

**DETERMINING VISITORS' MOTIVATION TO LEGOLAND
MALAYSIA**

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DETERMINING VISITORS' MOTIVATION TO LEGOLAND MALAYSIA

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ABSTRACT

The reason of this research was to examine the motivations of people who visit Legoland Theme Park in Nusajaya, Johor. In this study, The Leisure Motivation Scale survey questionnaire was administered on visitors who will and had visited Legoland. A total of 110 questionnaires were distributed in May of 2014. The survey results of the four motivational dimensions in the Leisure Motivation Scale— social, intellectual, competence-mastery, and stimulus-avoidance—were analyzed across eight demographic variables, which included gender, age, ethnicity, residential status, travelling with children or not, number of times visited Legoland, level of education, and annual income.

The results showed that the intellectual dimension was the most influential motivation for people who visited Legoland. Moreover, this study found that visitors' motivations differ by demographic variables. The findings from this study provided information on what motivate people to visit Legoland with respect to specific demographic variables and what aspects of services and attraction of the amusement parks may enhance to attract and satisfy visitors with different needs.

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CHAPTER 1

INTRODUCTION

1.0 CHAPTER INTRODUCTION

This paper presents a research on Malaysia's first international theme park, Legoland Malaysia. The purpose of this research is to study the motivations of individual who choose to visit Legoland Malaysia and the differences in motivations across a variety of demographic variables. The first chapter contains the discussion on the background of the study, problem statement, scope of study, research objectives, research questions, significant of the study, limitations and definitions of key terms.

1.1 BACKGROUND OF RESEARCH

Legoland Malaysia is Malaysia's first international theme park opened in Nusajaya, Johor on September 15, 2012. The theme park has over 40 interactive rides, shows and attractions. It is the first Legoland in Asia and Legoland Malaysia is the sixth in the world. It is the centrepiece of a 5,500,000 sq ft (510,000m²) integrated in the Nusa Cemerlang Industrial Park, in the Iskandar Malaysia economic region. It is a perfect location consisting of a lifestyle retail centre, offices, hotels, service apartments and residential units (LEGOLAND Malaysia, 2012).

There are other Lego-themed attractions besides the Legoland Malaysia. Lego-themed water theme park was opened in middle 2012 followed by The Legoland Hotel.

The Legoland Hotel which is located in the theme park is the first Lego-themed hotel opened in Southeast Asia. It is built under a management agreement between the company and LL Themed Hotel Sdn Bhd, a joint venture company owned by Destination Resorts and Hotels Sdn Bhd and Iskandar Harta Holdings Sdn Bhd.

The cost of Legoland Malaysia and the water theme park are RM720 million while The Legoland Hotel costs at RM190 million. The new international theme park only served halal-certified food at the Market Restaurant which includes local and foreign delicacies. The first year of its opening attracted more than 1 million visitors and generated more than RM100 million (LEGOLAND Malaysia, 2012).

The idea to open a Legoland in Malaysia reflects the positive rise in Asian Park attendances which surpassed 103 million in 2011 and 108.7 in 2012, compared to 131.6 million in North America and 58 million in Europe (TEA/AECOM 2012). Interest has been fuelled by economic advances which have boosted demand and supply (Milman, 2010). Based from the previous research, a number of experts have said on the variety, creativity and innovativeness of parks in Asia the key factor that motivate people to visit theme park. There are many new rides and attractions which outshine the American introduction and creation, as well as the generous amounts of reinvestment. Examples of the famous venues are listed in Table 1 which indicates the drawing power of the Disney and Universal Studios brands and the establishment of the industry in Japan and South Korea. Nevertheless, China is agreed to be the fastest growing market and OCT Parks China is the only Asian park corporation in the world's top 20, giving a number with comparatively attendances of 23.4 million in 2012 (TEA/AECOM, 2012).

Table 1.0: Leading Asian Parks 2012

Park	Location	Attendance (millions)
1. Tokyo Disneyland	Tokyo, Japan	14.8
2. Tokyo Disney Sea	Tokyo, Japan	12.6
3. Universal Studios	Osaka, Japan	9.7
4. Ocean Park	Hong Kong, SAR	7.4
5. Everland	Gyeonggi-Do, South Korea	6.8
6. Hong Kong Disneyland	Hong Kong SAR	6.7
7. Lotte World	Seoul, South Korea	6.3
8. Nagashima Spa Land	Kuwana, Japan	5.8
9. OCT East	Shenzhen, China	4.1
10. Yokohama Hakkeijima SeaParadise	Yokohama, Japan	4.0
11. Songcheng Park	Hangzhou, China	3.8
12. Universal Studio	Singapore	3.4
13. Changzhou Dinosaur Park	Changzhou, China	3.4
14. Happy Valley	Shenzhen, China	3.2
15. Window of the World	Shenzhen, China	3.1
16. Happy Valley	Beijing, China	3.0
17. Chimelong Paradise	Guangzhou, China	2.9
18. Happy Valley	Chengdu, China	2.4
19. Dunia Fantasi	Jakarta, Indonesia	2.3
20. Fantawild Adventure	Wuhu, China	2.1

1.2 PROBLEM STATEMENT

Theme park industry is flourishing everywhere and continues to spread its magic in Malaysia. The opening of Legoland Malaysia, the new international theme park, gives a lot of opportunities to the country's economic growth, tourism industry and at the same time presenting another international image to the country. The industry is well known in Malaysia and the demand towards it is positive based on the number of tourist arrivals. There are more than 20 amusement parks located in Malaysia all operated by Malaysian owned companies (Tourism Malaysia, 2013). Some sustain tremendously but some were closed mainly because of poor maintenance, capital and management inconsistency. Amongst popular theme parks in Malaysia also ranked the best top 5 theme parks are Genting Highlands, Berjaya Hills Resort, The Lost World of Tambun, Sarawak Cultural Village and Legoland Malaysia.

