

The Effect of Rational and Emotional Advertising Appeals on Students' Place Attachment and Intentions to Study Abroad

Master Thesis Submitted in Fulfillment of the Degree

Master of Science

in International Tourism Management

Submitted to Dr. Marion Garaus

Sofía Sánchez

61904011

Vienna, 31 May 2022

AFFIDAVIT

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ABSTRACT

About one in ten American students study abroad at one point during their undergraduate years. In addition, 63% of college freshman express interest in a study abroad program (Vernon et al., 2017). Study abroad experiences have a major impact on a student's life both during the experience and afterward. Research has shown that studying abroad has long-lasting benefits in terms of students' personal and professional growth. More specifically, studying abroad can increase a student's cultural awareness, language skills, social network as well as future employability (Curtis & Ledgerwood, 2018). As study abroad numbers continue to increase in the US, it is important to understand how to best market these programs to students.

This study aims to uncover what type of advertising appeals, specifically rational or emotional, have the most influence over a student's place attachment and intention to study abroad at a given location. Place attachment is measured along its two main dimensions, place identity and place dependence. The overall purpose of the study is to uncover how destinations, universities and other institutions can use advertising appeals in order to encourage more students to go abroad in general and to get students to study abroad at specific locations.

In order to test the proposed hypotheses, an experiment was carried out in the form of an online survey using a sample of 92 students from the United States. Self-selection and snowball sampling was used in order to collect data. In the experiment, students were randomly shown either a rational or emotional advertisement for a study abroad program. After viewing the advertisement, they were prompted with a series of statements to measure their place attachment (in terms of place identity and place dependence) and intentions to study abroad at this location.

The findings of the online experiment indicated that there was not a significant difference between advertising appeals when it came to student's place attachment and intentions to study abroad. However, both place identity and place dependence did prove significant in terms of the effect on intentions to study abroad, emphasizing the important of person-place connection in future behavioral intentions. Further research should be done on advertising appeals in the study abroad context in order to provide additional support of these results.

ACKNOWLEDGEMENTS

First and foremost, I would like to express my deepest appreciation to my supervisor, Marion Garaus. This endeavor would not have been possible without her guidance, knowledge, and expertise. Her timely feedback and invaluable suggestions helped make the writing process smooth and efficient. I am also grateful for her patience, kindness, and enthusiasm.

I would also like to thank my parents Tracy and Abel Sánchez, for their love and continued support throughout my entire academic career. A special thanks to my father for proofreading my work.

Finally, I would like to thank Florian Kampichler for his unwavering moral and motivational support throughout the entire thesis-writing process.

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1 INTRODUCTION

Studying abroad is a once-in-a-lifetime opportunity for many young adults in the United States and offers a multitude of benefits. It is critical that students once again participate in these opportunities, now that the COVID-19 pandemic is nearly over, as the in-person aspect abroad has proven to be very valuable for the higher education experience (Martin-Barbero & Marmolejo, 2021). Young adults have expressed a strong interest in engaging with the world outside of the United States. The vast majority of students interviewed in a study by Curtis and Ledgerwood (2018) stated that they were very interested in traveling and experiencing the world. When students act on this interest in the form of study abroad programs at their universities and colleges, they lead to life-long personal and professional benefits whether they participate in short-term or long-term programs, in countries all over the world. Some areas of improvement students experience after going abroad are an increase in confidence and cultural awareness, improvement of language skills, and expansion of academic and career interests and opportunities (Dwyer & Peters, 2004). Other benefits found in research include creativity, social network development, employability, and communication skills (Curtis & Ledgerwood, 2018). The field of research regarding the outcomes of studying abroad has expanded due to the rapid increase in the popularity of these programs among both students and educators. Studying abroad has become a major focus for institutional leaders and governments as they hope to internationalize higher education (Potts, 2015). Thus, it is vital to research the benefits of these programs in terms of their impact students while they are abroad and when they return home.

On a personal level, one of the greatest benefits students can obtain is to develop their creativity. Research has shown that people who have spent time living abroad, whether to work or study, obtain a higher interest in travel, foreign language, history, art, and architecture. This then leads to higher creativity on an individual level (Lee et al., 2012). Students who studied abroad performed better in a creativity experiment than those who did not. The results of this study showed that those who studied abroad were able to generate more original ideas that were both culture specific and domain general than those who did not study abroad. In addition, the study abroad students' ideas were richer in detail and description, as well as humor (Lee et al., 2012). Another personal benefit of studying abroad is enhanced confidence and maturity. The Institute for the International Education of Students (IES) conducted a survey of their alumni from all of their programs from 1950 to 1999. Many students felt that they had experienced personal growth during their time abroad, with 97% saying that their time abroad initiated a large increase in their maturity. In addition, 96% stated they felt it had increased their self-confidence. Overall, their experience helped to shape their global perspective as 95% also reported that it had a long-lasting impact on their worldview (Dwyer & Peters, 2004). In addition to increasing personal development, studying abroad has been proven to positively impact a

student's intercultural competence (Maharaja, 2018). Intercultural competence can be defined as a person's ability to function effectively in various cultural environments (Whaley & Davis, 2007). In addition, it has been defined as, "an individual's effectiveness in drawing upon a repertoire of skills, knowledge and attributes to work successfully with people from different national cultural backgrounds, at home or abroad," (Johnson et al., 2006 p. 533). Furthermore, study abroad experiences have led students to develop their overall global perspective. American students who have studied abroad have shown more openness to other cultures, can recognize the differences among cultures, and are able to see Americanism as a concept with positive and negative attributes (McCabe, 1994). It can be seen that U.S. students going abroad not only develop their personal traits but also their ability to interact with people from different cultures around the world.

In addition to the personal growth that can be achieved following a study abroad experience, research also shows that spending time learning abroad can lead to academic and professional growth which can enhance the students' future careers. Studying abroad has proven to significantly impact students' self-knowledge specifically in the areas of personal interest, values, abilities, and career options. After a study abroad experience, students have been shown to possess a more positive vision of their future careers as they are more confident in their career goals and vocational identities (Kronholz & Osborn, 2016). In research done by Potts (2015), Australian respondents who had spent time studying abroad claimed that their experiences contributed to their development of communication skills, teamwork skills, problem-solving skills, and self-management skills. In this same study, 60% of respondents claimed that their experience learning abroad positively impacted the recruitment process while searching for their first job post-graduation. In addition, looking more toward the future, 63% of respondents felt that their experience had a positive impact on their long-term career prospects. There was also evidence that the respondents had increased motivation and passion for their chosen career path due to their experience abroad (Potts, 2015). In addition, employers also value international experiences while looking for new employees, especially when the candidates can demonstrate and articulate these newly acquired skills (Gardner et al., 2008). Overall, research has shown that 60% of graduate employers attribute value to study abroad experiences while recruiting (Molony et al., 2011). In a study done in 2006, 87% of respondents felt that their study abroad experiences enhanced their employability, 73% stated the experience led to developing a new skill that influenced their career path and 61% stated that it directly contributed to their current or past employment (Nunan, 2006). In a study done by IES, 84% of past study abroad participants reported that their experience abroad helped them to develop the job skills necessary to be successful in an organization (Preston, 2012). A different study, done by Chapman (2011), explored the psychosocial benefits from study abroad. The results showed that 90% of students indicated their experience had prepared them for the real world. Specifically, they felt that they had developed the interpersonal skills to be able to work well with colleagues and they developed a better understanding of the global marketplace. In

addition, their experience abroad served as a resume enhancer that made them more attractive during recruitment and gave them real-life experiences to talk about during interviews (Chapman, 2011). As globalization continues, the world will become ever more connected. Companies are placing importance on global perspectives, which makes studying abroad an attractive option for ambitious and career-driven students.

In the 2018-2019 academic school year, the number of U.S. students studying abroad increased by 1.6%, growing from 341,751 to 347,099. This number represents about 1.8% of all U.S. students enrolled at universities (*Trends in U.S. Study Abroad*, 2020). However, due to the COVID-19 pandemic, students worldwide were forced to return home and put any future plans to study abroad on hold. Students from all over the U.S. going to all destinations globally were impacted. The number of American students going abroad dropped from 347,099 to 162,633 in 2020. This change represents a 53% drop in students studying abroad for academic credit (*Trends in U.S. Study Abroad*, 2020). Short-term study abroad programs were the most effected, especially the summer study programs, which decreased by 78%. However, mid-length and long-term study programs were less effected as some of these programs were still able to take place in the fall semester (*IIE Open Doors / U.S. Study Abroad*, 2021). In the past, the duration of study abroad program that was the most popular among students was short-term trips during the summer. However due to the pandemic, the majority of students participated in mid-length programs in the 2019-2020 school year, which last for one or two quarters or semesters (*IIE Open Doors / U.S. Study Abroad*, 2021). Again, this was due to the fact that while the summer programs could not take place due to the pandemic, some fall semester programs were able to resume.

The most popular region for American students going abroad is Europe, with European countries hosting over half of all U.S. students who went abroad in 2019-2020 at 58%. Spain, Italy, and the U.K. are the most popular destinations within Europe. During the 2019-2020 academic year, despite the pandemic, American students studied in over 180 countries and were represented on every continent (*IIE Open Doors / U.S. Study Abroad*, 2021). This data is congruent with past years, as well, as 193,422 students studied abroad in Europe in the 2018-2019 school year, with Spain, Italy and the U.K. being the top three destinations (*IIE Open Doors / U.S. Study Abroad*, 2021).

The majority of U.S. students going abroad in 2019-2020 were female; 67.4% of students studying abroad were female while 32.6% were male. These numbers are almost identical to the previous academic year. In addition, the overwhelming majority were undergraduate students. In the 2019-2020 school year, 90.6% of students studying abroad were undergraduate students, while only 9.3% of students going abroad were graduate students. This number is consistent with past years, as the previous academic year saw a large number of undergraduates studying abroad at 88%. The majority of undergraduates students going abroad were Juniors, meaning they were in their third year of their studies (42.7%). Finally, in terms of ethnicity, in the 2019-

2020 school year, 70% of reported students abroad were Caucasian, 10.6% were Hispanic/Latino, 8.6% were Asian, 5.5% were Black, 4.8% were Multiracial and 0.5% were Native American (*IIE Open Doors / U.S. Study Abroad*, 2021). These statistics help illustrate the profile of the type of American students going abroad. This information is crucial to know both from a marketing perspective but also for institutions. These statistics will help universities and study abroad organizations see which groups of students are not partaking in programs abroad and therefore work on solutions to encourage or create an environment where all students the same opportunities to spend time learning abroad.

The overall trend, despite the pandemic, has been upward for American students participating in programs abroad. Since 2000, the number of U.S. students participating in programs abroad has more than doubled, going from 129,770 in 1999 (Davis, 2000) to 347,099 in 2019. Study abroad is encouraged by many institutions, as it is opportunity for many young Americans to gain new experiences academically, professionally, and personally. One example of an initiative to help facilitate study abroad is the Senator Paul Simon Study Abroad Program Act. This act aims to increase the total number of U.S. students going abroad, and more specifically, increase the diversity of those students studying abroad. The goal is that the demographics of students abroad will align more closely with the undergraduate population. In addition, this act hopes to encourage study abroad locations that are less traditional or popular among students already (*Trends in U.S. Study Abroad*, 2020).

While study abroad is gaining popularity and more institutions are encouraging participation, there is still not a lot of research or information about how to properly market these programs to students. This is true on both a general level, to increase more students to go abroad globally, as well as on a destination or program-specific level. Furthermore, there is no research conducted on which advertising appeals are the most effective in enhancing students' intention to study abroad at a location. This paper will not only aim to uncover which advertising appeals increase study abroad intention but will also look into which appeals create a stronger place attachment toward a destination. Existing research has primarily focused on feelings of place attachment toward already experienced destinations and therefore, a gap exists within the context of unvisited locations (Hosany et al., 2020). Study abroad numbers are recovering now that the world is opening up and countries are relaxing travel restrictions following the pandemic. Students are again participating in semesters abroad. With high interest in study abroad both from students and institutions, it is critical that research is conducted to investigate which advertising appeals are most effective in creating place attachment and intentions to study abroad.

1.1 Research Aims and Objectives

The objective of this research is to discover the effects of advertising appeals, specifically rational and emotional, on a student's place attachment and intentions to study abroad at a location. By further understanding how to market study abroad programs to students, institutions and destinations can better encourage students to participate in these programs. This research will not only benefit these organizations themselves, but also the students. Studying abroad is an opportunity for many young men and women to improve their lives in a variety of ways. The overall goal of this research is to uncover how to encourage more students to go abroad in general, but also to help institutions, organizations, and destinations market their specific programs and cities most effectively. Therefore, the research question for this study can be formulated as follows:

RQ: How do different advertising appeals (rational vs. emotional) affect students' place attachment and intentions to study abroad?

To answer this question, an online experiment was conducted. The focus of this research is on American students with the ability to study abroad at a foreign destination during their studies. Students were randomly exposed to either an advertisement which uses a rational appeal or to an advertisement which uses an emotional appeal. The goal of using U.S. students as a sample group is to be able to generalize the results of the experiment to the greater population of the United States. This research aims to contribute to research within marketing, study abroad, and the overall tourism field.

1.2 Structure of Thesis

This section briefly summarizes the structure of the thesis, which contains the following five main sections: introduction, literature review, methodology, results, and discussion & conclusion. The first section following the introduction is the literature review. In the literature review, relevant scientific research is discussed. Specifically, theories about advertising appeals, place attachment, and behavioral intentions are explored further. The next section is the methodology, which introduces the study design and procedure. This section includes information about the study participants, the online experiment, and data collection. The last two chapters are the results and the discussion & conclusions. First, the results of the experiment are presented. Then, the research question is answered. Finally, various limitations of the study as well as practical implications are presented. To conclude the thesis, areas for future research on the subject are also suggested.

2 LITERATURE REVIEW

The main theories that are relevant to this study are further explored in this literature review. First, an overview of advertising appeals is presented, followed by a more specific exploration of rational and emotional appeals. Studies that have tested the effectiveness of these appeals in various contexts are summarized. This research is relevant to this study and helps to formulate hypotheses for the effectiveness of advertising appeals in the context of studying abroad. In addition, place attachment, one of the dependent variables of this study, is reviewed. Place attachment as a general concept is introduced, then more specifically, the role of place attachment in tourism is discussed. Place attachment is a very common theory within the context of tourism and has proven to be a factor that can lead to enhanced customer loyalty, especially in terms of travel intentions. Thus, the final section focuses on behavioral intentions, especially the intention to visit. This concept is explored as it is the other dependent variable in this study and is essential to understand as it helps to predict the actions students might take after seeing advertisements for study abroad programs.

2.1 Advertising Appeals

While there is currently a large amount of research done on advertising appeals and their effectiveness in many industries, including the tourism industry (Lwin & Phau, 2013; Mattila, 2001; Xu et al., 2019), there are no studies that look at advertising appeals in the context of marketing study abroad programs to university students. Therefore, the goal of this study is to discover how advertising appeals, also referred to as marketing appeals, affect a student's relationship and connection to a destination and their desire to study abroad at this destination. It is then crucial to first understand what advertising appeals are, what types of advertising appeals exist, which are the most successful, and what their effect has been on customers in various contexts thus far. When communicating with potential consumers, advertising appeals indicate what type of information or interests are presented (Zhang et al., 2020). Advertising appeals influence all the elements that lead to advertising effectiveness: attention, awareness, attitude, and behavior (Rizwan et al., 2013). It's extremely critical for marketers to carefully select the advertising appeals used in their advertisements if they hope to communicate effectively to consumers. Using the right appeal in congruence with the type of product or service being sold, the customer segment being targeted, and through the correct media is of high importance to achieve marketing goals (Hornik et al., 2017).

The advertising appeal has been described as the theme of the advertisement. For the audience to receive the intended message, advertisers must implement a compelling persuasive power into the advertisement. This power is the appeal used to deliver the message. Every type of advertising appeal serves as a way to attract and arouse a consumer's desires (Kotler, 1997). Researchers have studied a wide variety of advertising appeals, which can be separated into two

broad categories. The main categories of appeals are rational and emotional (Albers-Miller & Stafford, 1999). Rational appeals include more information, use a straightforward delivery of facts, and deliver the message with objectivity (Stafford & Day, 1995). By contrast, emotional appeals aim to provoke emotions within the consumer, whether positive or negative, in order to motivate a purchase (Cutler & Javalgi, 1993). While there are many benefits customers perceive from advertising efforts, the two most important benefits identified by customers were the utilitarian and emotional benefits (Shimp & Andrews, 2012). The functional benefits customers perceive, often include information while the emotional benefits include pleasurable or esthetic benefits (Cutler & Javalgi, 1993). Much research has been done regarding the effectiveness of these two approaches. However, it is inconclusive which is the overall superior marketing appeal. Rather, what is important is the context in which the advertising appeals are being implemented (Um, 2008). In research done by Um (2008), the results indicated that the effectiveness of appeals depends on the products or services that are advertised, especially considering whether the product is high or low involvement. These two main advertising appeals, their potential moderating factors, and the effectiveness of combining the two appeals are explored further in the following sections.

2.1.1 Rational Appeals

The rational appeals approach stems from the idea that the consumer is rational and is assumed to make well-informed and logical decisions. Therefore, this approach intends to change the consumer's thoughts about a specific brand based on thorough arguments and reasoning (Hornik et al., 2017). Rational appeals highlight the product as the main purpose and emphasize the functions of that product. Some examples of messaging that would be included in rational advertisements would include information about the product or service's utilitarian or functional benefits such as quality, value, performance, reliability, and price (Johar & Sirgy, 1991). Keshari and Jain (2014) specifically state that an advertisement cannot be considered rational if it does not contain at least one of the following pieces of information regarding the product or service: price, quality, function, where to purchase, material, research, or packaging. Advertisers typically use rational appeals to convince consumers that their product will satisfy all their needs as it is the best product or service available (Grigaliunaite & Pileliene, 2016). Rational appeal advertisements can be categorized in the following classifications: one-sided, two-sided, or comparative. One-sided advertisements only present one attitude, while two-sided present an argument along with its counterargument. Finally, comparative advertisements directly compare the attributes of the company's product or service against one of its main competitors (Sadeghi et al., 2015). Within the broad category of rational appeals, many subcategories have been defined such as feature appeal, competitive advantage appeal, price appeal, news appeal, and popularity appeals (Belch & Belch, 2018). As this approach relies on consumers making logical and rational decisions, it is argued that this approach is most successful when consumers purchase goods based on their needs and in situations where

arguments are required to impact purchase behavior with product differentiation (Albers-Miller & Stafford, 1999).

Research has shown that rational appeals help to reduce doubts or uncertainty about a product or service (Albers-Miller & Stafford, 1999). In terms of products specifically, it has been suggested that rational advertising appeals be used when marketing high involvement products, such as a car or house. This is because research has proven that rational appeals are more effective in this case. After all, the risk associated with high involvement products is very high and consumers, therefore, need to be persuaded with very logical arguments (Sadeghi et al., 2015). In addition, it has also been noted that within the context of highly differentiated products, it can be concluded that rational appeals, also described as utilitarian appeals, are the more persuasive approach. The authors explain this finding with the idea that as a product becomes more differentiated from its competitors, the product then becomes distinct based on at least one functional or utilitarian attribute. Therefore, as it becomes more differentiated, it becomes more likely that a consumer experiences functional congruity with that product (Johar & Sirgy, 1991). Grigaliunaite and Pileliene (2016), found that when the participants in their experiment were shown advertisements of a fake water bottle brand that used rational appeals, attitude toward the advertisements positively influenced overall attitude toward the brand and purchase intentions. Therefore, they concluded that the advertisement itself drove purchase intentions rather than the brand on its own.

