efforts in the good design of educational tourist products. As travel agencies are those who can aggregate all the tourist elements, this knowledge can contribute to the sustainability and transformation of educational tourism.

As with all research, this study has some limitations. First, the sample for this study was obtained through convenience sampling. Convenience sampling is a non-probability sampling method that is based on the researcher's convenience and accessibility in selecting the sample. Moreover, the sample comprises mainly parents from Jiangsu Province, who accounted for 67.1 % of the total sample size. However, tourists from Shanghai and Zhejiang Province are also the dominant tourists in the GCMC. Additionally, it is hard for parents to understand the constraint factor, which may contribute to the opposite answer to the questions in the questionnaire. Therefore, in the future, researchers are encouraged to adopt the random sampling method, increase the sample spots and specify the questions to enhance the representativeness of the research results. Secondly, this study mainly included the constraint factors originating from the Leisure Constraint Theory as independent variables to explain parents' purchasing intentions of educational tourism products, and the independent variables only explained 44.7 % of the variance in purchasing intentions. In statistical terms, the explanatory power of these independent variables reached only a moderate level, which shows that some other variables may be more influential in affecting parents' purchasing intentions toward the educational tourist product. Therefore, in future research, it would be beneficial to include other variables, such as service from the educational scenic spots, forms of education in the educational scenic spot to further expand the model.

Lastly, according to the results, interpersonal constraint factors have less significant impact on parents' purchasing intention among all the variables, and this conclusion may be too absolute. There are two possible reasons for this. First, school teachers or teachers from training organizations usually would not recommend any educational product to their pupils or students. However, if they recommend, parents will follow the suggestions. Second, due to the limited leisure time or the different periods of leisure time for each family, parents of different families may rarely have a common time to purchase an educational tourist product. Therefore, it would be beneficial to investigate other factors in parents' purchasing behavior regarding educational tourist products in future research.

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