In 2012, the tourist earnings including the theme park industry increased by 3.9% generating RM60.6 billion to the economy as compared to RM58.3 billion in 2011 and the year recorded a total of 25.03 million arrivals compared to 24.7 million arrivals for the same period in 2011. This represents a growth of 1.3% in tourist arrivals (Ministry of Tourism Malaysia, April 2013). Singapore was the biggest contributor to Malaysia's tourist arrival with 13 million in 2012 followed by Indonesia (2.38 million), Thailand (1.26 million), Brunei (1.26 million) and Philippines (0.51 million). The opening of Legoland Malaysia in 2012 attracted 1.5 million visitors and generated about RM100 million in the first year. 55% of the revenue came from local tourists and 45% from international tourists (Tourism Malaysia).

The number of visitors increased to 13.2 million in 2013 (LEGOLAND Malaysia, 2012). The total amount of revenue collected by amusement parks has gradually increased over the years (International Association of Amusement Parks and Attractions, n.d.a), along with rapid growth in attendance. According to a recent International Association of Amusement Parks and Attractions (IAAPA) survey, indicated that people visited at least one amusement park. The respondents said that they planned to visit another amusement park within the next 12 months (International Association of Amusement Parks and Attractions, n.d.b).

The opening of the new theme park in Malaysia surprisingly attracted unexpectedly number of visitors. The marketing team had a prediction number of visitors before the opening date and was expected at least a million visitors. The first year of the opening was a great challenge but the result was encouraging and positive but could it be sustained for the few years? What factors would trigger Malaysian and international visitors to the theme park? What motivates them to Legoland Theme Park Malaysia? Hence, the purpose of this research is to find out what motivates visitors to visit Legoland and the differences in motivations across a variety of demographic variables. The investigation of such motivations could potentially help marketing team in planning and development of attraction.

1.3 SCOPE OF STUDY

The research is conducted in the purpose to find out the significance of each of the four Leisure Motivation Scale dimensions behind the motivations of people who visit Legoland Malaysia. The analysis of demographic variables against the four dimensions determined whether there are differences in motivations across different demographic variables (i.e., gender, age, ethnicity, residential status, travelling with children or not, number of times visited Legoland, level of education, and annual income). Legoland Malaysia was used as the scope of the study because Legoland Malaysia is the first international theme park in Malaysia and the first Legoland in Asia.

The Leisure Motivation Scale (Beard & Ragheb, 1983) was used to determine what motivates people to Legoland Malaysia. There were many reasons why researcher chose to use the LMS dimension. First, the LMS has not been tested in any Malaysia theme parks or other researches related to motivation. Second, the LMS dimension consist a set of 32 questionnaires related to motivation and the questions are easy to understand.

1.4 RESEARCH OBJECTIVES

The research is conducted in the purpose to find out the significance of each of the four Leisure Motivation Scale dimensions (intellectual, social, competence-mastery, stimulus-avoidance) behind the motivations of people who visit Legoland Malaysia against the demographic profiles. Specifically, the four objectives of this paper are:

1. To determine if there is a difference between intellectual motivation and demographic profiles.
2. To determine if there is a difference between social motivation and demographic profiles
3. To determine if there is a difference between competence-mastery motivation and demographic profiles.
4. To determine if there is a difference between stimulus-avoidance motivation and demographic profiles

1.5 RESEARCH QUESTIONS

Research question 1: Is there any difference in intellectual motivation between demographic profiles.

Research question 2: Is there any difference in social motivation between demographic profiles.

Research question 3: Is there any difference in competence-mastery motivation between demographic profiles.

Research question 4: Is there any difference in stimulus-avoidance motivation between demographic profiles.

Research question 5: Are there any differences in motivations (intellectual, social, competence-mastery, and stimulus-avoidance) in terms of specific demographic profiles including gender, age, ethnicity, residential status, travelling with children or not, number of number of times visited Legoland, level of education, and annual income?

1.6 SIGNIFICANT OF STUDY

There are numerous theme parks that have been established in Malaysia. In light of these new competitors, Legoland continues to thrive and successfully attract visitors. This research provides information and insights on what motivates people to visit Legoland, subsequently examining the differences in motivations across specific demographic variables (i.e., gender, age, ethnicity, residential status, travelling with children or not, number of times visited Legoland, level of education, and annual income). Since there is limited information presently available regarding people's motivation in visiting Legoland, this research provides valuable information on this subject. By understanding people's motivations to visit Legoland, the theme park may be able to capitalize on Legoland's strengths and overall formula for prosperity and success in a competitive industry.

1.7 LIMITATIONS

1. This research cannot be generalized to other theme parks in Malaysia since Legoland is the only international theme park.
2. There were limited published information about Legoland and visitors' motivation to Legoland.