Furthermore, in another study regarding appeals and products, in the context of sports, rational appeals proved to be a successful method for utilitarian sports products (Ghasemi Siani et al., 2021). In this study, sports product is a term that includes any tangible object used by people who participate in sports. This could be bats, balls, bicycles, or any clothing or equipment necessary for the sport. These products can then be classified as hedonic or utilitarian, depending on their characteristics. It is important to define products as such because research has shown that consumers prefer advertising appeals that match the product type (Drolet & Aaker, 2002). The difference between the two types of products is that hedonic product consumption is exciting and entertaining while utilitarian product consumption is useful and functional (Botti & McGill, 2011; Holbrook & Hirschman, 1982). An example of a hedonic sports product would be swimming goggles or badminton rackets while utilitarian sports products would be sneakers or sports bags (Ghasemi Siani et al., 2021). While the overall results indicated that emotional appeals were more successful in influencing attitude towards the advertisement and intention to purchase, the results also indicated the importance of the type of product being advertised. Rational advertising appeals had more of an impact on the utilitarian products advertised than emotional appeals. Vice versa, emotional appeals proved to be more successful than rational appeals when it came to hedonic sports products. Results of this study suggest that advertisers should pay close attention to also match appeal with product type, as it was shown

that rational appeals are more successful when promoting products that are more functional and useful (Ghasemi Siani et al., 2021).

Research from Lin (2011) highlights the effectiveness of rational appeals in connection to advertisements utilizing spokespersons. In this case, cell phones were used as the experimental product sold by either celebrities or expert spokespersons. The results of the research showed that, overall, advertising appeal has a significant and positive impact on advertising attitudes, with the rational appeal being more significant than the emotional appeal. In addition, using a rational appeal in combination with an expert spokesperson was more significant on advertising attitudes than using an emotional appeal in combination with an expert spokesperson (Lin, 2011). Finally, it was found that advertising attitude had a significant and positive influence on intent to purchase, thus emphasizing the importance of using the right advertising appeal to achieve these marketing objectives. In this context, the research verifies the importance of rational appeals in creating a more significant effect on a consumer's advertising attitudes as well as influencing purchase intention (Lin, 2011). In terms of brand endorsements by athletes, a rational appeal was proven to be more successful than an emotional appeal, specifically, the emotional appeal of humor, in research done by Kunkel et al. (2019). In this experiment, participants were exposed to television commercials from the Nike brand which featured LeBron James as the athlete endorser. Four different advertising appeals were tested to determine their impact in terms of the viewer's perceptions of the athlete, specifically the expertise, trustworthiness, attractiveness, and likability of the athlete. In opposition to many prior studies, the emotional appeals tested in this study (humor, warmth, and inspirational) did not outperform the rational appeal tested (informational). The results of this experiment specifically indicated that the humor appeal tested led to the lowest evaluation scores in the study (Kunkel et al., 2019). In fact, the informational appeal, which was rational and logical, performed better than the humor appeal in terms of all four categories: expertise, trustworthiness, attractiveness, and likability. In addition, the other two appeals tested, warmth and inspirational, showed no significant differences in the evaluation of the endorser as compared to the rational appeal. The implications of this study suggest that advertisers carefully consider which types of appeals they implement when they use celebrity athlete endorsers (Kunkel et al., 2019).

Regarding service marketing, research has found that consumers can better assess a specific service attribute after viewing an informative advertisement (Puto & Hoyer, 1990). While several studies provide evidence that emotional appeals are more successful within the service context, there is also evidence that shows the effectiveness of rational messaging, especially with credence services. In research by Zhang et al. (2014) they distinguished between experience services and credence services. Examples of credence services would be tax consulting, legal services, or physicians (Zhang et al., 2014). The results of the experiment conducted found that rational messaging created a higher purchase intention for credence services, specifically in the case of dental service. In addition, the credence service is thought to

be more trustworthy when it is advertised with a rational appeal rather than an emotional appeal (Zhang et al., 2014). This outcome further emphasizes the contexts in which the rational approach may be superior for advertising certain types of products or services. Furthermore, an investigation of advertising appeal and purchase intention revealed that rational appeals were more successful than emotional appeals in relation to ecotourism (Xu et al., 2019). In this experiment, 300 people in the Fujian Province of China participated. Half of the participants were exposed to a rational advertisement while the other half viewed an emotional advertisement. The findings showed that rational appeals led to a significantly higher attitude toward the advertisement as well as remarkably higher purchase intention (Xu et al., 2019). The authors suggest that due to the stronger influence of rational appeal, marketers in the ecological tourism industry should consider this type of appeal to shift consumers' attitudes towards ecotourism, especially in the case of converting them from a negative towards a more positive view. In addition, they suggest that rather than stressing feelings and attachment, advertisers focus more on the benefits of ecotourism in order to satisfy consumers' needs and create more desire for the service (Xu et al., 2019).

However, with all of this in mind, many advertisers see rational appeals as being dull, especially compared to emotional advertisements. One possible explanation for this observation is that these advertisements can often go unnoticed by consumers, making the information they provide irrelevant (Belch & Belch, 2018). This study aims to explore if this is also the case within the tourism industry, and more specifically, within the context of study abroad advertising.

2.1.2 Emotional Appeals

Emotional appeals address the consumer's need for stimulation, expression, and societal acceptance (Cutler & Javalgi, 1993). The goal of emotional advertisements is to stir up an emotional reaction in the message receiver in a variety of ways. Emotional advertisements can use fear, romance, humor, pride, guilt, or joy to do so (Cutler & Javalgi, 1993). Emotional appeals can aim to provoke either a positive or negative emotional response. The goal of using this appeal is to either encourage consumers to obtain the reward or avoid the punishment associated with the product (Davies, 1993). Hornik et al. (2017) have created a hierarchy of appeals based on their estimated impact. In their study, they found that positive emotional appeals that used sex and humor were more effective than negative appeals that used fear. Overall, they found emotional appeals to be more effective than rational appeals. Emotional appeals are seen more often in service advertising than rational appeals according to Culter and Javalgi (1993). In addition, emotional appeals have the ability to create positive attitudes towards service companies; in particular, among new customers who do not have much experience with that company (Mattila, 1999). In general, they focus more on the experiential aspect of consumption and rely entirely on feelings and the reactions they stir up to be effective (Hornik et al., 2017). Emotional appeals are also one of the most common marketing strategies as they are the most effective in captivating the attention of consumers. Emotional

advertisements cause a more favorable liking towards a brand because of the typical positive reactions that occur when viewers see them (Shimp, 1981).

One popular type of emotional appeal is humor. Humorous advertisements are frequently used in marketing strategies and are believed to be an effective way to attract the attention of consumers and to also influence their preferences (Chang & Chang, 2014). Ads containing an element of humor have been shown not only to attract consumer's attention but also positively impact attitudes towards the advertisement and the brand (Eisend, 2009). In addition, the message source found in an advertisement using a humor appeal is more likely to be perceived as pleasant and friendly than the source of an advertisement that doesn't use this type of appeal (Nabi et al., 2007). The humor element can be integrated into an advertisement in a variety of ways. Kelly and Solomon (1975) argue that an advertisement is humorous if it contains one of the following devices: puns, understatement, jokes, ludicrous, satire, irony, or intent. In terms of advertisements in films, the research found that viewers exposed to product placement in humorous movie scenes experienced heightened feelings of pleasure and arousal as compared to product placement in non-humorous scenes (Jin & Villegas, 2007). A study done in Taiwan regarding tourism to the destination explored the effectiveness of humorous advertisements. The results indicated that this emotional appeal had a positive impact on brand awareness and advertising effects. In addition, brand awareness then positively impacted purchase intention (Chang & Chang, 2014).

In terms of product marketing, emotional appeals tend to work best for 'value-expressive' products, such as convenience products or specialty goods (Johar & Sirgy, 1991). While both rational and emotional appeals have an impact on advertising attitude and intention overall, emotional appeals have proven to have much more effect on advertising attitude when it comes to low-involvement products (Akbari, 2015). Low involvement products are usually routine purchase decisions, items such as consumer packaged goods. The time between the decision and the actual purchase is often very short (Belch & Belch, 2018). When consumers are not very involved with the product, they process an advertisement through the peripheral route (Chaoying et al., 2011). Attitude changes that occur through the peripheral route are not based on rational arguments but rather because the attitude object is associated with positive or negative cues. In addition, through the peripheral route, attitude change happens because the individual makes a simple inference of the merits of this argument based also on simple cues (Petty et al., 1983). Thus, it can be suggested that through the peripheral route, emotional appeals would work better at attitude change than rational appeals. Additionally, pleasure and fear appeals, which are both emotional appeals, have shown impact purchase intention of low involvement products more often when compared to all other kinds of appeals (Akbari, 2015).

Kelley and Turley's (2004) research shows that emotional appeals are better than rational in terms of creating affect responses toward television commercial ads. After analyzing 362 Super Bowl Ads from 1996-2002, they found that commercials that used an emotional appeal had

significantly higher USA Today Ad Meter scores than the commercials that used rational appeals. The USA Today Ad Meter is published the Monday following the Super Bowl and measures affect for each commercial run during the sporting event. Affect is known in the advertising context as the stage between when a consumer moves from awareness to action (Belch & Belch, 2018). The Ad Meter score does not measure the effect on sales or attitude but rather the likability level affect felt towards the advertisement (Kelley & Turley, 2004).

A study conducted by Lwin and Phau (2013), found that boutique hotels using emotional appeals on their website were more effective than those that used rational appeals. They found that for small boutique hotels, creating an emotional connection with the brand was vital because of the intangibility of their service. The images, colors, and text used to create an emotional feeling of relaxation and warmth caused the consumers to have a strong brand connection and liking towards the website, which then increased their intent to purchase a stay at the hotel (Lwin & Phau, 2013). This study also implies that within the tourism and hospitality context, as these are typically service providers, emotional appeals tend to be more successful in terms of creating positive emotions that lead to more purchases (Lwin & Phau, 2013). Further research on emotional appeals in the hospitality industry supports these findings. Mattila (2001) explores the effectiveness of emotional appeals in hotel advertising toward new customers specifically. As the hospitality and travel industry spends billions of dollars on advertising, it is important that much thought is given to how to best communicate the high level of service quality potential customers would get (Mattila, 2001). However, hotel advertising is a challenge as the intangibility of the service complicates the ability of advertisers to properly communicate their messages (Luk et al., 1996). The participants in this experiment were nonusers of business hotels. The outcome indicated that the emotional appeal strategy was the most successful, as the two ads using this appeal received the highest ranking in terms of likability, attitude towards the brand, service expectations as well as future purchase intentions (Mattila, 2001). Thus, the results suggest that rather than using factual information in advertisements for hotels, emotional-based advertisements will induce a more positive initial attitude towards a hotel brand with customers who have little prior knowledge within the product or service category (Mattila, 2001). In terms of another service context, a study was done with sports consumers, with the focus of the study being college students in the United States. The experiment exposed the students to three advertisements, all with differing appeals: emotional, rational, and combination. In the end, the results found that emotional advertising in this context was more effective than rational or combination, especially for college students' sports consumer behavior. The implication is that college students' purchase behaviors in regard to a sporting event are driven more by their emotions than by rational information (Lee & Heere, 2018).

Research has shown the superiority of emotional appeals over informational, or rational, appeals in terms of different marketing objectives (Teichert et al., 2018). Advertisers set different objectives and strategies when they try to convince consumers to buy their products

or services. A framework proposed by Teichert et al. (2018) illustrates the most appropriate advertising appeal depending on the advertisers' objectives and which consumer demographics they are targeting. The results indicated that emotional appeals were more effective than rational ones in almost every single area of marketing objectives researched. Rational appeals were only more successful than emotional in terms of integration into an evoked set. An evoked set can be defined as the list of brands that first come to mind for a consumer when they are seeking a specific product or service. However, in the areas of ad examination, information search, positive attitude change, and purchase intention, emotional appeals in magazine advertisements were the more successful approach. The implications of this study suggest that emotional appeals should be used more frequently than informational as they have proven to be more successful in creating awareness and brand liking among the target audience (Teichert et al., 2018).

2.1.3 Moderators on the Impact of Advertising Appeals

There are several moderators that have the potential to impact the effectiveness of advertising appeals. In the same study by Teichert et al. (2018), concerning advertising appeals in magazine advertisements, the influence of gender and age on the effectiveness of advertising appeals was also explored. Contrary to popular belief, emotional appeal had a stronger impact on men than women in all five of the decision phases. In addition, with younger audiences, emotional appeal was more successful in the early stages of the persuasion process. However, with older audiences, informational or rational appeals should be used more (Teichert et al., 2018). In research done by Hornik et al. (2017), the results indicated that the most important moderating influence on both attitude towards the advertisement and attitude towards the product or brand was the medium in which the advertisement was displayed. Emotional appeals were most effective when they appeared on television, sex and humor appeals were the most effective when they appeared in outdoor advertisements and finally, rational appeals made the most impact when they appeared in print advertisements. This research illustrates the importance of matching the medium through which advertisers display their advertisements to the type of appeals they implement (Hornik et al., 2017).

Another moderating factor that influences the effectiveness of advertising appeals is brand familiarity. Brand familiarity relates to both the direct and indirect experiences a consumer has with a brand. Consumers use the memories of these experiences and the knowledge they have obtained through these experiences to formulate their familiarity (Alba & Hutchinson, 1987). The construct of brand familiarity can be divided into two parts: familiar and unfamiliar brands (Campbell & Keller, 2003). Research has shown that for unknown or unfamiliar brands, emotional appeal is more effective than rational appeals in terms of producing a favorable attitude towards that brand (Rhee & Jung, 2019). Finally, uncertainty avoidance has been identified in research as another moderator of advertising appeal. Uncertainty avoidance is the amount an individual relies on their societal norms and rules in order to cope with the

uncertainty of future events (Brewer & Venaik, 2011). Uncertainty avoidance is one of the main constructs present in Hofstede's cultural dimensions that one can use to identify differences in cultures around the world. Research from Raza et al. (2020) found that the use of advertising appeals positively impacted the intention to use global brands. However, more importantly, this relationship was moderated by uncertainty avoidance as Pakistanis were sensitive toward avoiding products that are advertised in a way that contradicts their cultural norms. These findings emphasize the importance of understanding cultural context when implementing advertising appeals, especially for global brands (Raza et al., 2020).

2.1.4 Combining Rational and Emotional Appeals

There are arguments that because consumers base their purchase decisions on both their rational and emotional motives, advertisers should not just use one type of appeal, but rather a combination of rational and emotional appeals in their advertisements. This is thought to be true both in the product and services advertising (Belch & Belch, 2018). There are many products and services for which the rational component is very small, for example, beer, soft drinks, or cosmetics. In addition, few purchases are made for purely rational or logical reasoning. This applies to even the most basic, functional products such as laundry detergent (Ogilvy & Raphaelson, 1982). Research done regarding advertising appeals effectiveness in radio advertisements in Belgium came to a similar conclusion. While both the creative and emotional as well as the informational commercials were successful, neither led to the most positive affective responses (Janssens & Pelsmacker, 2005). It was the advertisements that used a combination of these appeals that evoked the most positive responses from listeners. The implication for marketers is that simply creating ads that are emotional or ads that are full of information, will not be enough in radio advertising. This research argues that the emotional and creative aspects serve as a stimulant for the consumer to take in the brand or product-related information (Janssens & Pelsmacker, 2005).

While there are no studies that yet explore the connection between advertising appeals and place attachment, what has been made clear in research is that advertising appeals have the ability to elicit either the emotions or the cognitive thinking of the consumer (Cutler & Javalgi, 1993). Research has also shown this to be true for tourists (Xu et al., 2019). This aspect is important, as the construct of place attachment can also be divided into subcategories that reflect an individual's emotions and rationality (Lin & Lockwood, 2014). Thus, the aim of this study is to examine if advertising appeals have the ability to impact an individual's connection to an environment, perhaps even an environment they have previously never interacted with. This next section defines place attachment in general and also explores the construct within the context of tourism.

2.2 Place Attachment

2.2.1 Conceptualization of Place Attachment

Place attachment is a very important and well-researched concept within the field of tourism. Place attachment can be defined in many ways, but generally, it is defined as the bond that forms between an individual and a particular environment such as a neighborhood, city, or country (Hidalgo & Hernández, 2001). However, place attachment can be extended further as it has been shown to form in a variety of settings ranging from hiking trails and National Parks to cars and houses (Anton & Lawrence, 2014). It can also be defined as an “emotional investment” in a particular place or as the extent to which a person feels like they can identify with this environment (Moore & Graefe, 1994). Relph (1976) defines place attachment as an authentic and emotional bond one has with an environment that satisfies at least one of their basic needs. Place attachment deals with the idea of having a sense of place, a feeling of belonging somewhere, and feeling comfortable there (Rose, 1995). Ordinary places can transform into emotional places when people associate sentimental value and meaning with the location (Tsai, 2012). Hammit, et al. (2006) propose that place attachment forms through the cooperation of three main elements: through the features of the physical place, through a person’s use of the place and interaction with the place, and finally through the social and cultural meanings associated with interactions between the person and place (Hammit et al., 2006). The question of why individuals form such strong and enduring relationships with places can be answered by the many functions that place attachment can serve. The most common functions include security and survival, goal support and personal continuity (Scannell & Gifford, 2010). In general, research regarding place attachment has gained even more attention over the past years considering the fact that these person-to-place bonds have become more fragile. This situation is occurring due to many factors such as globalization, enhanced mobility, and climate change related issues that threaten the environments in which people feel connected (Sanders et al., 2004; Scannell & Gifford, 2010).

A strong sense of place attachment has been linked to many benefits, especially for residents of a particular area. Place attachment has been shown to provide positive health and community participation, as individuals with a higher sense of place attachment have reported a greater amount of social and political involvement in their communities (Mesch & Manor, 1998). Communities that have many residents who feel a strong sense of place are also more likely to cooperate better together in order to achieve goals such as protecting the environment, as well as protecting certain social and physical attributes of their neighborhoods (Brown et al., 2002; Mesch & Manor, 1998). In addition, more benefits of developing place attachment towards a home place include better quality of life, better physical and psychological health, more satisfying relationships, and overall higher satisfaction with the physical environment in which one lives (Harris et al., 1995; Tartaglia, 2013). In contrast, there are also negative aspects of place

attachment, especially when it comes to residents and their feelings towards outsiders or tourists. It can lead to group conflicts when culturally or ethnically different people enter an environment where there are many attached residents (Fried, 2000). Residents might feel that new people, new projects, or new businesses will threaten their way of life and the special characteristics, both social and physical, of their homes (Anton & Lawrence, 2014). In a study done in Amsterdam, high levels of attachment of residents led to oppositional behavior towards tourism development in the city. Individuals who have a strong bond to a city are more likely to engage in different forms of protest when tourism-induced place change is introduced (Lalicic & Garaus, 2020). After years of over-tourism, followed by a huge drop in tourism due to the pandemic, it is becoming increasingly important within this field to rebuild tourism with the resident in mind. Many organizations are striving for a balance between creating an exciting experience for tourists while also maintaining the quality of life for residents (*COVID-19 Recovery Strategies for National Tourism Organisations*, 2020), especially as higher place attachment has shown to create an opposition to these changes as residents want to hold on to the special characteristics of where they live (Lalicic & Garaus, 2022). While it is important to examine the positive and negative effects of resident place attachment, it can also be beneficial to look at it from the tourist point of view. Research has also shown that tourists who visit a location or an attraction can also develop various levels of place attachment to that environment (Dwyer et al., 2019). The interaction of tourists with a destination allows for a strong emotional connection to form. Place attachment is not a static but rather a dynamic concept and can change over time and with more information (Sheng & Zhao, 2015). Tourism marketing strategies can benefit from a deep understanding of the dynamics of place attachment as it is a useful component in explaining how the emotional connection with a destination can affect the attitude and behavior of a tourist (Jin et al., 2020).

As place attachment is a complex and multidimensional construct, many researchers have categorized it into two main dimensions. The distinctions often made in the literature are between the functional and emotional attachments to a destination (Lin & Lockwood, 2014), similar to the distinctions made between advertising appeals in the previous sections. The more functional dimension of place attachment is place dependence. This is defined as the practical side of place attachment, where the bond is based on the physical features of the place that help an individual meet all of their basic needs. These could be elements such as safety, ease of public transport, and availability of restaurants, shops, etc. (Moore & Graefe, 1994). If the present location is superior to all other options, an individual will rate it with a higher level of place dependence and will be more likely to want to stay in this location. On the other hand, the emotional form of attachment is place identity. This element focuses on the emotional bond that forms between the person and the place. This happens when a person becomes invested in their environment through special memories or feelings or even through the other people they have connected with because of that place (Vaske & Kobrin, 2001). In addition, place identity has the ability to boost an individual's self-confidence and sense of belonging to their

society (Williams & Vaske, 2003). It is argued that place dependence typically precedes place identity. This is explained by the fact that an individual usually becomes dependent on a place when it meets all their needs, and thus they decide to stay longer in said, place. The more time an individual spends in this particular place, the more likely the place will be incorporated into their identity (Moore & Graefe, 1994; Vaske & Kobrin, 2001). Along these two dimensions, it can be seen that place attachment occurs when either an individual feels logically satisfied with all the attributes of this environment or when they emotionally feel a sense of belonging due to special occurrences, people, or ideas. There are several other dimensions of place attachment that have been also defined in research, such as social bonding, community attachment, religious attachment, rootedness, genealogical attachment, and bondedness (Anton & Lawrence, 2014). However, place identity and place dependence remain the most popular dimensions discussed in the literature.

Another approach used to help understand place attachment was proposed by Scannell and Gifford (2010) as the "Person-Process-Place" (PPP) framework. Again, this framework emphasizes the multidimensionality of place attachment, with the goal of better understanding its complexity. In this case the authors divide the construct into three dimensions with person, psychological process, and place being the three main dimensions. The framework is outlined in the paragraphs below.

The first dimension is the person. In this dimension, the actor of the attachment is the focus. Place attachment can occur on both an individual as well as a group level. On an individual level, place attachment concerns the connection between one person and a place. This connection can develop due to various meaningful occurrences such as realizations, life milestones, or personal achievements (Manzo, 2005). On a group level, the attachment involves symbolic meanings common among the members of that group (Low, 1992). Culture plays a critical role in forming this attachment as it links the community together through values, experience, and symbols (Scannell & Gifford, 2010).

The second dimension, process, includes the different processes that help contribute to the formation of attachment: affect, cognition, and behavior. The affect aspect involves the emotional connection to a place. Emotion is often included in many definitions of place attachment as research has shown that a relationship with a place can represent various feelings such as love, hatred, or even fear (Manzo, 2005). The cognitive aspect of the psychological process of place attachment includes the memories, meaning, and knowledge that an individual gives high importance. Through memories, one has the ability to give meaning to a place and connect it to oneself (Scannell & Gifford, 2010). The last aspect of the process dimension is behavior. On this level, attachment is expressed through actions such as proximity-maintaining behaviors. This finding is supported by research that connects place attachment to duration of residence and effort of revisit (Hay, 1998; Kasarda & Janowitz, 1974).

Lastly, the third dimension of the Person-Process-Place framework, place, is about the object of the attachment. In this dimension, the specific characteristics of the place are explored, which are the objects to which the attachment is formed (Scannell & Gifford, 2010). This is arguably the most important dimension of place attachment. This dimension is also split into two levels: social and physical. The social element consists of the relationships one has, for example, the sense of belonging to the community and relationships with neighbors, while the physical element is measured in ownership, which is defined by the length of stay and plans to keep residence. The social element can be described as “bondedness” while the physical can be described as “rootedness” (Riger & Lavrakas, 1981). The PPP framework builds upon previous models and literature to serve as an encompassing, organized view of person-place bonding that is both accessible to introduce the topic to those without much prior knowledge and a comprehensive framework for those who do have knowledge (Scannell & Gifford, 2010).

2.2.2 Relevance of Place Attachment in Tourism

Looking at place attachment from a tourist perspective, many different factors have the ability to increase an individual's overall place attachment towards a destination. In a study done by Loureiro (2014), she explored the effect of the experience economy on place attachment and behavioral intentions, specifically through positive emotions and memories. This study was the first to actually explore how the experience economy can affect place attachment. Experiences are very important within the context of the tourism industry. Pine and Gilmore (1998) defined an experience as occurring “when a company intentionally uses a service as the stage, and goods as props, to engage individual customers in a way that creates a memorable event.” In this study, the four dimensions of the tourism experience were explored: entertainment, education, esthetics, and escapism (Pine & Gilmore, 1998). In addition, the context of rural tourism in South Portugal was tested. The questionnaire was given to tourists who stayed at bed and breakfast locations in South Portugal. The results found that the dimensions of experience positively influenced pleasant arousal and memories, which thus positively impacted place attachment (Loureiro, 2014). The most significant dimensions that shaped the overall experience for the tourists were esthetics and education. Placing importance on both passive and active elements as esthetics refers to the stimuli in the environment and education refers to participation in various activities provided. In line with the previous studies, place attachment then also increased the likelihood of a tourist to revisit or recommend these bed and breakfasts in the future. This suggests that a tourist who strongly identifies and feels connected to this location will be likely to return to it, showing the importance of place attachment in gaining loyalty among tourists (Loureiro, 2014).

In connection to the tourist experience, research has shown that sensory-rich and emotion-generating experiences enhance place attachment among tourists. A study by Kastenholz et al. (2020) was done also in rural Portugal, to test how these types of experiences can impact place attachment. The rural setting was chosen as these areas have a wide variety of elements that

have the potential to create appealing, sensory-rich experiences that have a meaningful impact on tourists (Kastenholz et al., 2020). Tourist experiences are multidimensional, with the sensory and emotional dimensions being of high importance. The sensory aspect of the experience involves the five senses. These senses can be stimulated by the landscapes of rural areas (Garrod et al., 2006), by the sounds of the natural environment or lack of urban noises (Agapito et al., 2014) as well as through physical contact with sand or waves (Dias et al., 2017). As tourists' senses are aroused, the experience becomes even more gratifying for them and creates positive emotions in connection to the trip (Matteucci, 2017). Thus, this study hypothesized that sensory experiences in this rural area would trigger positive emotions of delight and relaxation. In addition, it was hypothesized that positive emotions from the experience would lead to a positive impact on place attachment. The results of the survey indicated that different types of stimuli have different impacts on emotions. Sight, smell, and touch resulted in the creation of more delight, while sight, hearing, and smell were more connected to the creation of relaxation. Furthermore, there were different results between tourists and same-day visitors as delight and relaxation were a consequence of more stimuli for tourists than for same-day visitors (Kastenholz et al., 2020). The authors explain that this may occur as tourists stay longer and are more likely to immerse themselves more deeply into the rural environment. In terms of place attachment, this was caused only by the emotion of delight for same-day visitors, and for tourists, relaxation caused more place attachment. The connection between delight and attachment was expected by the authors as positive surprise emotions coincide with higher levels of satisfaction and memory (Kastenholz et al., 2018; Oliver, 2014) and thus evoke attributional search which increases the chances of forming place attachment (Stiensmeierpelster et al., 1995). This research contributes to the study of the causes of place attachment as it shows that sensory experiences that induce positive emotions have the ability to create bonds between tourists and the environments they explore.

Place attachment is important in the tourism field as research has shown that it is a strong predictor of loyalty, especially in terms of intentions to revisit. Research from Yuskel et al. (2010) discovered that the different types of place attachment as well as the strength of place attachment towards a given location affected tourists' assessment of the place as well as loyalty towards that destination. They found a higher level of place attachment led to higher satisfaction when it came to tourists vacationing in Didim, Turkey (Yuksel et al., 2010). In another study, more specifically exploring place attachment within the context of sports tourists and fans, researchers found that a higher level of sports involvement led to higher attachment and therefore higher intentions to revisit intentions as well as satisfaction (Brown et al., 2016). In a recent study done by Cho (2021), the effects of nostalgia on place attachment as well as revisit intentions were explored. Sports tourists were interviewed after attending a professional baseball game at Jamsil Baseball Stadium in Seoul, South Korea. The results of the study found that nostalgia had a positive effect on place attachment. In addition, place attachment then was shown to significantly impact a sports tourist's intention to revisit this stadium (Cho, 2021). This

study supports other research that has shown the importance of emotions in the connection between individuals and their environments. In addition, the results suggest that these tourists are motivated to revisit this location due to the positive memories and associations they have created there (Cho, 2021). In another sports context, specifically golf tourism in the Hainan Province of southern China, a study explored how place attachment mediates the effect of destination image on revisit intentions. Destination image is defined as the overall perception that an individual develops of a particular location that includes both the basic characteristics of that place as well as the emotional response they have while being there (Fakeye & Crompton, 1991). The results of the study indicated that there is a positive relationship between destination image and place attachment (Song et al., 2017). Findings of this study also found that place dependence specifically positively affected the behavioral intentions of golf tourists. However, place identity had no significant effect (Song et al., 2017).

2.2.3 Memory and Place Attachment

Memory also plays a critical role in creating a connection between an individual and a place. Memorable experiences are established by an individual's evaluation of their experience as well as their ability to recall these experiences with ease (Kim, 2010). Many factors increase event memorability, such as emotional feelings, cognitive evaluations, and unique experiences (Tsai, 2016). Research done by Tsai (2016) showed how positive memories during a tourism experience can enhance place attachment. In this study, tourist experiences with local food in Tainan, Taiwan were analyzed. The results showed that eating local food allowed tourists to create strong, significant memories in Taiwan, which therefore created strong bonds and attachments with this location. This research also uncovered the mediating effect of place identity, specifically, between memorable experiences and behavioral intentions – emphasizing the importance of this sense of belonging to a particular location (Tsai, 2016). In addition, the researchers suggest destination management organizations provide tours that highlight local restaurants so that tourists can easily enjoy the local cuisine and culture, which would lead them to develop a stronger identification and emotional connection to the destination (Tsai, 2016). Another study, done in 2019, supports these findings. Vada et al. (2019) explored how memory and well-being impact place attachment. Memory was analyzed in terms of Memorable Tourist Experiences (MTE), which is a tourist experience remembered and recalled after it has happened (Kim et al 2012). MTEs have seven dimensions that are closely connected to place attachment: hedonism, refreshment, social interaction and culture, knowledge, meaningfulness, novelty, and involvement (Sthapit & Coudounaris, 2017). For example, the connection between involvement and place attachment is evident as studies have shown that tourists who show a high level of involvement are more likely to engage with the local environment, which allows for an attachment to form (Mamoon, 2016). Well-being was tested on both a hedonic and eudemonic level. Hedonic is the search for pleasure and eudemonic is the search for learning and personal growth (Pearce & Packer, 2013). After interviewing 430 recent travelers, the results of the study

showed that memorable experiences significantly influence place attachment and that both levels of well-being mediate the relationship between both those variables (Vada et al., 2019). Well-being is often acquired through satisfaction of psychological needs such as control, self-esteem and meaning (Deci & Ryan, 2011). Therefore, these studies show the effect of overall well-being and memory of tourism experiences on place attachment.

2.2.4 Satisfaction and Place Attachment

Another element that can affect place attachment is satisfaction. In various studies, satisfaction has proven to positively impact different elements of place attachment. Satisfying experiences can also serve as a strong predictor of future intentions. Satisfaction occurs when a consumer realizes that the consumption of a certain product or service was able to fulfill their needs, goals, or desires and that this act of fulfillment, itself, was pleasurable (Oliver, 1999). In addition, satisfaction occurs when a customer perceives that they have received more value than they expected (Jeong et al., 2019). Specifically, in a study done by Lee et al. (2012), the purpose was to uncover which factors lead to customer loyalty for festival hosting destinations. The results revealed that satisfied visitors developed a moderate level of emotional attachment after visiting a festival and therefore were likely to return to this host destination. Specifically, visitor satisfaction at the festival directly enhanced the two dimensions of place attachment: place identity and place dependence. However, satisfaction was a stronger predictor of place dependence (Lee et al., 2012). The results of this study suggest that the customers who positively evaluated the festival felt both a sense of belonging to this environment as well as self-identification. Even more so, the satisfied visitors developed place dependence as they felt the features and characteristics of the host destination enhanced their experience at the festival and met all their needs (Lee et al., 2012). Satisfaction also can enhance place attachment in sports tourism. A study from Jeong et al. (2019) explored the structural relationships among event quality, tourist satisfaction, place attachment, and behavioral intentions. The setting of the study was the 2018 International Marathon in Gyeongju City. Spectators, as well as participants, were interviewed in order to measure the five variables of the investigation. The results indicated many significant, positive relationships between the variables. Firstly, event quality had a positive impact on satisfaction. In addition, they found a positive impact of satisfaction on place attachment (Jeong et al., 2019). The study suggests guidelines for destination marketers specifically in terms of sports tourism destinations. Namely, event quality and satisfaction should be a priority as these elements have been shown to enhance the emotional connection the consumers make with experience, which can increase loyalty (Jeong et al., 2019).

2.2.5 Authenticity and Place Attachment

Another element that is associated with place attachment is authenticity. This is a popular concept that has been the subject of many studies, not only within the tourism field (Heitmann,

2011). Authenticity, in the historical context, demonstrates a feeling of truth, sincerity or originality. Typically, something is considered authentic if it is produced or established by local people and in connection to certain customs and traditions. In addition, if a performance has a connection to traditional culture or origin, it is considered authentic. In summary, if there is a sense of something being genuine, real, unique, or 'made by local hands' it is authentic (Heitmann, 2011). In terms of tourism, authenticity is a critical component as it is argued to be a key driver for most tourist experiences. A common element in most tourists' travels is the escape from everyday life and the search for unique and unusual experiences (Heitmann, 2011). Tourists are looking for insight into the local culture and customs to gain a better understanding of local life, which enhances their experience. Authenticity is a complicated concept, as it should not just be examined from the supplier side but also from the tourists' view, as they also determine what they perceive to be an authentic experience (Heitmann, 2011).

In particular, island destinations have seen a rise in the number of tourists searching for authentic cultural and natural tourism experiences (Ramkissoon, 2015). Tourism development is an important strategy that many islands have begun to implement as they hope to enhance their economic performance. Tourism is a smart strategy for these islands as developing the economy can be difficult due to size constraints (Croes, 2006). Thus, the importance of tourism for islands in the Caribbean, Pacific, and African island economies is evident in the literature (Ramkissoon, 2015). Perceived authenticity is essential to attract tourists to these islands, especially in light of the growing competitiveness in the industry (Croes, 2006). The perceived authenticity from a tourism standpoint has been defined as an individual's interpretation of the genuineness of a tourism object and their increased appreciation of this object (Chambers, 2009). Ramkissoon (2015) proposes that as tourists become more satisfied with their authentic experiences, they develop more place attachment to this destination, specifically in terms of their place identity, dependence, affect, and social bonding.

In another study by Jiang et al. (2017) authenticity was explored in two nature-based destinations in Australia. Specifically, existential authenticity was explored. Existential authenticity is activity-related and experience-oriented (Wang, 1999). Rather than putting the focus on the toured objects, it puts the focus on tourists' perceptions of the genuineness of self-discovery and realization experiences (Steiner & Reisinger, 2006). The findings of the survey indicated that there is a positive effect of existential authenticity on place dependence, place identity, place affect, and place social bonding. In addition, they found that existential authenticity also mediated the relationship between destination image and all four of the elements of place attachment (Jiang et al., 2017). To create a stronger bond between visitors and the destination, destination managers must understand the existential authenticity that the visitors experience while they are there. This study suggests that a tourist can get attached to nature-based destinations on an emotional level when they experience authenticity, which

could be of importance to destination management organizations, as they might consider using experiential marketing strategies to improve loyalty (Jiang et al., 2017).

2.2.6 Conclusion of Place Attachment

While many papers look at one's place attachment in terms of places they have either lived in or at least visited once, there is a gap in the research when it comes to place attachment for unvisited locations. The perspective examined is usually of an individual that has experienced the destination already or participated in a particular activity (Tan & Wu, 2016). As seen thus far in the literature review, many investigations into place attachment also explore the concept in terms of how to encourage revisit behavior. There have been few studies that explore this same concept with non-visitors to the location. However, there have been some studies that suggest it is possible to form a positive bond with an unvisited location through secondary sources (Cheng & Kuo, 2015; Farnum et al., 2005). Individuals can create these bonds through visualizations or mental image processes (Lam & Hsu, 2006). There is a need for research to further examine the emotional connection non-visitors develop toward a place (Tan & Wu, 2016). This topic is researched in this thesis, as well as the potential affect place attachment might have on an individual's intentions to participate in a study abroad semester.

2.3 Students' Intent to Study Abroad

The following section explores the theory behind behavioral intentions as a dependent variable measured in this study is students' intent to study abroad at a foreign destination. Behavioral intention can be defined as an individual's anticipated or planned future behavior (Swan & Trawick, 1981). It is imperative to understand what motivates individuals to take action and what influences their behavior. In the previous sections, many studies were summarized in which both advertising appeals and place attachment led to an increased intent to do something – for example, intent to purchase or intent to travel. This section places more focus on this intention to do something and what factors should be considered when investigating behavioral intentions.

One principal theory within this field of research is the theory of planned behavior. The theory of planned behavior is widely used in tourism research and suggests that individuals are more likely to engage in behaviors that they believe to be achievable (Armitage & Conner, 2001). The theory of planned behavior was developed by Ajzen and is based on three main constructs: attitudes towards the behavior, subjective norms, and perceived behavioral control. These three constructs are essential factors that help predict intentions (Ajzen, 1991). The attitude construct focuses on the degree to which an individual has a positive or negative appraisal of the given behavior. The next predictor, subjective norm, is the concept of social pressure one might feel to either perform or not perform this action. Finally, perceived behavioral control is the idea of how easy or difficult it is to perform this behavior. It is assumed that this construct includes past

experience with the behavior as well as anticipated obstacles or challenges (Ajzen, 1991). The central factor in this theory, however, is the intention to perform a given action or behavior. Intention indicates how much effort an individual will expend in order to perform this behavior. In general, the greater the intention, the greater the chance is of performance (Ajzen, 1991).