CHAPTER 2

LITERATURE REVIEW

2.0 INTRODUCTION

The purpose of this research is to study the motivations of individuals who choose to visit Legoland Malaysia and the differences in motivations across a variety of demographic variables. The study uses the Leisure Motivation Scale (LMS); (Beard & Ragheb, 1983) to investigate visitors' motivation to visit Legoland based on the four motivational dimensions (intellectual, social, competence-mastery, and stimulus-avoidance) and the differences of motivation across specific demographic variables. The literature review will discuss about the history of amusement park and Legoland, researches on leisure, recreation, and tourism motivations, the original publication of the Leisure Motivation Scale and other published researches using the LMS.

The first part will discuss the history of amusement parks and the variety evolution of amusement. The history of Legoland explains how Legoland emerged as the theme park, exploring into the design principle and concept held by its legendary creator, Ole Kirk Christiansen. Next, the chapter then reviews previous researches on leisure and recreation motivations, in which several fundamental theories on traveller motivations are evaluated and compared.

A synopsis on the original publication of the LMS provides research background on how the final assessment was derived. The analysis of the association between the LMS and Legoland explores the meaning and importance of LMS'

motivational dimensions. Reviews of other studies that utilize the LMS demonstrate actual applications of this instrument in similar research works. These literature and works serve as the basis to conducting this research in people's motivation to visit Legoland.

2.1 HISTORY OF AMUSEMENT PARKS

According to Joan & Wills, (2005) the history of amusement parks can be traced back to as early as sixteenth century Europe. Places such as pleasure gardens and landscapes served as venues for popular entertainment. They were the antecedents of modern amusement parks. World's oldest amusement park, Bakken Park in north of Copenhagen Denmark, for examples, has been attracting visitors since the 1580s for its therapeutic natural spring. From 1870s onwards, the park hosted dances in music halls and featured amenities, such as sales of refreshments in wooden booths, games, and steam carousel—all sights one associate with amusement parks today. The steam carousel in particular became the symbol of a true amusement park. Bakken Park still operates and is the oldest operating amusement park of its kind (Jones & Wills, 2005).

In the seventeenth century, the meticulously designed and maintained gardens of the Versailles Palace in France held lavish parties and entertained guests with outdoor sports, theatre shows, parades, and dances (Jones & Wills, 2005, p. 92). The Vauxhall Gardens in London, England, were comprised of acres of attractive landscapes in which people not only gathered to enjoy the scenery, but also traversed through mazes and queued up for balloon trips. The Vauxhall also displayed spectacular fireworks that entertained its visitors.

The activities in such pleasure gardens would continue into the evenings, at which time dazzling illuminated decoration would come alive. Such bright and lively gardens were popular source of entertainment for most people during this period, as most of their evenings were spent in dimly lit homes (Kyriazi, 1976, pp. 13-5). In the nineteenth century, King of Denmark was convinced by George Carstensen's observation of how amusement parks create political tranquillity that "when the populace are enjoying themselves they forget about politicking" (Jones & Wills, 2005, p. 92). Carstensen designed the Tivoli Garden in Copenhagen not only with games that we see in conventional amusement parks today, but also with the fantasy architecture, restaurants, and mountain rollercoaster. In addition to the beautiful landscapes in the traditional European pleasure gardens, fun games were essential to enhancing the entertainment experience (Jones & Wills, 2005).

Besides the pleasure gardens, seaside resorts and circus shows became significant precursors to modern the amusement park. Penny arcades, gypsy fortune-tellers, and sideshows became popular games to play. At Raikes Hall, a large aviary was constructed displaying exotic birds to woo its visitors. Circus shows brought live acrobatic performances to the audience, while human clowns navigated across the stage into the crowd providing interactive entertainment. The display of freaks and exotic animals added a mysterious atmosphere. This brightly coloured and lit superstructure almost guaranteed the devotion to pure "fun, the fantastic, and the grotesque" that visitors would receive with a simple exchange of a ticket (Jones & Wills, 2005, p. 93).

According to Cross, (2006), p. 634; Jones & Wills, (2005), Countries all over the world gather at World's Fair showcasing the best of their culture, products, and the newest technology. This type of fair, known as an exposition, or expo,"

represented a significant milestone in the history of amusement parks. World Expos generated ideas that later transformed amusement parks into what we know as "theme parks" today. At the 1851 World's Fair hosted by England in the Crystal Palace in London, advancements in technology and science were the main attractions. England, as the host country, showcased its industrial advancements with the construction of a magnificent structure of iron and glass that housed exhibitions from all over the world. Similarly, the 1893 World's Columbian Exposition in Chicago presented fantastical architectural projects that greatly influenced the amusement park industry. The "white city for its futuristic urban utopianism" not only demonstrated the concept of future relative to its time, but also became the fantastical architecture that deeply rooted as a child's fantasy world. The entire Expo was strategically designed by renowned designers to create "flows" that led the visitors into different "realms." Specific areas were designated for amusement that featured a circus, an international beauty show, foreign villages, exotic shows, and the original giant Ferris Wheel. The foreign villages provided a contrast to the orderly, futuristic white city, both of which offered exotic atmospheres and amusements. This fusion of themed exhibition with entertainment defined the fundamental principles of the modern theme park, which was later epitomized by Legoland in the twentieth century (Cross, 2006, p. 634; Jones & Wills, 2005, p. 94).