One major critique of the theory of planned behavior is that this theory focuses entirely on rational reasoning without considerations of the role of emotions (Sniehotta et al., 2014). Also, there is also the argument, specifically within the tourism field, that tourists' travel decisions cannot be explained using one theory alone (Sirakaya & Woodside, 2005). In addition, many articles have suggested that the predictive power of the theory of planned behavior can be enhanced by including other constructs such as travel motivation, satisfaction with prior experiences, word-of-mouth, destination image and destination familiarity (Alegre & Cladera, 2009; Conner & Abraham, 2001; Soliman, 2021). Many recent studies use an extended version of this theory in order to test intention to travel to various destinations that include these additional constructs mentioned and others (Chen & Tung, 2014; Hsieh et al., 2016; Park et al., 2016). Some of these other constructs are further explored in the following paragraphs.

Motivations are a vital starting point to begin understanding the behavior of tourists (Crompton, 1979). The concept of motivation can refer to both biological and psychological needs and wants. This includes the forces that arouse a person's behavior and activity (Dann, 1981). In the tourism field specifically, motivation can be categorized into two major forces that explain why tourists travel: push and pull factors (Dann, 1981). Push motivations are connected to the desire of the tourist while pull motivations are connected to the qualities and characteristics of the destinations themselves. Push motivations could be the desire to escape, rest, excite, or spend time with family while pull motivations might be the beaches, shopping, scenery, or facilities that the destination has (Crompton, 1979). In research conducted by Yoon & Uysal (2005) motivations of tourists such as relaxation and curiosity were found to have a direct and positive effect on their behavioral intentions. In addition, the researchers suggest that destination managers should give attention to family togetherness, safety, and fun to appeal to the internal motives, or push motivations, of tourists to travel (Yoon & Uysal, 2005). The research thus suggests that managers should heavily consider these push motivations that affect destination loyalty, which includes the intention to revisit and recommendations to others. These internal sources of motivation are connected to the tourists' emotional feelings. Therefore, this is something that destination managers should take into account when marketing their destinations (Yoon & Uysal, 2005). In terms of study abroad programs specifically, when institutions, universities, and destinations are preparing to market international opportunities for students, it is important to understand the motivations and expectations of students as well as any barriers or challenges they might face (Curtis & Ledgerwood, 2018). Research has found that important motivators for students going abroad include world enlightenment and personal growth. The motivation for increased world enlightenment includes learning more about the

world and interacting with people from other countries. Personal growth motivation includes increasing self-confidence and gaining maturity (Anderson et al., 2015). Motivation has shown to play a critical role both in terms of where students decide to study abroad but also in which housing arrangements they choose to live. Students with stronger entertainment-related motivations are more likely to choose less challenging destinations than those who have personal growth motivations. By investigating the motivations of students, research will give institutions and universities a clearer picture of what program characteristics will attract the most students to their programs (Anderson et al., 2015).

In a recent study done by Soliman (2021), the theory of planned behavior was extended to include destination image as another construct to predict revisit intentions. Destination image is a critical predictor that has the ability to influence traveler decisions (Beerli & Martín, 2004). Destination image refers to a tourist's overall perception of a destination and its most prominent features, which they have gathered from various sources (Chen & Tsai, 2007). This concept can be categorized into two distinct dimensions: cognitive and affective image (Baloglu & Brinberg, 1997). Results from Soliman (2021) indicate that a positive destination image leads to a higher revisit intention. Destination image is evaluated based on the destination's attributes and attractions, which then make visitors want to come back. In the context of travelers in this study, their positive destination image of Egypt increased their likelihood to return to that destination (Soliman, 2021). Pratt and Chan (2016) investigated destination image and the intention to travel to the 2020 Tokyo Olympics. The outcome of their study indicated that several different factors of destination image affected Hong Kong Generation Y's intentions to visit the Olympic games. Significant drivers of visit intention were perception of safety and cleanliness and Olympic competence, as both of these dimensions were positively related to interest in attending the sporting event. On the other hand, having an image of being a destination with many historical and cultural attractions actually decreased the intention to visit the games (Pratt & Chan, 2016). Overall, the major reasons related to destination image that were identified as increasing intention to visit were positive feelings towards Japan and the Japanese culture. Thus, it can be seen that destination image impacts interest and intention to visit this major sporting event (Pratt & Chan, 2016). This study again shows that tourists with a positive destination image are more likely to intend to visit this destination, highlighting the importance of destination image within the field of tourism research.

Another potential construct that may affect a tourist's likelihood to visit a location is destination familiarity. Familiarity is a critical factor that determines travelers' perception of risk and destination choice (Bianchi et al., 2017). Destination familiarity is a broad concept that includes many subcategories of concepts such as knowledge, experience, and awareness (Tan & Wu, 2016). In addition, in connection to the previous paragraph, destination familiarity helps researchers to better understand how tourists shape their destination image (Chen & Lin, 2012). Destination familiarity is very useful in determining aspects of tourist behavior because it is a

key variable needed to segment and target certain groups, as well as to create a full marketing strategy (Baloglu, 2001). Destination familiarity can be both a positive and negative predictor of behavior. In combination with destination image, it has the potential to impact destination choice, satisfaction, and word-of-mouth recommendations (Chen & Lin, 2012). However, being too familiar with a destination can make a trip to a given destination boring or less involving (Kastenholz, 2010). This makes the concept of destination familiarity an important topic in the field of tourism (Tan and Wu, 2016). Destination familiarity can be considered unidimensional or multidimensional. From a unidimensional standpoint, the familiarity of a destination could be considered as the number of times a tourist has already visited a destination (Snepenger et al., 1990). However, on a multidimensional level, there can be many different types of familiarity such as experiential, self-rated, and informational familiarity (Prentice, 2004). In research done by Tan and Wu (2016), results indicated that for previous visitors to Hong Kong, the future revisit intention was most influenced by informational familiarity, while for non-visitors, the visit intention was most influenced by proximate familiarity. Information familiarity refers to how much destination-related information one has been exposed to (Baloglu, 2001) while proximate familiarity refers to how connected one feels to a certain destination on more of an emotional level (Jansen, 2011). This study highlights the importance of differentiating between previous visitors and potential new visitors for DMOs and the need to create different strategies for each group (Tan & Wu, 2016).

In terms of intentions to study abroad at a destination, there are many additional factors that must also be considered. Intentions to study abroad can be affected by financial, human, social, and cultural capital (Salisbury et al., 2009). In a comprehensive study done by Salisbury et al. (2009), 2,722 freshman students were interviewed. The results of this questionnaire indicated various reasons a student might plan or not plan to study abroad. One large factor that affects a student's intent to study abroad is the student's socioeconomic status. Students who come from a lower income level and whose families are eligible for financial aid are less likely to intend to study abroad than those who come from higher income levels (Salisbury et al., 2009). In addition, the student's parents' education level positively impacts the intent to study abroad. The higher the parent's level of education, the more likely their child is to participate in study abroad. In general, cultural capital gained before attending college or university also positively impacts intent. To measure cultural capital, students were asked to rate their interest in topics such as reading about history or writing to express themselves. Students with a large interest in reading and writing and students who are more open to diverse ideas and people are more likely to plan to study abroad during their time in college (Salisbury et al., 2009). In addition, the types of universities and colleges, as well as the majors of the students, also impact their intent to study abroad. This survey showed that students that attend liberal arts colleges and students that major in social sciences are the most likely to intend to study abroad (Salisbury et al., 2009). In another research paper that expands on the theory of planned behavior to examine study abroad intentions, even more factors were discovered that affect a student's decision-making

process, in this context, in terms of a short-term study abroad program. The research found support for a positive relationship between willingness to pay, desire to participate in study abroad programs, perception of affordability, and their intention to participate in the program. The strongest relationship was found between affordability and intention to participate (Schnusenberg et al., 2012). These researchers therefore suggest using a combination of factors to market study abroad programs to students, as there is not one single factor that increases a student's intention to participate in a study abroad program (Schnusenberg et al., 2012).

Many factors influence intentions to study abroad. As studying abroad becomes more popular in the U.S., more studies are dedicated to exploring the reasons that U.S. students decide to participate in these programs. Specifically in the United States, this research area is interesting as there are large demographic differences in the population, which in turn impacts students' intentions to study in a foreign country (Goel et al., 2010). By gaining more awareness of the reasons behind studying abroad, universities and other institutions can better market their programs to students.

2.4 Conclusion of Literature Review

The previous sections introduced and explored the most relevant theories needed in order to research the impact of rational and emotional advertising appeals on students' place attachment and intentions to study abroad. First, advertising appeals and their effectiveness in various areas were discussed. It is clear from the literature that there is no overall superior appeal and that it is important to implement rational and emotional appeals depending on different contexts and different marketing objectives. In terms of this research, the context of studying abroad is being explored and the objective is to determine the effect on place attachment and intent to study abroad at a destination. In addition, the concept of place attachment was discussed, both in terms of its two subdimensions, place identity and place dependence. Finally, behavioral intentions both in terms of tourism in general and in terms of study abroad specifically were discussed. The literature shows that many different factors can influence tourists' decisions to study abroad at a destination. As seen in the previous sections, in terms of service marketing, emotional appeals have proven to be very effective in getting consumers to act on behavior, for example, purchase intentions towards a previously unknown hotel brand (Mattila, 2001). There is a certain consensus in the academic literature that consumers are more likely to remember advertising messaging that provokes positive emotions and thus they are more inclined with their purchase intent towards that type of advertisement (Kazmi & Batra, 2009). Furthermore, in regard to the two dimensions of place attachment, the studies summarized have shown that the emotional connection is an important component of forming strong place identity (Vaske & Kobrin, 2001) while the rational, more logical component is necessary to form place dependence (Moore & Graefe, 1994). Therefore, the following hypotheses are proposed:

H1: Students exposed to emotional advertisements will have a higher place identity toward a destination than those exposed to rational advertisements.

H2: Students exposed to rational advertisements will have a higher place dependence toward a destination than those exposed to emotional advertisements.

H3: Students exposed to emotional advertisements will have higher intentions to study abroad at a destination than those exposed to rational advertisements.

In addition, the effect of place attachment on intentions to study abroad is examined. In past research, a person-place bond has been shown to impact behavioral intentions, specifically travel intentions such as the intent to revisit a location (Brown et al., 2016; Cho, 2021; Hosany et al., 2020). Therefore, the following two hypotheses are also proposed:

H4: Place identity has a positive impact on intentions to study abroad.

H5: Place dependence has a positive impact on intentions to study abroad.

Finally, research has shown that repeat visitation is also a determinant of a strong sense of place attachment. When tourists feel very familiar with a location due to multiple visits, they tend to develop stronger emotions towards this destination and therefore intensify their attachment (Lewicka, 2011), which in turn increases further intention to revisit (Brown et al., 2016). Therefore, the last hypothesis proposed is as follows:

H6: Students with prior experience visiting a destination have higher intentions to study abroad as compared to students with no prior experience.

The next chapter dives into the research method used in this study. The procedures and processes taken are outlined as well as the participants, data collection and data analysis. Figure 1 summarizes the framework of the research as well as the hypotheses proposed.

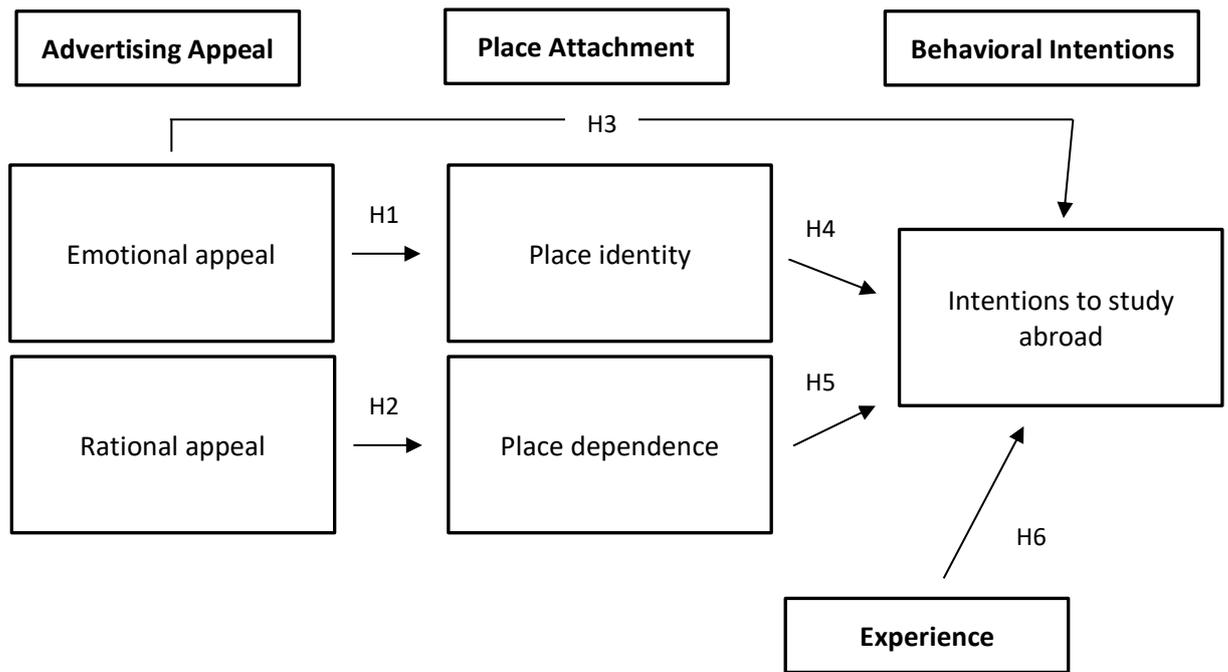


FIGURE 1: RESEARCH FRAMEWORK

3 METHODOLOGY

This next section describes the method chosen to test the impact of advertising appeals on students' place attachment and intentions to study abroad. The acquisition of participants, procedure, and data collection are also outlined. Finally, the method used to analyze the data collected in the experiment is explained.

3.1 Research Design and Participants

The research method implemented in this study is a one factor between-subjects experimental design. The experimental strategy was implemented as the goal of this research is to determine the causal effect of two advertising appeals, rational and emotional, on students' place attachment and intentions to study abroad at a destination. Therefore, appeal represented the manipulated factor.

The main purpose of an experiment is to examine the causal links between variables and to establish whether a change in an independent variable results in a change in a different, dependent variable (Saunders & Lewis, 2012). Lynn and Lynn (2003) advocate the use of experiments in hospitality marketing as experiments are a powerful research tool that allows marketers to draw strong causal conclusions about various effects of pricing, product changes, sales promotions, and ad appeal. They argue that to achieve the goals of the company, marketers must understand the effects of marketing options or actions on consumer behavior. Many marketers within the hospitality industry rely on exploratory research (focus groups and in-depth interviews) or descriptive research (surveys and naturalistic observations), rather than causal research (choice modeling and experimentation). Therefore, the researchers highly encourage thoroughly testing all of the marketing options before settling on one strategy, as this allows marketers to identify where failure could occur before encountering it themselves (Lynn & Lynn, 2003).

There are many advantages of using this type of research design. The first is the ability to manipulate variables. In experimental research, the researcher can manipulate one or more independent variables in order to observe an outcome. In addition, the researcher can exercise control over potential extraneous variables, most typically by keeping them constant in the experiment (Christensen et al., 2015). However, it is important to recognize that there are also disadvantages to using this type of design. One is that an experiment does not test the effects of nonmanipulated variables. Although it is the best approach for determining causal relationships, these studies are limited to testing the variables that can be manipulated. Many independent variables cannot be controlled by the experimenter (Christensen et al., 2015). Therefore, it is important to be aware of such variables. The limitations regarding this specific study are discussed in the final chapter of this thesis.

The choice to distribute this experiment via the internet is also supported by many reasons. Since the 1970s, researchers have been utilizing computers to conduct online experiments that present various stimuli to participants and record their responses. Most experiments today are conducted with the help of computer automation (Christensen et al., 2015). One major advantage of this approach is the ease of reaching large demographically and culturally diverse participants. In addition, using the internet allows access to large samples, which leads to high statistical power. Another important advantage is that the experiment is brought to the participant, rather than the participant being brought to the experiment. Finally, the cost savings of lab space, equipment, administration, etc. is also seen as a positive reason to utilize an online experiment (Christensen et al., 2015).

The final reason for choosing this type of design was the prevalence of experimental research within this specific field. Many studies that explore the effectiveness of advertising appeals also employ this type of research method. Specifically, many studies explored the casual relationships between advertising appeals and various marketing objectives by using experiments delivered in the form of questionnaires (Ghasemi Siani et al., 2021; Janssens & Pelsmacker, 2005; Keshari & Jain, 2014). Some of these marketing objectives include attitude towards the advertisement, attitude towards the brand, intent to purchase, and merchandise consumption (Lee & Heere, 2018; Sadeghi et al., 2015). One example that is similar to the present study comes from Lee & Heere (2018) in which the effect of advertising appeal on attitude towards the advertisement, brand attitude, and purchase intention are explored. In their research procedure they also delivered a survey to university students in which they first randomly showed the participant either a rational, emotional, or combination advertisement. Following the advertisement, the participant was then prompted with questions that measured the various constructs based on the advertisement they were shown. With all reasoning considered, it was thus decided that this study would also implement an experimental design that was delivered to the target group in the form of an online questionnaire.

The target group for the current research is students with the possibility of participating in a study abroad program. The extent of the research is students who come from the U.S. and have the possibility of studying abroad in another country. Not only are students the key target group for study abroad programs, but due to the nature of experiments, university students are often the main subjects. This is because students are a captive, easily accessible audience who are willing to participate in experiments (Saunders & Lewis, 2012).

3.2 Procedure

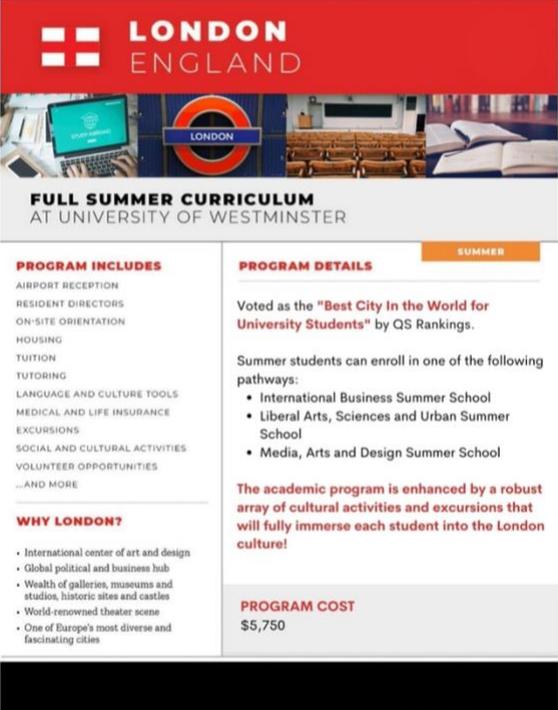
The procedure used to implement this experimental research is outlined in the subsections below. This includes information on the structure of the experimental online survey, the items measurements, the pre-test, sampling, and data collection.