The development of Coney Island since the 1840s best personifies the emergence of amusement parks and their transformation into the presage of theme parks. Coney Island was already a popular amusement destination by the time of the Chicago Expo. The development of the railway infrastructure stimulated the development of Coney Island in the 1870s. Although Coney Island seemingly offered entertainment for all, venues tailored to visitors of different classes or wealth

were segregated and located in different parts of the park. There was no coherence in theme or narrative, except for a vulgar collection of entertainers competing to lure customers. In 1884, in the effort to restructure the chaotic scene, James V Lafferty built an over-the-top elephant monument called the "Elephantine Colossus." This giant elephant structure not only served as a cigar shop, a museum, and a hotel, but also created a focal point in the entertainment district. The same year, visitors got their first ride on a wooden rollercoaster named the Switchback Railway, designed by La Marcus A. Thompson. Although criticized by a newspaper as a "frightful rate of speed" for going 6 miles per hour, the popular ride earned more than \$700 per day from the hundreds of people that lined up for hours for a thrill ride at 5 cents a pop. This type of rollercoaster became an instant hit and was built all over the United States (Jones & Wills, 2005, p. 95; Kyriazi, 1976, pp. 17-41; Weinstein, 1992, pp. 135-6).

In 1895, the Sea Lion Park charged a single entrance fee to visitors that allowed them to experience a collection of rides in the defined, enclosed park grounds. This inspired other amusement businesses to adopt a similar "enclosed park" model advertised under one name. George Tilyou's establishment of the Steeplechase Park in 1897 set out as the leader in popular entertainment. Its constant addition of new rides kept the visitors interested and amused, while the sexual innuendo incorporated into the park's design attracted mostly adult patrons. Tilyou's amusement business marketing strategy was so successful that he was named the "father and king of the American amusement park" (Ford & Milman, 2000, p. 65). Six years later, Luna Park, the first park with a unified theme, was constructed. Luna Park offered respectable entertainment based on exotic cultures and places, creating a sweet and fairy atmosphere suitable for patrons of all ages. It was described as the

"Realm of Fairy Romance,". Not only did the 250,000 lights in Luna Park resemble the ambience of Chicago Expo of 1893, but the ethnic villages and ancient stories portrayed in Luna also fused culture with entertainment (Cross, 2006, p. 634 Jones & Wills, 2005, pp. 95-6; Kyriazi, 1976, pp. 42-97; Weinstein, 1992, p. 137).

In the industrial age of the 1900s, amusement parks became increasingly popular among people of all classes, yet more so among the blue collar workers. Whether grotesque or fairy, an amusement park was the chance for these workers to escaping from the factory, from the boss, and ultimately, from reality. It was a temporary liberation for workers enslaved by the industrial age (Cross, 2006, p. 632). Amusement parks required no formality and allowed adults to act like children, with the children free to immerse themselves in whimsy. It was observed that "The amusement park unleashed powerful passions and shocking social freedoms" by Jones and Wills (2005, p. 97).

The enthusiasm for amusement parks was not only felt in the United States, but also in Europe. In 1896, the British replicated Chicago Expo's giant Ferris Wheel at England's Blackpool Pleasure Beach. The park's co-founder, William George Bean, frankly expressed that it was his intent to create an All-American amusement park. Although antecedents of amusement parks existed in Europe, it was the American who popularized this form of entertainment and made it widely sought after. A large amount of investments were made in importing popular American rides to Blackpool, which received more than a comparable sum of return. By 1912, Blackpool Pleasure Beach was being advertised as "England's Premier American Amusement Park" (Jones & Wills, 2005, p. 97). Regrettably, adulterous services reputed to exist in Coney Island also emerged on the Blackpool scene. Amidst this rise of American amusement culture, Luna Park, an American original, also began to

construct its international legacy in Australia, Berlin, Rome, and Buenos Aires (Cross, 2006, p. 635; Jones & Wills, 2005, p. 98).

During the Great Depression in the 1930s, amusement parks, along with other businesses, suffered a significant downfall. Parks started to experience financial difficulty due to the decrease in attendance. Due to a lack of funds, park facilities were not properly maintained, became less attractive to the visitors, and even resulted in unsafe rides causing accidental deaths. The depression left amusement parks with few visitors and deteriorated facilities. Lacking funds for improvements and new ideas, visitors soon lost interests in same, familiar rides. To further the detrimental impact of the depression on amusement parks, the popularization of television took dominance as the mainstream entertainment. More people would rather stay home and watch TV than go out to unsafe, worn down, and unimaginative amusement parks. Total number of amusement parks in the United States dropped rapidly from 2,000 in the 1920s to 250 parks by the year of 1940 (Jones & Wills, 2005, pp. 101-2; Kyriazi, 1976, pp. 98-166; Weinstein, 1992, p. 146).

2.2 HISTORY OF LEGOLAND

The story of Legoland Billund begins with the toy bricks created by the legendary carpenter from Billund, Ole Kirk Christiansen. He started producing toys under the name Lego in 1934. Christiansen made wooden toys and blocks built to a high standard of quality that he believed was missing in most toys. At that time, Legos were only made by wood different from what we know today. The name Lego, which originally from the Danish “leg godt,” or “play well” reflected to high quality toys. It was not until 1947 that Christiansen first began experimenting with plastic bricks. The interlocking system was introduced two years later in 1949 and took another nine years before a patent for the Lego was obtained. The year 1958 was both a happy and a sad year when Ole Christiansen died after suffering a heart attack.

Lego began producing their unique puzzle-like models, rather than just bricks under the direction of Ole’s son, Godtfred in Billund. It was the factory itself that first inspired a Legoland park. Over the years, numerous Lego sculptures have been added to the exteriors of the factory. Godtfred noticed that these colourful statues were drawing a large number of tourists to Billund each year just to stand in front of the factory and look at them. When the number of visitors started to reach 20,000 a year, Godtfred came out the idea of setting up a more unified collection of Lego displays and billing it as an attraction.