3.2.1 Procedure

Two stimuli were created which reflected these two advertising appeals (rational vs. emotional) for three different destinations. The destinations chosen for the experiment were London, Barcelona, and Florence. These three destinations were chosen as the UK, Spain, and Italy are the top three study abroad destination choices for Americans going abroad (*IIE Open Doors / U.S. Study Abroad*, 2021). Therefore, in total, there were six advertisements created for this experiment, which constitute the two experimental conditions. The reasoning for creating advertisements for three destinations was to avoid the confounding effect of a lack of interest in the destination. Upon starting the survey, respondents were asked to choose which destination they were most interested in and given these three cities as the options.

The stimuli were adapted from preexisting study abroad brochures from a study abroad company that facilitates various programs in countries around the world for students in the U.S. For each destination, the existing one-page advertisement was manipulated in such a way to either stimulate respondents' emotions or thinking. Each emotional advertisement for the three destinations used larger images that included smiling faces, food, drinks, and popular landmarks of the respective city. In addition, the text included in the emotional advertisements reflected the emotional benefits of studying abroad, which emphasized the program as an experience to discover oneself, make friends and explore the world. The reasoning behind using photos is that photographs are typically used in emotional appeals as they can realistically capture the emotions of individuals shown. In addition, in emotional appeals, the intangible aspects of the company's offer are highlighted to create positive feelings (Leonidou & Leonidou, 2009). By contrast, the rational advertisements in this experiment focused more on the utilitarian benefits of the program. These ads included much more logistical information about the program, the courses available, pre-departure and on-site offers, and the price. These advertisements also used images. However, they were less present on the page and did not include any people or images of the city, but rather focused on the program and academics associated. The reasoning for these choices was the fact that the goal of rational advertising is to emphasize that this product or service is better than its competitors because of the certain attributes or advantages it provides for the consumer (Kazmi & Batra, 2009). Therefore, more details about the specific program and its benefits were highlighted, rather than the emotional experience. The advertisements created for each city are shown below in the figures below. The manipulated advertisements for the city of London are shown in Figure 2, the manipulated advertisements for the city of Florence are shown in Figure 3 and finally, the manipulated advertisements for the city of Barcelona are shown in Figure 4.

London, United Kingdom



LONDON ENGLAND

FULL SUMMER CURRICULUM AT UNIVERSITY OF WESTMINSTER

PROGRAM INCLUDES

- AIRPORT RECEPTION
- RESIDENT DIRECTORS
- ON-SITE ORIENTATION
- HOUSING
- TUITION
- TUTORING
- LANGUAGE AND CULTURE TOOLS
- MEDICAL AND LIFE INSURANCE
- EXCURSIONS
- SOCIAL AND CULTURAL ACTIVITIES
- VOLUNTEER OPPORTUNITIES
- ...AND MORE

WHY LONDON?

- International center of art and design
- Global political and business hub
- Wealth of galleries, museums and studios, historic sites and castles
- World-renowned theater scene
- One of Europe's most diverse and fascinating cities

PROGRAM DETAILS SUMMER

Voted as the "Best City In the World for University Students" by QS Rankings.

Summer students can enroll in one of the following pathways:

- International Business Summer School
- Liberal Arts, Sciences and Urban Summer School
- Media, Arts and Design Summer School

The academic program is enhanced by a robust array of cultural activities and excursions that will fully immerse each student into the London culture!

PROGRAM COST
\$5,750



LONDON ENGLAND

FULL SUMMER CURRICULUM AT UNIVERSITY OF WESTMINSTER

- Embrace a new culture first-hand
- Make life-long, international friendships
- Explore an exciting and multicultural city
- Have the best summer of your life!

Voted as the "Best City In the World for University Students" by QS Rankings.

The academic program is enhanced by a robust array of cultural activities and excursions that will fully immerse each student into the London culture!

LONDON IS...

**BUSTLING
DIVERSE
CREATIVE
INSPIRING**

Study Abroad | Discover yourself | Explore the world.

Rational

Emotional

FIGURE 2: MANIPULATED STIMULI - LONDON

Florence, Italy



STUDY ABROAD **FLORENCE ITALY**
LORENZO DE' MEDICI SEMESTER/YEAR PROGRAMS

FULL SEMESTER/YEAR CURRICULUM AT LORENZO DE' MEDICI

PROGRAM INCLUDES

- MOBILE PHONE
- AIRPORT RECEPTION
- RESIDENT DIRECTORS
- ON-SITE ORIENTATION
- HOUSING INCLUDING MEALS AND LAUNDRY WITH SOME OPTIONS
- TUITION
- TUTORING
- LANGUAGE & CULTURE TOOLS
- MEDICAL & LIFE INSURANCE
- EXCURSIONS OVERNIGHT AND DAY (SOME PROGRAMS ALSO INCLUDE INTL. EXCURSIONS)
- SOCIAL AND CULTURAL ACTIVITIES
- VOLUNTEER OPPORTUNITIES
- ...AND MORE

ACADEMIC PROGRAM
TOTAL CREDIT HOURS SEMESTER
12-16 SEMESTER CREDITS

Students can choose from over 400 courses in a wide variety of subjects across the arts, humanities, business and international relations.

In addition to the free-elective course structure, several additional opportunities are available including internships, certificate programs and professional development opportunities.

PROGRAM COSTS
Semester: \$15,650
Academic Year: \$30,300



STUDY ABROAD **FLORENCE ITALY**
LORENZO DE' MEDICI SEMESTER/YEAR PROGRAMS

IMMERSE YOURSELF IN ITALY

With excursions to Rome, Cinque Terre, Lucca, Venice, Verona, and Bologna!

Develop your individual creativity, artistic talent and technical and professional skills!

ACADEMIC PROGRAM
TOTAL CREDIT HOURS SEMESTER
12-16 SEMESTER CREDITS

WHY FLORENCE?

- Embrace a new culture first-hand
- Make life-long, international friendships
- Explore an exciting and multicultural city
- Have the best semester of your life!

Study Abroad | Discover yourself | Explore the world.

Rational

Emotional

FIGURE 3: MANIPULATED STIMULI - FLORENCE

Barcelona, Spain

The figure displays two side-by-side advertisements for a study abroad program in Barcelona, Spain. Both ads feature the text 'STUDY ABROAD' and 'BARCELONA SPAIN' at the top, along with 'ESADE INTERNATIONAL STUDIES SUMMER'.

Rational Ad (Left): The top image shows a laptop displaying a website, a map of Europe with a red pin on Barcelona, and an open book. Below the image, the text reads: 'FULL SUMMER CURRICULUM AT ESCOLA SUPERIOR D'ADMINISTRACIÓ I DIRECCIÓ D'EMPRESSES'. The 'PROGRAM INCLUDES' section lists: MOBILE PHONE, AIRPORT RECEPTION, RESIDENT DIRECTORS, ON-SITE ORIENTATION, HOUSING INCLUDING MEALS AND LAUNDRY WITH SOME OPTIONS, TUITION, TUTORING, LANGUAGE & CULTURE TOOLS, MEDICAL & LIFE INSURANCE, EXCURSIONS (OVERNIGHT AND DAY - SOME PROGRAMS ALSO INCLUDE INTL. EXCURSIONS), SOCIAL AND CULTURAL ACTIVITIES, VOLUNTEER OPPORTUNITIES, and ...AND MORE. The 'ACADEMIC PROGRAM' section states: 'TOTAL CREDIT HOURS SEMESTER SEMESTER CREDITS: 6. Students who are looking to study abroad in Barcelona over the summer and take business and international studies courses in English are good candidates for this program. ESADE is a nonprofit university institution founded in 1958 in Barcelona. The university has a strong academic reputation and is one of a select group of institutions to achieve the triple crown of business accreditation. PROGRAM COST \$7,950'.

Emotional Ad (Right): The top image is a colorful mosaic. Below it, a group of diverse students is shown smiling and looking at a laptop. The 'WHY BARCELONA?' section lists: 'Embrace a new culture first-hand', 'Make life-long, international friendships', 'Explore an exciting and multicultural city', and 'Have the best summer of your life!'. The 'ACADEMIC PROGRAM' section states: 'TOTAL CREDIT HOURS SEMESTER SEMESTER CREDITS: 6. IMMERSE YOURSELF IN SPAIN'S MOST VISITED CITY! Enjoy the rich Catalán culture and cuisine, walk the streets of the cosmopolitan and trendy city, take in the view of the magnificent Mediterranean Sea, go shopping at the fabulous outdoor markets and appreciate the incredible art and museums.' The bottom of the ad features the text 'Study Abroad | Discover yourself | Explore the world.'

FIGURE 4: MANIPULATED STIMULI - BARCELONA

After each respondent selected which destination they were most interested in, they were then randomly assigned either a rational or emotional advertisement for that destination. Then, after viewing the advertisement, they were prompted with a series of statements that measured their place attachment in terms of place identity and place dependence and their intentions to study abroad at that destination. The following section focused on the past experience of the respondents, specifically whether they had previously visited this destination or participated in a study abroad experience in the past. The survey then ended with demographic questions about the respondent's gender, age, and level of education. There was also a section where the respondents could leave a comment about their experience with the experiment or suggest any improvements.

3.2.2 Item measurement

In order to properly measure the two constructs of place attachment and intentions to study abroad, the statements used in this survey were adapted from the literature. All of the items were measured on a 7-point Likert scale which ranged from 1 (strongly disagree) to 7 (strongly agree). The measurement items for the two dimensions of place attachment, place identity and place dependence, were adapted from Cheng & Kuo (2015), Loureiro (2014), and Hosany et al. (2020). The following statements were used to measure place identity: I feel this destination is a part of me, I identify strongly with this destination, studying abroad at this destination says a

lot about who I am, studying abroad at this destination would mean a lot to me and this destination is very special to me. The following statements were used to measure place dependence: Studying abroad at this destination is more important to me than studying abroad at another destination, I would enjoy studying abroad at this destination more than at another destination, I would not substitute any other destination for the type of experience I would have at this destination, I would get more satisfaction by studying abroad at this destination than at any other destination and the destination in the advertisement is the best option for study abroad. Following the statements to measure place attachment, the respondents were asked about their intentions to study abroad at that destination. The item measurements for intentions to study abroad were adapted from Hosany et al. (2020). The following statements were used: I would like to study abroad at this destination in the future, it is likely that I will study abroad at this destination in the future, I will intend to study abroad at this destination in the future.

3.2.3 Pre-Test

A pre-test of the online experiment was conducted before distribution in order to identify any problems with the data collection instrument and to find possible solutions. Specifically, the pre-test was used to determine if all the questions were understandable for the respondents and if there were any mistakes in the survey. In total, 15 volunteers completed the survey and gave feedback on the various aspects including grammar and layout. After completion of the pre-test, most volunteers stated that the questions were understandable and that the online experiment worked without mistakes or issues. There were a few changes to be made such as minor grammatical errors and rewording of the last question. With all the information collected, those minor adjustments were made to the survey but overall, there were no major alterations.

3.2.4 Sampling and data collection

An online survey was chosen as the measurement instrument due to the nature of this study being quantitative. Using survey research enables the comparison between different groups and allows the estimates from the sample to be related to the entire population with a degree of certainty (Sukamolson, 2007). In addition, the advantages of using an online survey are the speed at which the results are received, the low costs of implementing the survey online rather than in person with pen and paper, and the wide audience that is reached (Healey et al., 2002).

The online survey was created through SoSci Survey and was distributed via www.clickworker.com, one of the leading paid crowdsourcing platforms in Europe, Asia, and America (Leiner, 2019). In addition, the survey was also distributed via Facebook, Instagram, and LinkedIn. Overall, the survey took about 2-3 minutes to complete. The data collection period was from April 28th to May 6th. In total, 214 respondents answered the survey. Each respondent on the Clickworker platform received €0.50 as monetary compensation for their participation in

the survey, which served as a response enhancement to encourage participation. This platform was chosen as it allows for certain parameters to be selected that facilitated the right target group's participation.

This study used a mixed sampling method. The first type of sampling used is considered self-selection sampling, a non-probability sampling technique, as sample members must identify themselves as the correct target group on the platform (Saunders & Lewis, 2012). There are various advantages and disadvantages of using this sampling method. Self-selection sampling helps to reduce the time necessary to find the correct respondents to participate in a study. In addition, participants are more committed, which can lead to a higher rate of completion as well as more thought and effort given to responses (Sharma, 2017). On the other hand, self-selection sampling can potentially lead to a certain level of bias as the participants might have very strong feelings about the topic, which can therefore limit the generalizability of the results to the greater population (Sharma, 2017). In addition, to ensure a sufficient amount of data was collected, snowball sampling was also employed. This is another type of non-probability sampling technique as research participants helped recruit more research participants for the study. This type of sampling is typically used when it is difficult to identify or access members of the target population. However, one disadvantage of this sampling method is that those selected to recruit more members are likely to identify individuals similar to themselves, which could result in a rather homogeneous sample (Saunders & Lewis, 2012). In this study, the majority of the respondents were recruited via the self-selection sampling method.

3.3 Data analysis

This last section of the methodology explains the preparation of data for analysis and the instruments used for testing the hypotheses.

The first step in the analysis of the results was to prepare the data. First, the data from the pre-testing phase was eliminated. In addition, while there were 214 total respondents to the survey, many cases had to be deleted due to the filter question. The first question of the survey asked if the respondent was a student with the possibility to study abroad. Thus, any respondents who selected no to this question were brought to the end of the survey. These cases would not be considered later on in the research. In addition, there were a few respondents who were not studying at an American university; thus, they were also eliminated from the data. Therefore, 92 surveys were then considered for the data analysis. Of these 92 surveys, 10 were collected via the snowball sampling method and the remaining 82 via self-selection. Table 1 outlines the sample characteristics.

Sample Characteristics	N Valid = 91 Missing = 1
Mean Age	22
Gender (Valid %)	
Male	27.5
Female	64.8
Transgender	1.1
Non-binary	3.3
Prefer not to say	3.3
Highest Completed Education (Valid %)	
High School	78.0
Bachelor's degree	15.4
Master's degree	5.5
Ph.D. or higher	1.1
Experience visiting destination (Valid %)	
Yes	7.7
No	92.3
Experience studying abroad (Valid %)	
Yes	11.0
No	89.0

TABLE 1: SAMPLE CHARACTERISTICS

SPSS software was used to analyze the data. SPSS is a statistical analysis tool that offers various statistical tests that can be applied to test the validity of hypotheses. After data preparation, a

reliability test was conducted, as several items measure one construct. The purpose of the reliability test is to test the dependability and consistency of the measurement items for each construct. In addition, a manipulation check was carried out to test the effectiveness of the manipulation of the advertisements in the experiment. Afterward, the hypotheses were tested. The first three hypotheses were tested using a one-way ANOVA. These tests compared the manipulated advertising appeals on place identity, place dependence, and intentions to study abroad. The next two hypotheses were tested using linear regression analysis as they were testing the relationship between two metric variables: place attachment and intentions to study abroad. A one-way ANOVA was then used again to test the last hypothesis, which stated that past experience visiting a destination could enhance intentions to study abroad at this destination. Finally, a few more tests were conducted to provide additional, relevant insights into this study.

4 RESULTS

This chapter focuses on the results found from conducting several statistical tests. In the first phase of hypotheses testing, the effect of the manipulated advertising appeals was tested on place identity, dependence, and intentions to study abroad. H1-H3 were tested using a one-way ANOVA. In the second phase of testing, the effects of place identity and place dependence were tested on intentions to study abroad. H4 and H5 were tested using linear regression analysis. Finally, in the last phase, the effect of experience visiting a destination before was tested on intentions to study abroad. H6 was tested using a one-way ANOVA. Before these tests were conducted, a reliability test and manipulation check were carried out and are detailed below.

4.1 Reliability test and manipulation check

To confirm the dependability of the measurement items, reliability tests were conducted for each of three constructs: place identity, place dependence, and behavioral intentions. Table 2 summarizes the results of the reliability tests and shows the various item measurements for each construct.

Construct & measurement items	Cronbach's Alpha if item is deleted	Cronbach's Alpha
Place identity		.853
I feel this destination is a part of me	.812	
I identify strongly with this destination	.830	
Studying abroad at this destination says a lot about who I am	.826	
Studying abroad at this destination would mean a lot to me	.834	
This destination is very special to me	.810	
Place dependence		.908
Studying abroad at this destination is more important to me than studying abroad at another destination	.891	
I would enjoy studying abroad at this destination more than at another destination	.903	

I would not substitute any other destination for the type of experience I would have at this destination	.899	
I would get more satisfaction by studying abroad at this destination than at any other destination	.871	
The destination in the advertisement is the best option for studying abroad	.870	
Intention to study abroad		.820
I would like to study abroad at this destination in the future	.900	
It is likely that I will study abroad at this destination in the future	.659	
I will intend to study abroad at this destination in the future	.611	

TABLE 2: RELIABILITY TEST

The results of the reliability test show that the measurement items for each construct are reliable as the Cronbach's Alpha for each construct is > 0.7 . In addition, the table also breaks down the "Cronbach's Alpha if item is deleted" for each measurement item. If all the measurement items are lower than the overall Cronbach's Alpha for that construct, then it can be concluded that each item contributes to the reliability of the construct. In this study, only one item measurement, "I would like to study abroad at this destination in the future," is larger than its Cronbach's Alpha. However, the overall reliability of the construct is still good at .820 and would not be significantly changed if this item were to be deleted. Therefore, it can be concluded that the scales measuring the constructs in this experiment are reliable.

Furthermore, a manipulation check was conducted to assess the effectiveness of the manipulations in terms of the advertising appeal of the advertisements. This was done in a separate pilot study with a total of 35 respondents. In the study, the participants were shown all six of the advertisements: Emotional Barcelona, Rational Barcelona, Emotional London, Rational London, Emotional Florence, and Rational Florence. After viewing each advertisement, respondents were prompted with the following statements:

- The advertisement conveyed emotions and feelings.
- The advertisement conveyed information.

Paired sample t-tests were used to measure whether the manipulations were successful. For each advertisement, a paired sample t-test was conducted in order to test whether the mean response for the relevant question was significantly higher than that of its counter advertisement. For example, the Emotional Barcelona advertisement t-test compared the mean score given to the statement "the advertisement conveyed emotions and feelings" with the Rational Barcelona advertisement. The results of the paired sample t-tests are summarized in Table 3.

		Mean	SD	t	p
Pair 1	Emotional Barcelona: The advertisement conveyed emotions and feelings.	5.74	.852	9.001	<.001
	Rational Barcelona: The advertisement conveyed emotions and feelings.	3.29	1.467		
Pair 2	Rational Barcelona: The advertisement conveyed information.	6.46	.817	10.129	<.001
	Emotional Barcelona: The advertisement conveyed information.	3.80	1.641		
Pair 3	Emotional London: The advertisement conveyed emotions and feelings.	5.94	.838	8.813	<.001
	Rational London: The advertisement conveyed emotions and feelings.	3.57	1.539		
Pair 4	Rational London: The advertisement conveyed information.	6.37	.808	9.015	<.001
	Emotional London: The advertisement conveyed information.	3.83	1.618		
Pair 5	Emotional Florence: The advertisement conveyed emotions and feelings.	6.23	.731	12.739	<.001
	Rational Florence: The advertisement conveyed emotions and feelings.	3.23	1.215		

Pair 6	Rational Florence: The advertisement conveyed information.	6.34	.725	9.006	<.001
	Emotional Florence: The advertisement conveyed information.	3.38	1.562		

TABLE 3: PAIRED SAMPLE T-TEST SUMMARY

In summary, for all six advertisements, the p-value was <0.001, which indicates that the manipulation check was successful for each advertisement. This means that respondents were able to detect which advertisements used emotional appeals and which used rational appeals. Therefore, this manipulation check allows for the research to continue with the hypotheses testing.

4.2 Hypotheses testing

This study employed a one factor, between-subjects design, where advertising appeal is the manipulated variable (rational vs. emotional). Therefore, for the first three hypotheses, one-way ANOVAs were run in order to determine whether there are any statistically significant differences between the means of the two independent groups: rational vs. emotional. Before using the one-way ANOVA test, the assumptions of the test must be assessed. There are six assumptions of a one-way ANOVA test. The first is that the dependent variable is continuous, in this case, the Likert scales used in the study would be considered intervals. The second assumption is that the independent variable should consist of two or more categorical, independent groups. In this case, the categorical variable represents the experimental condition, i.e., rational advertisement vs. emotional advertisement. The next assumption is that there should be independence of observations. In this study, this is true, as no participant was shown both advertisements. The fourth assumption concerns significant outliers, while the fifth concerns normal distribution. In order to detect outliers, boxplots were created for each condition for all three dependent variables. One outlier was detected for the emotional condition on intentions to study abroad, therefore, this test is reported both with and without the outlier. The boxplots are shown below in Figures 5-7.

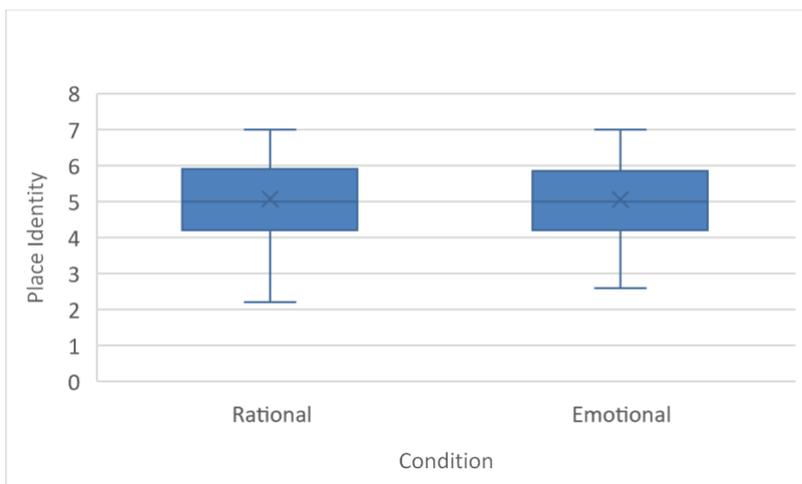


FIGURE 5: BOXPLOTS – ONE-WAY ANOVA ASSUMPTION TEST (PLACE IDENTITY)

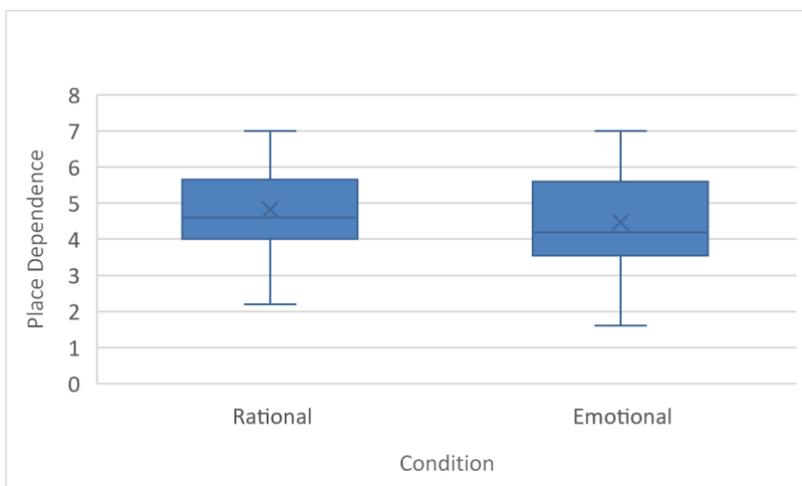


FIGURE 6: BOXPLOTS – ONE-WAY ANOVA ASSUMPTION TEST (PLACE DEPENDENCE)

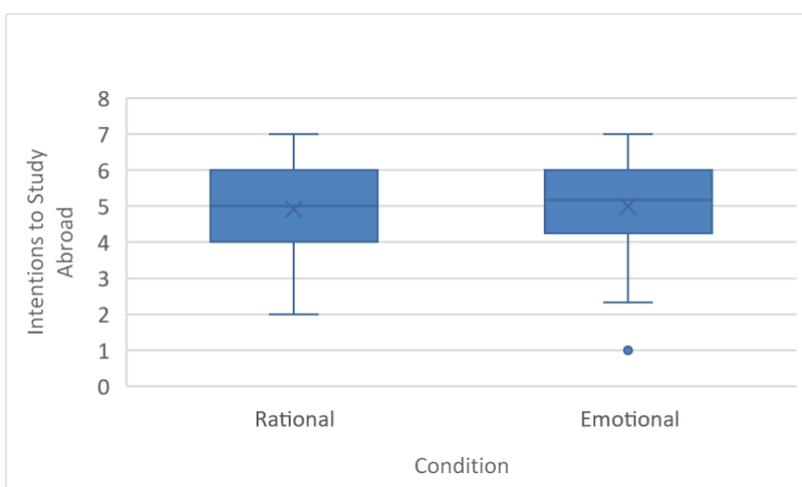


FIGURE 7: BOXPLOTS – ONE-WAY ANOVA ASSUMPTION TEST (INTENTIONS TO STUDY ABROAD)

In addition, the data was normally distributed for each group as assessed by Shapiro-Wilk tests. For all three dependent variables, each condition was found to be normally distributed. As none

of the p values were under .05, the null hypothesis of normal population distributions can be maintained. The results of the Shapiro-Wilk tests are summarized in Table 4 below.

	Condition	W	df	Sig.
Place Identity	Rational	.968	50	.184
	Emotional	.982	42	.737
Place Dependence	Rational	.967	50	.170
	Emotional	.972	42	.395
Intentions to Study Abroad	Rational	.955	50	.053
	Emotional	.949	42	.058

TABLE 4: SHAPIRO-WILK TESTS

The final assumption of using a one-way ANOVA test is the homogeneity of variances. This is tested using Levene's test in SPSS. Each Levene's test was run before the hypothesis test and results are reported with each one-way ANOVA in the following paragraphs.

A one-way between-subjects ANOVA was conducted to compare the effect of advertising appeal on place identity in rational and emotional conditions (H1). The first step is to check the last assumption of an ANOVA test: homogeneity of variances. The Levene's Statistic was not significant at $p = .531$, therefore it can be maintained that there are equal population variances. After running the one-way ANOVA, it was found that there was not a significant effect of advertising appeal on place identity at the $p < .05$ level for the two conditions [$F(1,90) = .010$, $p = .919$]. Therefore **H1** must be rejected, as there was no difference found between the two advertising appeals on the respondent's place identity toward the destination. The results are summarized in Table 5.

In order to test the next hypothesis, another one-way between-subjects ANOVA was conducted to compare the effect of advertising appeal on place dependence in rational and emotional conditions (H2). The Levene's Statistic was not significant at $p = .343$. Therefore, it can be maintained that there are equal population variances. There was not a significant effect of advertising appeal on place dependence at the $p < .05$ level for the two conditions [$F(1,90) = 1.679$, $p = .198$]. While place dependence toward a destination after viewing a rational ad was stronger than after viewing the emotional ad, it was not significant, therefore **H2** must be rejected. The results are summarized in Table 5.

Finally, the third hypothesis was also a one-way ANOVA that compared the effect of advertising appeal on intention to study abroad in rational and emotional conditions (H3). The Levene's Statistic was not significant at $p = .716$. Therefore, it can be maintained that there are equal population variances. There was not a significant effect of advertising appeal on intentions to study abroad at the $p < .05$ level for the two conditions [$F(1,90) = .072, p = .789$]. As mentioned previously, an outlier was found in the dependent variable of intentions to study abroad. Therefore, this test was conducted a second time without the outlier included. There was still no significant effect of advertising appeal on intentions to study abroad at the $p < .05$ level for the two conditions [$F(1,89) = .387, p = .536$]. While intentions to study abroad at a destination were higher for the emotional ads than for the rational one, it was not significant and thus, **H3** is rejected. The results are summarized in Table 5.

N=92	Emotional ad		Rational ad		F	p-value
	Mean	SD	Mean	SD		
Place Identity	5.052	1.055	5.076	1.158	.010	.919
Place Dependence	4.462	1.412	4.820	1.238	1.679	.198
Intentions to Study Abroad	4.992	1.396	4.913	1.409	.072	.789

TABLE 5: ONE-WAY ANOVA (1)

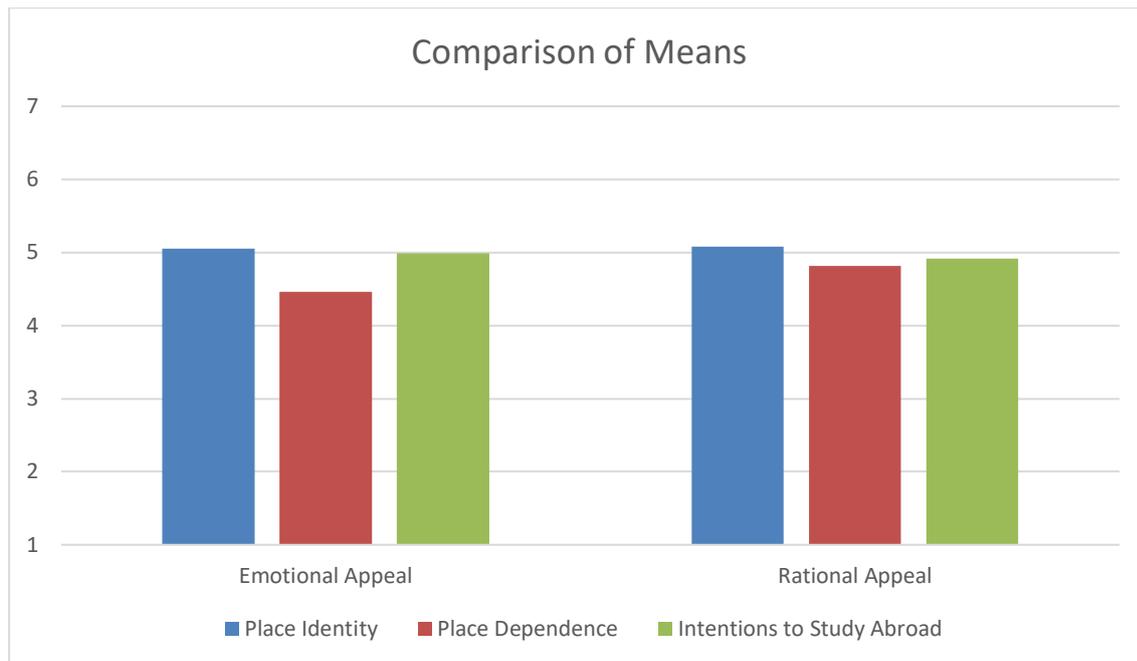


FIGURE 8: COMPARISON OF MEANS

The third and fourth hypothesis were tested using a linear regression analysis. In order to perform this type of statistical test, six assumptions need to be met. Two of these assumptions have already been checked: the two variables should be interval and there should be independence of observations. The assumption of significant outliers was tested by assessing one boxplot created for the dependent variable for both tests: intentions to study abroad. There were no significant outliers detected as represented in Figure 9.

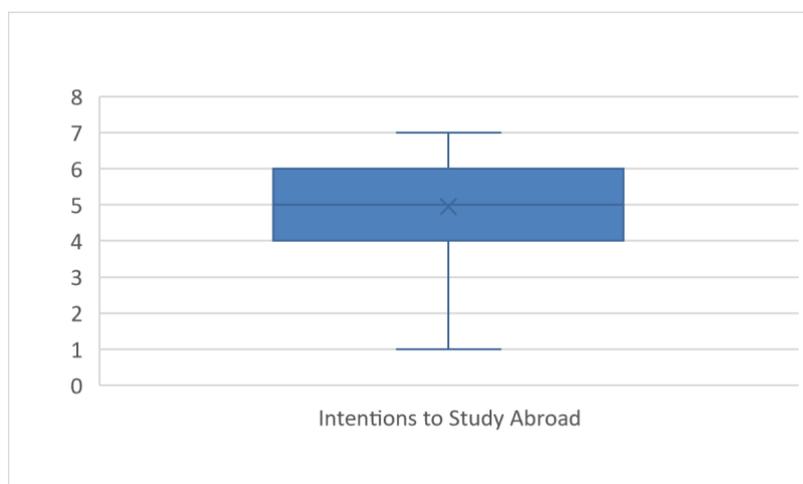


FIGURE 9: BOXPLOT – LINEAR REGRESSION ASSUMPTION TEST (INTENTIONS TO STUDY ABROAD)

The next assumption is that there is a linear relationship between the two variables. In order to check this, a scatterplot was used where the dependent variable was plotted against the independent variable and a linear relationship was confirmed. This linear relationship between

place identity and intentions to study abroad can be seen in Figure 10. The linear relationship between place dependence and intentions to study abroad can be seen in Figure 11.

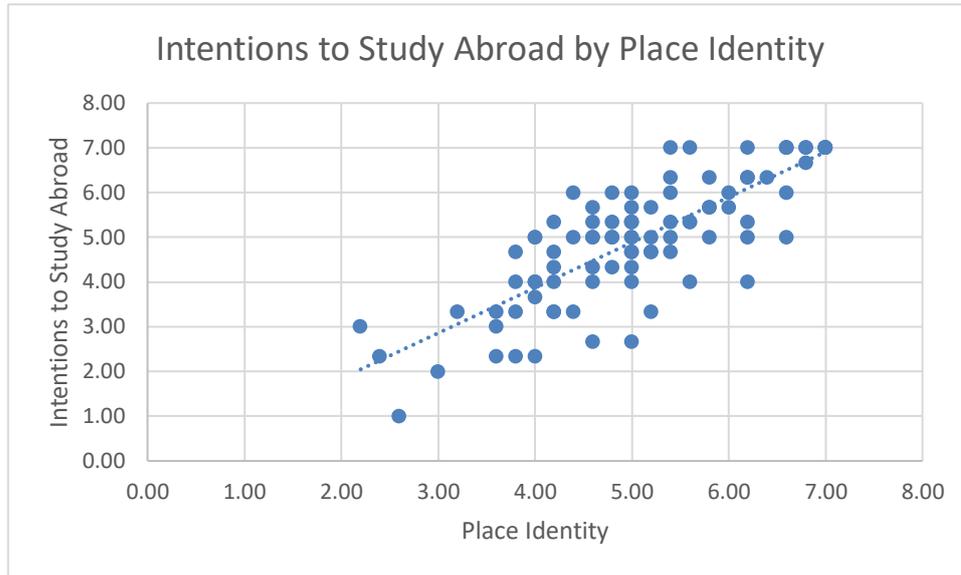


FIGURE 10: SCATTERPLOT – LINEAR REGRESSION ASSUMPTION TEST (1)

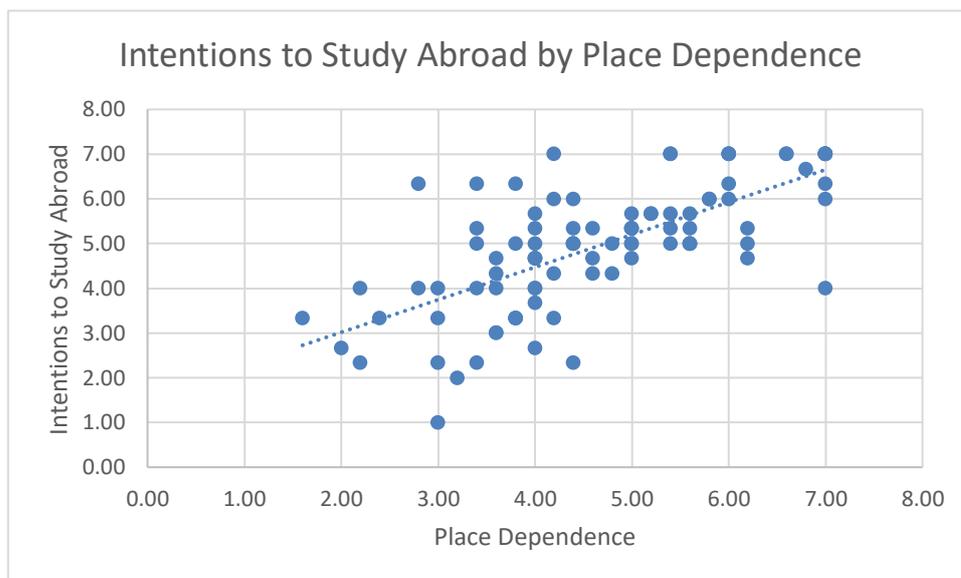


FIGURE 11: SCATTERPLOT – LINEAR REGRESSION ASSUMPTION TEST (2)

The next assumption is homoscedasticity, which means that the variance of the residuals in a regression model is constant. This was tested by looking at a scatterplot of the predicted values and residuals, which confirmed the assumption that the variance of the residual is constant for any value of X for both tests being conducted for H4 and H5. This is illustrated in Figures 12 and 13.