Legoland Billund was first opened to the public in 1968, it was just half the size it is today at 125,000 square feet. At the beginning of its opening, the park was solely an exhibition of Lego models. Tourists came from all over the world to see miniature models of houses and famous landmarks built entirely from small plastics

bricks. Although Legoland expanded over the years, and added a variety of new attractions, Legoland Billund will always stay the same. Until today, Legoland Billund used over 58 million individual bricks to create not just models of buildings but also many moving vehicles such as airplanes, cars, trains and boats. The park has doubled the size in since 1968 and added many new theme areas such as Duplo land, Imagination Zone, Legoredo Town, Adventure Land, Lego City and the Knight's Kingdom. The themed areas feature not just some of Lego's most popular characters and creations, but it also includes rides and other entertainment for people of all ages. For example, Duplo Land is built with the oversized Lego designed for children under six. At Duplo Land, kids will find building stations, slides, and a Duplo Brick train they can ride. The Knight's Kingdom is created for bigger kids and they will find rides suitable for them such as The Dragon, a roller coaster which combines a dark ride through medieval Lego scenes with exciting drops.

Legoland Windsor is the second Legoland opened in 1996, followed by Legoland California in 1999 and Legoland Deutschland in 2002. The recent opening was Legoland Malaysia in 2012 and it is the first Legoland in Asia. Like the original Legoland in Billund, the heart and soul of each park is the Miniland. Each and every Legoland has its own landmarks and also landmarks from around the world built in Legos. No matter what new character or theme is added to the park, there seems to be a never ending fascination with real world people and places built out of Legos. As long as these colourful plastic bricks continue to capture the imagination of our children, there is no doubt that Legoland will always be one of the top destination for kids.

2.3 RESEARCH ON LEISURE, RECREATION, AND TOURISM MOTIVATIONS

2.3.1 Motivation

Based on theories by various philosophers, E. J. Murray (1964) suggested a generally accepted definition of motivation as "an internal factor that arouses, directs, and integrates a person's behaviour" (p. 7). Furthermore, he stated, "it is not observed directly but inferred from his behaviour or simply assumed to exist in order to explain his behaviour" (p. 7). Motivation should be differentiated from other driving forces behind a person's behaviour, such as personal experience, physical abilities, and surrounding conditions. There are usually two major components to a motivation, one of which is the "drive" representing the internal force that induces an action. Even though drive can be influenced by one's surrounding conditions, it is entirely an internal process. Another component is the termination of the motivation upon an achievement of a "goal" or the receipt of a "reward." When a person reaches the desired objective, such as a goal or reward, the internal inducing force behind the behaviour may begin to diminish or be diminished. This effect may be temporary or permanent. The goal and reward may be external objects, yet the motivation termination process is internal (E. J. Murray, 1964, pp. 7-8).

2.3.2 Maslow's Hierarchy of Needs

Maslow (1954) developed the theory of the hierarchy of needs, which was often adapted by later studies, such as Dann (1981), Crompton and McKay (1997), Shin

(2003), and Perrett (2007), when conceptualizing tourists' motivations. The theory identified five categories of needs that ranged from basic necessity to personal advancement. The progression starts with physiological needs, safety needs, the needs for belongingness and love, esteem needs, and finally the need for self-actualization. Maslow stated that generally, the lower needs need to be satisfied in order for the higher needs to emerge or to be realized. "At once other (and higher) needs emerge and these, rather than physiological hungers, dominate the organism. And when these in turn are satisfied, again new (and still higher) needs emerge, and so on" (p. 38). This concept describes the hierarchy of needs, subsequently, the motivation or motivations driving behaviour. Maslow also noted that any of the above needs should not be deemed the exclusive determinant of a behaviour, which may consist of multiple motivations. Typically, a lower need does not need to be completely (but substantially) satisfied for the next higher need to be realized. It is a rolling effect of substantially satisfying one need for the next to emerge, and so forth. Thus, even when a higher need emerges, a small portion of the lower need may still yet to be completely satisfied. Maslow also compared the hierarchy of needs to the hierarchy of organisms, or "evolutionary development" (p. 98). The higher the level of needs, the more human specific it is, and furthermore, the more advanced it is in terms of civilization (Maslow, 1954, Chapter4).

2.3.3 Leisure and Tourism Motivation

Referring to Iso-Ahola (1980), he examined the psychological foundations of the leisure need concept with a focus on the significance of leisure need to human behaviour. To begin, Iso-Ahola constructed and illustrated the concept of "levels of

causality of leisure behaviour" with four levels of "whys" in a pyramid form (p. 227). The base level denotes a person's personality as "biological dispositions and early socialization experiences," the second level as a "need for optimal arousal and incongruity," going up to "perceived freedom and competence," and "leisure needs" at the tip of pyramid (p. 228). The base two levels represent hidden causes, whereas the upper two tapering levels represent open reasons that are usually observable. Iso-Ahola stressed that all levels and factors must be analysed when examining leisure motivation, because simply looking at one level, or particularly "leisure needs," is as if one just "explores the tip of the iceberg" (p. 230). This model also takes into account the "social environment" and "situational influences" factors at all four levels of causality, emphasizing motivation as a psychological construct. As a person undergoes the socialization process, needs and motivations are acquired first through parent-child interaction and, later, the broader society as a whole, thus defining social motivation.

Motivation can also be characterized as extrinsic and intrinsic, of which work and leisure are motivated by, respectively, although in cases both extrinsic and intrinsic motivations may exist in one activity. Extrinsic motivated activities provide tangible rewards such as money, whereas intrinsic motivated activities provide psychological rewards such as the sense of winning. Often times, extrinsic reward dominates over intrinsic reward, thus when extrinsic reward diminishes, the overall motivation erodes. For a leisure activity to therefore become perpetuating and enjoyable, the initial motivation should best be intrinsic. In reviewing Maslow's (1943) need hierarchy theory, Iso-Ahola concluded that the highest order of need for self-actualization is both social and intrinsic motivation, because intrinsic behaviour often occurs in social contexts. Consequently, leisure needs and motivations should

best be studied applying the theoretical framework of intrinsic motivation, with consideration of changing social and situational contexts (Iso-Ahola, 1980).

In an attempt to answer the question, "What makes tourists travel?" Dann (1977) conducted a survey on visitors in Barbados, concentrating on the "push" factors that directed them to travel. Moreover, the survey was based on the theories of "anomie" and "ego-enhancement" as the push motives, which were cross-tabulated against demographic variables. The anomie theory describes the desire of a person to escape his/her current environment affected by anomie, which could be the lack of interpersonal contact in a metropolitan area, or excess personal contact in a small town setting. Ego-enhancement derives from the need of social recognition by others, by which the term "status" describes. According to Dann's research, travelling provides the opportunity for showing-off the trip to one's colleagues, having one's status and identity unknown to others, aligning oneself with the prestige, and feeling superior over the less fortunate foreigners. Dann then introduced the element of "fantasy" relating to both of the motives above. Fantasy represents the activities or behaviours that a traveller could indulge in, and more specifically, "Related to anomie, the fantasy world of travel seeks to overcome the humdrum, the normlessness and meaningless of life, with more satisfying experiences. As regards ego-enhancement, travel presents the tourist with the opportunity to boost his ego in acting out an alien personality" (Dann, 1977, p. 188).

According to Crompton (1979), he conducted a research to examine the motives that induced the selection of his subjects' choice of vacation destinations. In his preliminary research, Crompton found that the concept of equilibrium repeatedly appeared in theories of motivation. It was observed that needs or desires arise when disequilibrium occurs, and the state of disequilibrium drives people to pursue a series

of actions that would satisfy such needs and desires. When the need or desire is satisfied, equilibrium would then be restored. The objective of Crompton's study was to identify what caused the disequilibrium, which "provoked respondents' decisions to select particular vacation destinations" (p. 409). He then explicated the "push-pull" theory where a "push" is a socio-psychological motive that drives the notion for pleasure vacation, and a "pull" is a cultural motive triggered by the appeal of a destination. Dann (1977) stated that a person's selection of a destination is a result of a prior desire to travel. Thus, the "push" factor usually precedes the "pull" factor (p. 186).

Compton also found that the cause of disequilibrium could be socio-psychological and/or cultural. His study identified seven socio-psychological motives, which are escapes from a perceived mundane environment, exploration and evaluation of self, relaxation, prestige, regression, enhancement of kinship relationships, facilitation of social interaction, and two cultural motives (i.e., novelty and education). The internal drive from within a person to go on vacation can be explained by the seven socio-psychological factors, while the selection of a vacation destination can be explained by the cultural motives. It was stressed that a motivation is "multidimensional" and that the operation of each of the aforementioned factors is concurrent or integrated (John L. Crompton, 1979).

After evaluating various tourist motivation theories, Dann (1981) attempted to capture the essence of each theory in his appraisal. He stated that tourism motivation is "a meaningful states of mind which adequately disposes an actor or group of actors to travel, and which is subsequently interpretable by others as a valid explanation for such a decision" (p. 205). The selection of words in this statement was methodical and meticulous, in an effort to provide common ground for

interpreting tourist motivation while allowing pluralism in perspective. According to Dann, a "meaningful state of mind" refers to a clear stream of consciousness, in which a notion is conceived, based on a self-justification with reasons. "Adequate disposition" describes how the state of mind weighs up the options and proactively influences the persons, the "actor or group of actors," in making the decision to travel. This process can be a singular experience or be put into a social context, which would then become a condition under which the decision is made rather than a cause. Once a travel decision has been made, it should be able to be interpreted by an observer who is capable of understanding the methodology of such thought processes. However, the thought process communicated to the observer may not always reflect the true reasoning behind the decision due to a variance in level of privacy disclosure. Tourists that are more likely to have unconventional motives may be more reluctant to openly discuss the true reasoning. Therefore, selecting subjects from the norm may better assist the observer to conduct a better-represented study, thus a more probabilistic conclusion. The "decision" to travel implies the stage of decision making before the trip. The examination of tourist motivation may be conducted pre-trip, on-trip, or post-trip (Dann, 1981).

Based on the theory of homeostasis, Crompton and McKay (1997) stated, "Tourism motivation is conceptualized as a dynamic process of internal psychological factors (needs and wants) that generate a state of tension or disequilibrium within individuals" (p. 427). Thus, tourism motivation is the initial driving force for a decision leading to the actions to restore the state of equilibrium. It was further explained that people do not search for less or excessive stimulation, but to reach an optimal level of arousal (Crompton & McKay, 1997).