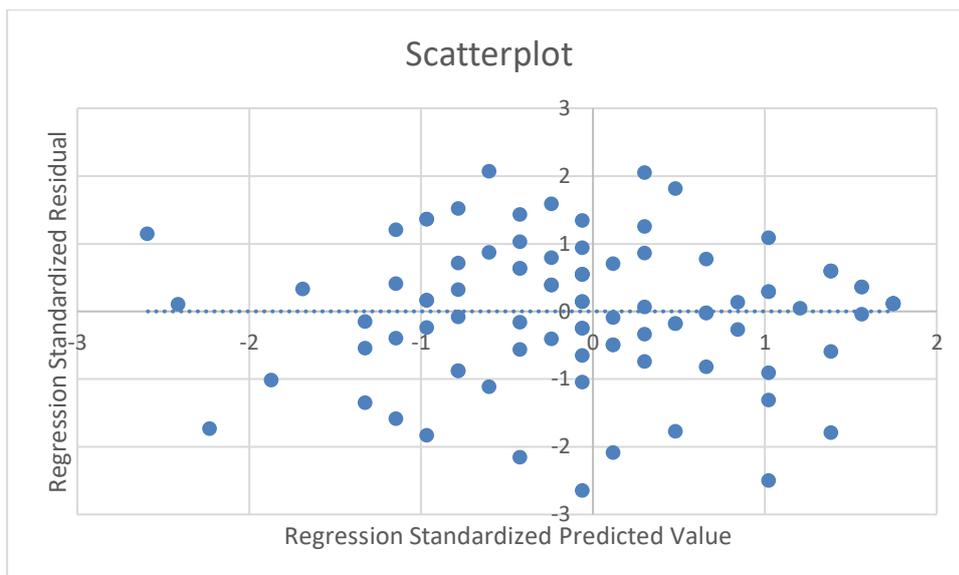


FIGURE 12: HOMOSCEDASTICITY OF PLACE IDENTITY AND INTENTIONS TO STUDY ABROAD

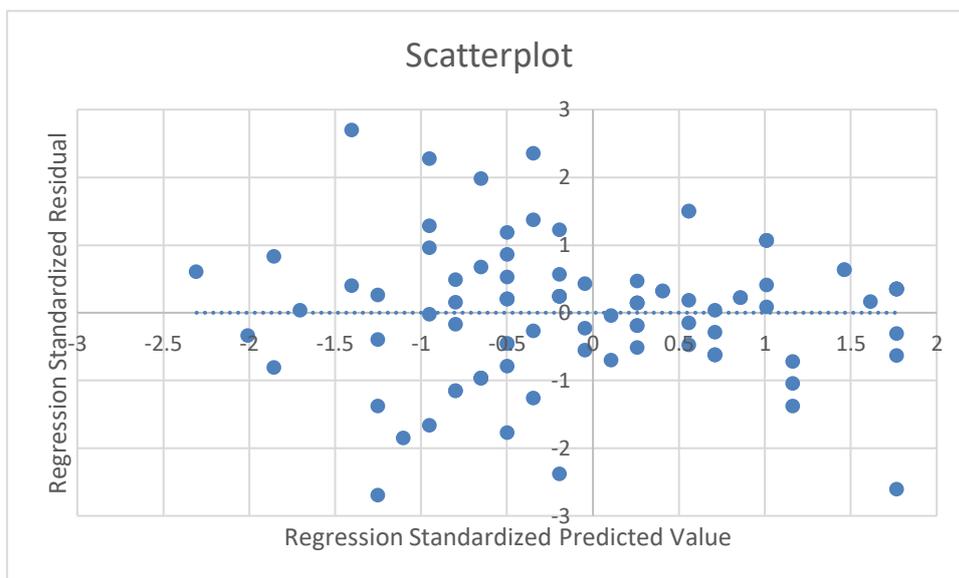


FIGURE 13: HOMOSCEDASTICITY OF PLACE DEPENDENCE AND INTENTIONS TO STUDY ABROAD

Finally, the last assumption is that the residuals of the regression line are approximately normally distributed. This was confirmed by assessing the normality of the residuals histogram, as seen in Figures 14 and 15. As all of the assumptions have been met, the study can proceed with the linear regression tests.

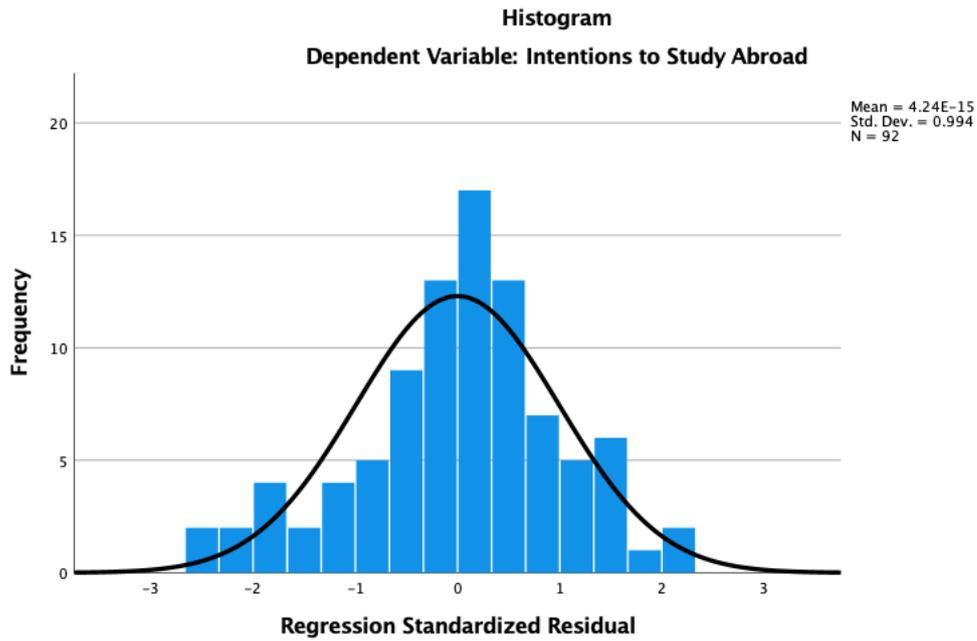


FIGURE 14: NORMALITY OF RESIDUALS (PLACE IDENTITY ON INTENTIONS TO STUDY ABROAD)

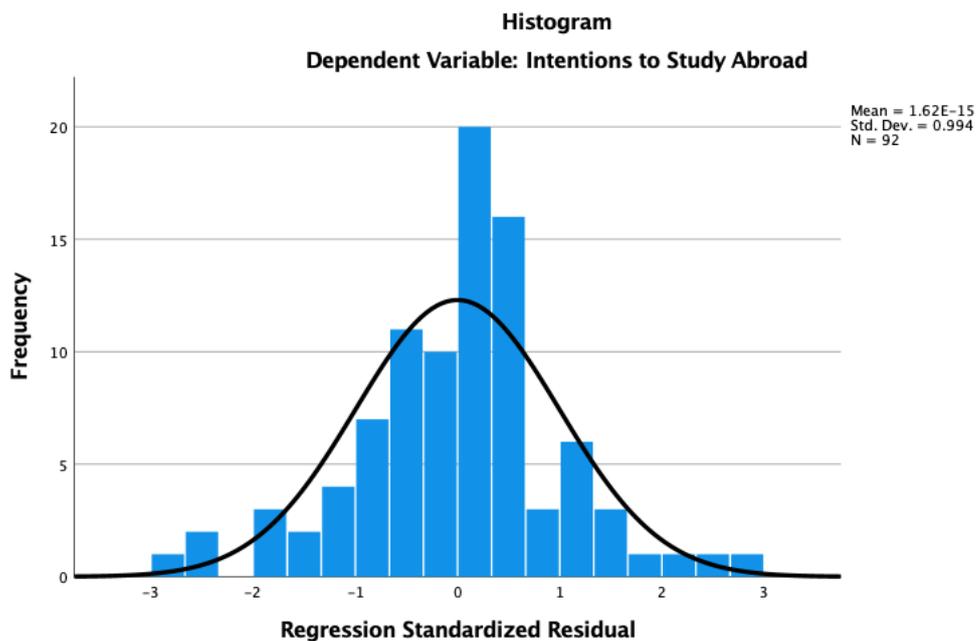


FIGURE 15: NORMALITY OF RESIDUALS (PLACE DEPENDENCE ON INTENTIONS TO STUDY ABROAD)

A simple linear regression was calculated to predict intentions to study abroad based on place identity (H4). A significant regression equation was found [$F(1,90) = 163.342, p < .001$], with an R^2 of .645. Participants' intentions to study abroad increased 1.013 for each 1-point increase in place identity. Therefore, **H4** is maintained. The results of this test are summarized in Table 6.

In order to test the next hypothesis, another simple linear regression was calculated to predict intentions to study abroad based on place dependence. A significant regression equation was

found [$F(1,90) = 81.932, p < .001$], with an R^2 of .477. Participants' intentions to study abroad increased by .727 for each 1-point increase in place dependence. Therefore, **H5** is confirmed. The results of this test are summarized in Table 6.

Linear Regression Model					
Model	Unstandardized Coefficients		Standardized Coefficients	t	p-value
	B	Std. Error	Beta		
Place identity	1.013	.079	.803	12.781	<.001
Place dependence	.727	.080	.690	9.052	<.001
Model Summary					
Model	R	R square ²	Adjusted R2	St. Error of the estimate	
1	.803 ^a	.645	.641	.837	
2	.690 ^a	.477	.471	1.016	

TABLE 6: LINEAR REGRESSION

For the last hypothesis, the one-way ANOVA method was again used. This time, the one-way between-subjects ANOVA was used to compare the effect of past experience visiting a destination on intentions to study abroad at this destination (H6). The Levene's Statistic was not significant at $p = .142$. Therefore, it can be maintained that there are equal population variances. There was not a significant effect of experience at a destination on intentions to study abroad at the $p < .05$ level for the two conditions [$F(1,89) = .030, p = .864$]. Therefore, the last hypothesis, **H6** must be rejected. The results of this last test are summarized in Table 7.

N=92	Experience		No Experience		F	p-value
	Mean	SD	Mean	SD		
Intentions to study abroad	5.048	.970	4.952	1.434	.030	.864

TABLE 7: ONE-WAY ANOVA (2)

4.3 Additional Insights

As mentioned in the literature review, a gap in the research exists regarding place attachment toward unexplored destinations. Therefore, a one-sample t-test was run for each construct to compare the means against the mean point of the scale used (3.5). This was done in order to examine if there was a significant place attachment and intentions to study abroad after viewing the advertising appeals used in the study. In order to run a one-sample t-test, four assumptions must be met. For this set of data, all of these assumptions have already been checked (dependent variable is measured on an interval level, the data are independent, there are no significant outliers, and the dependent variables are approximately normally distributed), therefore the test can be conducted.

For each one-sample t-test, there was a significant difference between the means of each construct and 3.5, thus implying that the results of this study were significantly high for all constructs. Place identity was higher ($M=5.065$, $SD=1.106$) than the mean point of the scale, $t(91) = 13.571$, $p < .001$. Place dependence was higher ($M=4.657$, $SD=1.325$) than the mean point of the scale, $t(91) = 8.371$, $p < .001$. And finally, the intentions to study abroad result was higher ($M=4.943$, $SD=1.396$) than the mean point of the scale, $t(91) = 9.958$, $p < .001$. It can be concluded in this case that individuals in the study were able to feel a significant amount of place identity and dependence as well as create a significant amount of intention to study abroad after viewing the advertising appeals used in the advertisements promoting study abroad programs. The results of the one-sample t-tests are summarized in Table 8.

Test Value = 3.5				
	Mean	SD	t	p
Place Identity	5.065	1.106	13.571	<.001
Place Dependence	4.657	1.325	8.371	<.001
Intentions to Study Abroad	4.949	1.396	9.958	<.001

TABLE 8: ONE-SAMPLE T-TEST SUMMARY

In addition, several demographics were collected from each respondent such as gender, age, and education. Testing for group differences may also provide valuable information to marketers who hope to find the right messaging strategy for the right target group. Therefore, a further test was run to compare the difference in intentions to study abroad among men and women. A one-way ANOVA was conducted with gender as the factor variable. The Levene's Statistic was not significant at $p = .074$, therefore it can be maintained that there are equal population variances. The results indicated that there was a significant difference between men and women in terms of their intentions to study abroad at the $p < .05$ level for the two conditions [$F(1,82) = 4.167$, $p = .044$]. As this result was surprising, further exploration was done regarding men and women and the differences in their intentions to study abroad.

The next test that was conducted was a univariate analysis of variances with gender as a covariate. This was done in order to test if there was a difference in the impact of advertising appeal on intentions to study abroad for men and women. Assumptions of this test have already been checked earlier in this section. The results of this test indicate that for men, emotional appeals ($M=5.182$, $SD=1.433$) caused more intention to study abroad than rational appeals ($M=4.024$, $SD=1.571$). In contrast, for women, rational appeals ($M=5.430$, $SD=1.120$) caused more intention to study abroad than emotional appeals ($M=4.964$, $SD=1.441$). These results were significant on the $p<.05$ level as $[F(1,80)=6.260, p=.014]$. This finding is interesting as past studies have found that women respond more to emotional appeals and men respond more to rational (Jovanovic et al., 2016), while other studies have found no significant impact of gender on advertising appeal effectiveness (Ghasemi Siani et al., 2021). Table 9 outlines the results of the one-way ANCOVA.

Advertising Appeal	Gender	Mean	SD	N
Rational	Male	4.023	1.571	14
	Female	5.430	1.120	31
Emotional	Male	5.182	1.433	11
	Female	4.964	1.441	28
Source	df	Mean Square	F	Sig
Advertising Appeal * Gender	1	11.449	6.260	.014

TABLE 9: ONE-WAY ANCOVA

4.4 Conclusion of Results

In conclusion, the results of this study were not as expected as only two of the six hypotheses were confirmed. However, the emotional advertisements did cause, on average, a higher intention to study abroad, and the rational advertisements did cause, on average, a higher place dependence, which was as expected, but not on a significant level. The maintained hypotheses, regarding the relationship between place attachment and intentions to study abroad results reflect similar studies as they also emphasize the power of the dimensions of place attachment on tourists' future travel intentions (Lee et al., 2012; Loureiro, 2014; Song et al., 2017). Table 10 summarizes the results that were found for each hypothesis tested. In addition to the six hypotheses that were proposed, further tests were conducted in the previous section. First,

each construct was tested against the mean point of the Likert scale used in the survey (3.5). This was done to test if the results for each construct were significantly high. For each construct the tests were significant. Furthermore, gender was explored as a moderating factor. The significant role of gender on the advertising appeals' impact on intentions to study abroad could explain the non-significant findings in the earlier hypotheses testing.

Hypothesis	Testing Method	Result
H1: Students exposed to emotional advertisements will have higher place identity toward a destination than those exposed to rational advertisements.	One-way ANOVA	Not significant → H1 rejected
H2: Students exposed to rational advertisements will have a higher place dependence toward a destination than those exposed to emotional advertisements.	One-way ANOVA	Not significant → H2 rejected
H3: Students exposed to emotional advertisements will have higher intentions to study abroad at a destination than those exposed to rational advertisements.	One-way ANOVA	Not significant → H3 rejected
H4: Place identity has a positive impact on intentions to study abroad.	Linear regression	Significant → H4 maintained
H5: Place dependence has a positive impact on intentions to study abroad.	Linear regression	Significant → H5 maintained
H6: Students with prior experience visiting a destination have higher intentions to study abroad as compared to students with no prior experience.	One-way ANOVA	Not significant → H6 rejected

TABLE 10: RESULTS OF HYPOTHESIS TESTING

5 DISCUSSION & CONCLUSION

5.1 Summary

As the study abroad industry recovers from the COVID-19 crisis, the number of American students studying abroad at destinations around the world will continue to increase. Therefore, any institution that hopes to increase the number of students studying abroad at a particular destination must understand what type of advertisements appeal more to the student population. By having this knowledge before setting up advertising campaigns, marketers can reach their audience with the correct messaging. Not only is advertising appeal important to encourage students to go abroad, but what is particularly important is the connection and bond that a student forms with a destination prior to visiting.

As discussed in the literature review, existing studies have focused on various effects of advertising appeals such as intentions to purchase, attitudes toward the advertisement, and attitude toward the brand (Ghasemi Siani et al., 2021; Lee & Heere, 2018; Mattila, 2001). In addition, many studies have focused on the impact of place attachment on revisit intentions for tourists at various destinations (Brown et al., 2016; Cho, 2021; Song et al., 2017). What has yet to be explored is the connection between advertising appeals and place attachment. This is due to the fact that place attachment is a construct that is mostly explored in terms of locations with which individuals have spent at least some time, whether as a resident or as a tourist. There have not been many studies that look at the bond an individual can form with a previously unvisited and unexplored destination (Cheng & Kuo, 2015). Therefore, the aim of the study was two-fold: to determine if advertising appeals affected the dimensions of place attachment and intention to study abroad as well as to determine if place attachment then impacted intentions to study abroad as well.

To test these aims, an online experiment in the form of a survey was conducted with a student sample. Specifically, the sample focused on students in the United States who had the possibility of studying abroad in the future. The online experiment exposed participants to either a rational or emotional advertisement at random. Each participant had the option to choose the destination they were most interested in out of three options: Barcelona, London, and Florence, and was thus shown an advertisement for that destination. The participants were then prompted with statements that measured the constructs being explored in this study: place identity, place dependence and intentions to study abroad.

The study had a fixed experimental design. It employed a one factor, between-subjects design, where advertising appeal is the manipulated variable (rational vs. emotional). The hypotheses testing was done in three parts to explore the main constructs, with the last phase exploring the effect of previous experience at a destination on intentions to study abroad there. The first three hypotheses were tested through one-way ANOVA tests and all three were not found to be

significant. While the direction of most of the data was in line with the hypotheses, they were rejected because of the lack of significance of the tests conducted. The mean for place dependence after viewing a rational advertisement was quite high at 4.820. In addition, the mean for intentions to study abroad after viewing an emotional advertisement was also rather high at 4.992. However, it could not be proven in this study that there was a significant difference between advertising appeals on place identity, place dependence or intentions to study abroad.

The next two hypotheses focused on the influence of place identity and place dependence on intentions to study abroad at a destination. Thus, a linear regression was used to test each hypothesis. Both of these tests were significant, meaning there is a significant relationship between the constructs. As many previous studies have shown the power of place attachment to increase loyalty, return visits, and recommendations to destinations (Lee et al., 2012; Tsai, 2016), this study supports those findings. In addition, it adds the new element of bonding towards an unexperienced destination, as 93.3% of respondents had never previously visited the destination shown to them in the advertisement.

Finally, to explore the effect of previous experience at a destination on intentions to study abroad, another one-way ANOVA was conducted. This test was not significant, and therefore it could not be proven that previous experience at a destination would increase the chances of a respondent intending to study abroad at that destination. Previous experience did not prove to be a factor in the students' intention to go abroad at the destinations shown to them in the advertisement.

5.2 Contribution to knowledge

The outcomes of this study contribute to the literature on advertising appeals and place attachment in different ways. Although there are many articles on the effect of advertising appeals on intentions to purchase, this has never been done in the case of study abroad intentions. Therefore, this study, along with recommended future research can contribute to the literature on study abroad programs and what encourages students to want to participate in these programs. Study abroad is an important topic as it enhances the higher education experience for students in a multitude of ways, such as personal and professional growth (Curtis & Ledgerwood, 2018). Therefore, research must be conducted in order to enhance the marketing approaches that institutions and universities use to promote these destinations.

In addition, advertising appeals and place attachment are two constructs that have rarely been explored together. As previously mentioned, the effect of advertising appeals on many marketing objectives has been extensively researched. However, the effects of rational and emotional advertising appeals on place identity and place dependence have not yet been researched. In the tourism field, place attachment is a well-researched construct that has proven

to create loyalty between tourists and destinations (Tsai, 2012). Thus, it is helpful for researchers to explore how different advertising approaches might impact the bond that a person feels towards a given location. Although in this study it was not proven that there is a significant difference in the emotional or rational appeal on developing place identity and place dependence, the study did show that respondents were able to develop a sense of person-place bond along the two dimensions after being shown advertising appeals in general.

Furthermore, place attachment is a topic that has not been explored in terms of an individual who has not yet visited or lived in a destination. Thus, this study fills that gap in the literature. Many of the respondents had not been to the destination shown in the advertisement. In this study, place attachment was measured on two dimensions, place identity and place dependence, for a location that most of the participants had never been to. There are very few studies that look at place attachment between an individual and an unexplored location. Moreover, the few studies that exist look at place attachment for unvisited locations in connection to film or television programs (Hosany et al., 2020). Therefore, this study contributes as it only provides the participant with a one-page print advertisement and measures their connection to the destination based on thirty seconds of viewing this advertisement.