2.3.4 Destination Tourism

In a review on Dann's (1981) definition of tourism motivation, Iso-Ahola (1982) presented a tourism motivation theory of seeking and escaping from a psychological point of view. Iso-Ahola (1982), developed the Social Psychological Model of Tourism that describes the coexistence of "seeking intrinsic rewards" and "escaping the everyday environment" factors in tourism motivation (p. 259). Each of the two factors can further be broken down into personal or interpersonal components creating four possible quadrants where a motivation could be identified. Iso-Ahola (1982), based this model on E. J. Murray's (1964) definition of motivation as previously discussed, "an internal factor that arouses, directs, and integrates a person's behaviour" (p. 257), and connected the factors to potential satisfaction, thus explaining how individuals derive satisfaction by seeking and escaping in the participation of leisure activities. Being aware of the potential satisfactions that arise from travelling, individuals start to form goals or reasons for travel, which would be the "seek" or "escape" factors. Iso-Ahola (1982), further suggested that both factors coexist in a motivation, but that one may weigh more than the other. A good example would be choosing to surf in Hawaii for vacation. The activity of surfing provides a sense of achievement (i.e., seek) while Hawaii serves as an escape, yet both elements may be required to completely satisfy a vacationer's needs. Personal and interpersonal factors also contribute to both of the elements (i.e., seeking and escaping), thus a vacationer's motivation is captured by the Social Psychological Model of Tourism (Iso-Ahola, 1982).

According to McGehee, Loker-Murphy, and Uysal (1996), by integrating theories in motivation and tourism motivation, the relationship between motivations and destination tourism can be more clearly explained. Fodness (1994) suggested

that the push factors are the internal forces that initiate an individual's notion to travel. Whereas pull factors are the destination attributes, which are the forces that draw an individual to visit a particular place. McGehee, Loker-Murphy, and Uysal (1996) also defined pull motivations as those inspired by the attractiveness of a destination, whether it is the natural scenery, cultural attractions, shopping, or entertainment, of which the inherent push motivations are stimulated and reinforced. Moreover, when a particular destination possesses attributes (pull factors) that appear to coincide with the individual's needs and desires (push factors), a decision to visit that particular destination may be procured. There is a direct relationship between the push/pull factors and motivations and the process of decision-making (Kim & Lee, 2002).

Gnoth (1997) suggested that significant distinctions must be made between motives and motivations. Motives cause a person's action whereas motivations are the specific response to needs. Motivations involve specific situations and behaviours and are deemed more objectively measurable. Thus, closely monitoring motivations would be beneficial to identifying trends in tourists' decision making in choosing travel destinations (Gnoth, 1997).

Having taken consideration of intrinsic motivations, Mannell and Iso-Ahola (1987) stressed that it is imperative that destinations not only attract tourists with apparent attributes, but also actually satisfy the needs and desires of the tourists. After all, it is the intrinsic push factors that would drive the visitors to repeating their visits to the same destination. Therefore, "the evaluation of the physical products of destination (instrumental performance) as well as the psychological interpretation of a destination product (expressive attributes) are necessary for human actions" (Yoon & Uysal, 2005, p. 47). From a marketer and developer standpoint, Uysal and

Jurowski (1994) proposed that useful information could be generated and applied to a specific destination by understanding and recognizing tourist motivation factors. The consideration of the motivation factors coincides with Gnoth's (1997) findings that motivations are measurable. Thus, analytical data can be collected and generated for demonstrating tourist destination trends, in turn providing guidance and ideas for promoting products, activities, and events (Fodness, 1994). As Crandall (1980) had suggested, the utilization of motivation assessments could predict tourist demands, which could become the basis for product improvements or developments in better meeting tourists needs.

Beerli and Martin's (2004) study produced empirical evidence showing that significant relationships exist between the motivations and socio-demographics of tourists and the perception of their travel destinations. Motivations are found to influence the image of a destination, in turn influencing tourists' choice of a particular destination. San Martin and Rodriguez del Bosque (2008) also conducted a study on motivations and travel destinations using qualitative and quantitative methods producing empirically accurate and reliable data confirming the same findings as Beerli and Martin. Furthermore, San Martin and Rodriguez del Bosque's study suggested that motivations are "a multi-dimensional phenomenon integrated by several cognitive and affective dimensions" (p. 274). Thus, factor analysis is deemed appropriate in understanding tourists' motivations in visiting a particular destination.

With respect to theme park visitation motivations, Wong & Cheung (1999) found that time limitation is often one of the push factors, and that the ability of the theme parks in providing a "condensed holiday product" is one of the pull factors (p. 320). Moreover, with a more specific focus, tourists choose to pursue "thematic tourism" based on motivations inspired by a particular interest, subject, or area, as

opposed to the attraction to the idyllic scenery or climate found in more traditional motivations. Tourists who have decided to visit a theme park as their destination may have more specific or even more identifiable motivations.

Based on all of the above reviews, this study intends to utilize the theories in leisure motivation and apply such theories to the research in people's motivations in visiting Legoland as the selected destination in destination tourism.