The study contributes further as it shows there is no significant difference between students who have previously visited the location and students who have not previously visited the location regarding their intentions to study and live there. While the hypothesis was not maintained, it provides further insight into a student's mindset when they make decisions on programs and suggests that they are open to living in a location that is completely new to them. This element contributes to research done in the field of tourism around intentions to travel to a location and specifically provides insight into the context of studying abroad, which requires more commitment from an individual than simply planning a trip as a tourist.

Finally, although it was not an original hypothesis, further testing was done on the effects of gender on advertising appeals' impact on intentions to study abroad. The results found that men preferred emotional appeals in terms of intentions to study abroad while women preferred rational appeals. This insight supports recent studies that have found that emotional appeals have a stronger effect on men than women (Teichert et al., 2018). Again, it specifically contributes to the field of study abroad research and helps to close the gap in marketing research for advertising appeals in the promotion of study abroad programs.

5.3 Implications for relevant stakeholders

Studying abroad is an important component for higher education learning. More and more students from the United States are taking part in learning experiences in foreign countries. In addition, government and universities are encouraging students to gain these experiences abroad (Potts, 2015), and many companies are expecting potential candidates to think globally

(Chapman, 2011). Study abroad companies and university study abroad offices can gain a lot from marketing research. Specifically, this study provides insights for any program that wishes to increase the number of students going to a particular destination.

The first insight is in regard to advertising appeals. While this study did not prove that there is a significant difference in appeal used to create intention to study abroad, emotional appeal was still able, on average, to create more intention to study abroad among the participants in the study. However, it can also be true that students, in general, do not have a strong preference for advertising appeal and both an emotional, rational, or perhaps even a combination of both appeals would be sufficient to encourage participation in a semester or summer abroad program. Students may be eager to travel and study abroad again, especially after a long break due to the COVID-19 pandemic, and therefore advertising appeal does not have a significant difference on intentions. More, in-depth research should be done in order to explore this finding. However, what remains important is that marketers within the study abroad field pay attention to the messaging they provide for students and align with their preferences in order to create more intent to participate in programs.

Another implication is that marketers should put time and effort into creating a bond between person and place on both an emotional and informational level. This study found that both place identity and place dependence positively affect intentions to study abroad. Place identity focuses on a person's sense of belonging and emotional connection to a particular location, while place dependence focuses on the characteristics of a destination that satisfies all the needs of the individual (Lin & Lockwood, 2014). Marketers should pay attention to creating and fostering a bond between the individual and potential study abroad location by offering both emotional elements and rational information about the destination. If a student feels connected to the location by viewing advertisements, this could lead to more intent to study abroad at this destination.

Additionally, another important takeaway for marketers in the study abroad field is in regard to prior experience with a destination. In this study, a significant relationship was not found between past experience visiting a destination and intention to study abroad there. Therefore, this could imply that it does not matter to a student if they have never been there before the study abroad program and that American students are open to living in new places. Marketers should be aware of this and especially those who are promoting more exotic destinations to American students. As the top destinations for American students are in Europe, it could be advantageous for study abroad destinations outside of this region to market more to Americans as they may not shy away from these experiences just because they do not have prior experience visiting that destination.

Finally, it is important to understand the differences among different segments of the target group. The findings of this study suggest that men had more intentions to study abroad after

viewing the emotional advertisement while women had more intentions to study abroad after viewing the rational experiment. This might indicate that male students are more focused on the experience and emotional benefits of studying abroad such as learning a new culture or language, meeting new people, and having a fun semester, while female students are more focused on the functional benefits and criteria such as courses available, credit transfer, and cost. This is important information for institutions promoting study abroad programs if they are hoping to increase numbers of a certain group. Marketers of study abroad programs may want to ensure they have approximately equal numbers of men and women participating in their programs and can therefore use research to help use the correct promotion strategy.

5.4 Limitations

While this thesis contributes to the research regarding advertising study abroad programs to students, certain limitations must be considered. The first is the nature of the experiment. As mentioned in the methodology chapter, this study was conducted using an online experiment. Potential issues may arise when using an online survey. One concern is that by conducting research using online platforms, potential participants who do not have internet access or access to a computer are excluded. People in lower-income groups could be underrepresented and this can cause issues with generalizability to the larger population (Keller & Lee, 2010). In addition, there are limitations to utilizing this type of sampling method. The sampling method used was self-selection. This means that individuals only participated in the study if they felt they belonged to the target group. Furthermore, by posting the questionnaire on Clickworker, it limits the participants to only individuals who are active participants on the website, potentially leaving out other individuals who are part of this target group (Keller & Lee, 2010).

Another limitation of this study is the media that was used. For this study, print advertisements were selected as the medium through which the advertising appeal was displayed. However, there are many other types of advertisements that can present either a rational or emotional appeal to the audience. Other forms include outdoor advertising, film advertising, television advertising, and radio advertising. As only print ads were used in this study, the results may not apply to other forms of advertisement.

While it is common in advertising research to use forced exposure, this can also be seen as a limitation to the research. Subjects in this experiment were subjected to forced exposure, meaning they were shown the advertisement without any programming or editorial context (Stafford & Day, 1995). Therefore, this might cause the respondent to be in a highly analytical and evaluative state, causing them to anticipate searching for certain information to support their responses, which could affect the results. However, forced exposure is not only common but it is a generally accepted approach in advertising experiments as it avoids the potential confounding nature of contextual effects (Stafford & Day, 1995).

Finally, the last two limitations of this study focus on the target group and length of the study. This research only focused on American students. This limits the scope of the study to only one nationality and culture group. While the results can be generalized to the greater U.S. population, they cannot be applied to other regions or areas of the world. Study abroad institutions and organizations from other countries also can benefit from understanding the power of advertising appeals in creating place attachment and intentions to study abroad. As cultures around the world can differ in many ways, students' reactions to advertising appeals, the place attachment that they form with destinations, and their intentions to study at these destinations might also differ. Therefore, the conclusions made in this study might not be relevant to other countries. In addition, due to time constraints, the length of the data collection period was relatively short for such a specific target group. Therefore, only 92 valid survey results were used in the analysis. While this number is above the minimum sample size of 30 as stated in the central limit theorem, it is known that as the sample size increases, so does the accuracy and generalizability to the population (Ross, 2021).

5.5 Future research

As mentioned in the previous section, there are limitations to this study. Therefore, it is recommended that future research expand upon this experiment in order to go beyond the limitations that were faced. Thus, future studies would have the ability to have a greater amount of generalizability. In addition, future studies can also go even further, by exploring aspects more in depth or by exploring completely new aspects that have not been studied in the literature thus far.

The first recommendation for future research would be to use other forms of advertisements besides only print advertisements. In this study, one page print advertisements were used to present the advertising appeals about the respective study abroad program destinations. Therefore, future studies should try to utilize other forms of advertisements such as videos, films, and commercials. For example, a study by Hosany et al. (2020) found that mass-media storytelling, in the form of a television series, impacted the development of place attachment between individuals and locations yet to be experienced. This same approach can be applied to study abroad destinations. In addition, these advertisements only used information about the program and photographs. However, according to GoAbroad, the most effective marketing strategies for study abroad students also include past participants and alumni. Word of mouth is an important component to encourage other students to go abroad (GoAbroad, 2019). Therefore, future studies could go further by also including testimonials from past participants that either focus on the rational or emotional components of their experience.

Furthermore, it is recommended to conduct this research in other countries, as this study only focused on the U.S. population. Study abroad patterns around the world differ depending on the students' countries of origin and also on the host countries. Therefore, it would be very

helpful to conduct this study in many different countries, using different destinations as the potential host countries. It would also be advantageous to conduct this study again with Americans as the target group, but with different countries as options for studying abroad, as this research only offered choices in Europe. While this study put a lot of focus on the destination itself, future research could also look at the host university as the destination, as it has been found that students do form strong bonds and connections to the institutions in which they study (Maddox & Prinz, 2003).

Lastly, this study employed a cross-sectional approach, meaning that it only made observations at a single point in time. The place attachment and intentions to study abroad were only explored after viewing an advertisement at one point in time. Therefore, the last recommendation for future research would be to conduct this study using a longitudinal approach. This would enhance the data by observing the same group and collecting repeated observations over time. Students could be shown an advertising campaign over a longer period of time, such as a few months in order to see how their interest and attachment develop over time. In addition, the study could go further by recording if the students act on their intentions to study abroad and eventually participate in a program at a given destination because of the advertising appeal shown to them. This approach would allow a higher degree of focus and validity of the results.

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APPENDICES

Appendix 1: Online Experiment (Rational Version)



studyabroad123 → Rational

11.05.2022, 18:50

Page 01

Dear participant,

My name is Sofia Sanchez, and I am master's student at Modul University Vienna. My major is International Tourism Management. I am conducting a thesis on what motivates American students to study abroad.

I would highly appreciate it if you could spare a few minutes to complete the questionnaire (5 minutes at most). You will be shown an advertisement for a study abroad program and asked a few follow up questions. Your answers will remain confidential and will be used for academic purposes only. If you have any questions or concerns regarding the survey, feel free to contact me: sofsanchez7@gmail.com.

Thank you for your input and participation.

Clicking on the "Next" button below would indicate that you have read the information above and that you voluntarily agree to participate.

Page 02

1. Are you a student with the possibility of participating in a study abroad program?

- Yes
 No

Page 03

2. At which university are you currently studying?

Please also add the state.

Name of University

State

3. Which of the following destinations would be most interesting for you for studying abroad:

- Barcelona, Spain
- Florence, Italy
- London, England

Please have a look at the advertisement below. Please look at the pictures and also carefully read the text. You will be asked questions about the advertisement in the survey.

The NEXT button will appear after 30 seconds.

LONDON
ENGLAND

FULL SUMMER CURRICULUM

AT UNIVERSITY OF WESTMINSTER

PROGRAM INCLUDES

- AIRPORT RECEPTION
- RESIDENT DIRECTORS
- ON-SITE ORIENTATION
- HOUSING
- TUITION
- TUTORING
- LANGUAGE AND CULTURE TOOLS
- MEDICAL AND LIFE INSURANCE
- EXCURSIONS
- SOCIAL AND CULTURAL ACTIVITIES
- VOLUNTEER OPPORTUNITIES
- ...AND MORE

WHY LONDON?

- International center of art and design
- Global political and business hub
- Wealth of galleries, museums and studios, historic sites and castles
- World-renowned theater scene
- One of Europe's most diverse and fascinating cities

SUMMER

PROGRAM DETAILS

Voted as the **"Best City In the World for University Students"** by QS Rankings.

Summer students can enroll in one of the following pathways:

- International Business Summer School
- Liberal Arts, Sciences and Urban Summer School
- Media, Arts and Design Summer School

The academic program is enhanced by a robust array of cultural activities and excursions that will fully immerse each student into the London culture!

PROGRAM COST
\$5,750

Please have a look at the advertisement below. Please look at the pictures and also carefully read the text. You will be asked questions about the advertisement in the survey.

The NEXT button will appear after 30 seconds.

STUDY
ABROAD

BARCELONA SPAIN

ESADE INTERNATIONAL STUDIES SUMMER





FULL SUMMER CURRICULUM
 AT ESCOLA SUPERIOR D'ADMINISTRACIÓ I DIRECCIÓ D'EMPRESES

<p>PROGRAM INCLUDES</p> <ul style="list-style-type: none"> • MOBILE PHONE • AIRPORT RECEPTION • RESIDENT DIRECTORS • ON-SITE ORIENTATION • HOUSING INCLUDING MEALS AND LAUNDRY WITH SOME OPTIONS • TUITION • TUTORING • LANGUAGE & CULTURE TOOLS • MEDICAL & LIFE INSURANCE • EXCURSIONS OVERNIGHT AND DAY <small>SOME PROGRAMS ALSO INCLUDE INTL. EXCURSIONS</small> • SOCIAL AND CULTURAL ACTIVITIES • VOLUNTEER OPPORTUNITIES ...AND MORE 	<p>ACADEMIC PROGRAM</p> <p>TOTAL CREDIT HOURS SEMESTER SEMESTER CREDITS: 6</p> <p>Students who are looking to study abroad in Barcelona over the summer and take business and international studies courses in English are good candidates for this program.</p> <p>ESADE is a nonprofit university institution founded in 1958 in Barcelona. The university has a strong academic reputation and is one of a select group of institutions to achieve the triple crown of business accreditation.</p> <p>PROGRAM COST \$7,950</p>
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Please have a look at the advertisement below. Please look at the pictures and also carefully read the text. You will be asked questions about the advertisement in the survey.

The NEXT button will appear after 30 seconds.

STUDY ABROAD

FLORENCE ITALY

LORENZO DE' MEDICI SEMESTER/YEAR PROGRAMS





**FULL SEMESTER/YEAR CURRICULUM
AT LORENZO DE' MEDICI**

<p>PROGRAM INCLUDES</p> <ul style="list-style-type: none"> • MOBILE PHONE • AIRPORT RECEPTION • RESIDENT DIRECTORS • ON-SITE ORIENTATION • HOUSING INCLUDING MEALS AND LAUNDRY WITH SOME OPTIONS • TUITION • TUTORING • LANGUAGE & CULTURE TOOLS • MEDICAL & LIFE INSURANCE • EXCURSIONS <small>OVERNIGHT AND DAY SOME PROGRAMS ALSO INCLUDE INTL. EXCURSIONS</small> • SOCIAL AND CULTURAL ACTIVITIES • VOLUNTEER OPPORTUNITIES ...AND MORE 	<p>ACADEMIC PROGRAM</p> <p><small>TOTAL CREDIT HOURS SEMESTER 12-16 SEMESTER CREDITS</small></p> <p>Students can choose from over 400 courses in a wide variety of subjects across the arts, humanities, business and international relations.</p> <p>In addition to the free-elective course structure, several additional opportunities are available including internships, certificate programs and professional development opportunities.</p> <p>PROGRAM COSTS</p> <p>Semester: \$15,650 Academic Year: \$30,300</p>
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4. Please answer the following questions:

	Strongly disagree	1	2	3	4	5	6	7	Strongly agree
I feel this destination is a part of me	<input type="radio"/>								
I identify strongly with this destination	<input type="radio"/>								
Studying abroad at this destination says a lot about who I am	<input type="radio"/>								
Studying abroad at this destination would mean a lot to me	<input type="radio"/>								
This destination is very special to me	<input type="radio"/>								

	Strongly disagree	1	2	3	4	5	6	7	Strongly agree
Studying abroad at this destination is more important to me than studying abroad at another destination	<input type="radio"/>								
I would enjoy studying abroad at this destination more than at another destination	<input type="radio"/>								
I would not substitute any other destination for the type of experience I would have at this destination	<input type="radio"/>								
I would get more satisfaction by studying abroad at this destination than at any other destination	<input type="radio"/>								
The destination in the advertisement is the best option for studying abroad	<input type="radio"/>								

	Strongly disagree	1	2	3	4	5	6	7	Strongly agree
I would like to study abroad at this destination in the future	<input type="radio"/>								
It is likely that I will study abroad at this destination in the future	<input type="radio"/>								
I will intend to study abroad at this destination in the future	<input type="radio"/>								

5. Please tick the middle of the scale.

1	2	3	4	5
<input type="radio"/>				
.

6. Have you been to this destination before?

- Yes
 No

7. Have you already conducted a semester abroad?

- Yes
 No

8. How old are you?

Age

9. Highest completed education



10. Gender



11. What is your nationality?

Country:

12. Please use this space to leave any comments or clarifications about the questionnaire below. You may also add any additional information for us to better understand you answers.

Do you think this questionnaire needs improvement? Did you feel some questions were unclear, or did you feel unpleasant answering specific questions?

Thank you for completing this questionnaire!

Your clickworker code is STUDY2022.

Your answers were transmitted, you may close the browser window or tab now.

Appendix 2: Online Experiment (Emotional Version)



studyabroad123 → Emotional

11.05.2022, 18:48

Page 01

Dear participant,

My name is Sofia Sanchez, and I am master's student at Modul University Vienna. My major is International Tourism Management. I am conducting a thesis on what motivates American students to study abroad.

I would highly appreciate it if you could spare a few minutes to complete the questionnaire (5 minutes at most). You will be shown an advertisement for a study abroad program and asked a few follow up questions. Your answers will remain confidential and will be used for academic purposes only. If you have any questions or concerns regarding the survey, feel free to contact me: sofsanchez7@gmail.com.

Thank you for your input and participation.

Clicking on the "Next" button below would indicate that you have read the information above and that you voluntarily agree to participate.

Page 02

1. Are you a student with the possibility of participating in a study abroad program?

Yes

No

Page 03

2. At which university are you currently studying?

Please also add the state.

Name of University

State

3. Which of the following destinations would be most interesting for you for studying abroad:

- Barcelona, Spain
- Florence, Italy
- London, England

Please have a look at the advertisement below. Please look at the pictures and also carefully read the text. You will be asked questions about the advertisement in the survey.

The NEXT button will appear after 30 seconds.

LONDON

ENGLAND





FULL SUMMER CURRICULUM
AT UNIVERSITY OF WESTMINSTER

- Embrace a new culture first-hand
- Make life-long, international friendships
- Explore an exciting and multicultural city
- Have the best summer of your life!

Voted as the **"Best City In the World for University Students"** by QS Rankings.

The academic program is enhanced by a robust array of cultural activities and excursions that will fully immerse each student into the London culture!

LONDON IS...

BUSTLING

DIVERSE

CREATIVE

INSPIRING



Study Abroad | Discover yourself | Explore the world.

Please have a look at the advertisement below. Please look at the pictures and also carefully read the text. You will be asked questions about the advertisement in the survey.

The NEXT button will appear after 30 seconds.

STUDY ABROAD **BARCELONA SPAIN**
ESADE INTERNATIONAL STUDIES SUMMER

WHY BARCELONA?

- Embrace a new culture first-hand
- Make life-long, international friendships
- Explore an exciting and multicultural city
- Have the best summer of your life!

ACADEMIC PROGRAM
TOTAL CREDIT HOURS SEMESTER
SEMESTER CREDITS: 6

IMMERSE YOURSELF IN SPAIN'S MOST VISITED CITY!

Enjoy the rich Catalán culture and cuisine, walk the streets of the cosmopolitan and trendy city, take in the view of the magnificent Mediterranean Sea, go shopping at the fabulous outdoor markets and appreciate the incredible art and museums.



Study Abroad | Discover yourself | Explore the world.

Please have a look at the advertisement below. Please look at the pictures and also carefully read the text. You will be asked questions about the advertisement in the survey.

The NEXT button will appear after 30 seconds.



STUDY ABROAD **FLORENCE ITALY**
LORENZO DE' MEDICI SEMESTER/YEAR PROGRAMS

IMMERSE YOURSELF IN ITALY

With excursions to Rome, Cinque Terre, Lucca, Venice, Verona, and Bologna!

Develop your individual creativity, artistic talent and technical and professional skills!



ACADEMIC PROGRAM
TOTAL CREDIT HOURS SEMESTER
12-16 SEMESTER CREDITS

WHY FLORENCE?

- Embrace a new culture first-hand
- Make life-long, international friendships
- Explore an exciting and multicultural city
- Have the best semester of your life!

 Study Abroad | Discover yourself | Explore the world.

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