2.4 LEISURE MOTIVATION SCALE (LMS)

The Leisure Motivation Scale (LMS) was derived from Maslow's Hierarchy of Needs by Beard and Ragheb (1983) to describe the motives that determine whether satisfaction is gained from leisure pursuits (Ryan & Glendon 1998, p.173). Beard and Ragheb (1983) published a research that developed the Leisure Motivation Scale (LMS), which identified four major dimensions in leisure motivations and provided an instrument analyzing the motives of an individual to participate in leisure activities. The development of the instrument started out with over 150 items that were organized to assess the leisure motive categories derived from several literature reviews. The initial 150 items were critically analysed and evaluated by a group of investigators for clarity and relevance to leisure motivation. This process narrowed the 150 items down to 106 items, which were then put into the Likert scale format of a five-point response scale, ranging from "strongly disagree" (1) to "strongly agree" (5). The formatted 106 items were given to 65 students for further examination to catch flaws and procedural issues. The instrument was further reduced to 103 items, which were again administered to 174 students. After an initial principle component analysis on the data, seven factors were extracted, of which six were found to be

interpretable and one to be not interpretable. Four of the six interpretable factors were combined into two, thus forming the four factors that were deemed preferable for the purpose of constructing a general motivation instrument. The factor of "intellectual" referred to learning and exploring; the factor of "social" derived from the "friendship" and "esteem of others" factors; the "competence-mastery" factor derived from the "health and fitness" and "competence-effectance" factors; lastly the "stimulus avoidance" factors defines the need to relax and to avoid stress. A pilot test was conducted where 48 items were retained, 12 for each factor (hereby "sub-scale"), and that was the best correlation coefficients and alpha coefficients relative to the four sub-scales (Beard & Ragheb, 1983).

The 48-item instrument was field tested by a pool of 1205 individuals, via direct distribution to high school students, college students, and retired persons, and via mail to employees mostly from the public sector. Analysis on the collected data confirmed the categorization of each item into the four sub-scales, which were defined in detail as follows,

2.4.1 Intellectual

The Intellectual component of leisure motivations assesses the extent to which individuals are motivated to engage in such leisure activities which involve substantial mental activities such as learning, exploring, discovering, creating, or imagining.

2.4.2 Social

The Social component assesses the extent to which individuals engage in leisure activities for social reasons. This component includes two basic needs. The first is the need for friendship and interpersonal relationships, while the second is the need for the esteem of others.

2.4.3 Competence-Mastery

The Competence-Mastery component assesses the extent to which individuals engage in leisure activities in order to achieve, master, challenge, and compete. The activities are usually physical in nature.

2.4.4 Stimulus-Avoidance

The Stimulus-Avoidance component of leisure motivation assesses the drive to escape and get away from over stimulating life situations. It is the need for some individuals to avoid social contacts, to seek solitude and calm conditions; for others it is to seek rest and to unwind themselves. (Beard & Ragheb, 1983, p. 225)

Based on the factor loading analysis and a revisit of the final 48 items of the LMS, a shortened scale of 32 items was derived by retaining items with relatively large loading associated to its dimension and eliminating items with extensive overlapping content of other items. Each of the four dimensions in the short scale has eight items. Beard and Ragheb (1983) reported that the reliability of the 48-item

scale ranges from alpha coefficient of .90 to .92 for the 48 items, and the reliability of the 32-item short scale ranges from alpha coefficient of .89 to .91. Therefore, both versions of the LMS are considered well-established scales in measuring people's motivation. Beard and Ragheb stated that, "the short scale is especially recommended for use in research settings where time for administration is a major consideration" (p. 226). Thus, the short scale of 32 items, which would require a third less time than the 48-item scale for completion, will be implemented in this study (Beard & Ragheb, 1983).

2.5 PREVIOUS STUDIES USING THE LEISURE MOTIVATION SCALE

Since Beard and Ragheb's publication of the Leisure Motivation Scale (LMS) in 1983 (Beard & Ragheb, 1983), numerous researchers have validated and implemented the LMS in their studies. Lounsbury and Hoopes (1988) used items from the LMS to determine the stability of using motivational factors. Mannell (1989), Lounsbury and Franz (1990), and Lounsbury and Polik (1992) adapted the scale to measure vacationers' needs and how their vacations met those needs. Blakely and Dattilo (1993) administered the scale to alcohol and drug addicted adults to assess their leisure motivational orientations. Reddon, Pope, Friel, and Sinha (1996) applied the scale to a study on the relationship between leisure motivation and psychosocial adjustment in young offenders. C. Murray and Nakajima (1999) translated the LMS into Japanese when conducting a study on leisure motivation of Japanese managers working in the U.K. More studies, which this section seeks to review, were found to have implemented the LMS in research related to travel and tourism, specific destinations, and specific population. Moreover, the following

reviews will demonstrate how the LMS was implemented and the reliability of the instrument shown in the research results.

Ryan and Glendon (1998) conducted a study utilizing the LMS along with questions regarding demographics and holiday behaviours. The study was designed to determine whether correlations existed between motivational dimensions and the features of a specific vacation destination where the respondents visited. Ryan and Glendon (1998) explained that the reason for choosing the LMS for this study was that "evidence existed of its rigour" (p. 173). After conducting a pilot test with the full version of the LMS, a shortened version of 14 motivational items on a seven-point Likert-type scale was administered to 6,000 British vacationers with a return of 1, 127 usable replies. The questionnaires were mailed out in the third week of October of 1992, when most of the respondents would have had taken vacations during the prime summer season. In the questionnaire, the LMS was implemented twice with different purpose statements where the first purpose was to rate the importance of each motivational item to respondents desired vacation, and the second to rate the extent to which the respondents' last vacation met each motivational item. Data analysis results showed that the dimension of "stimulus-avoidance/relaxation" received high ratings by the overall sample, and that physical aspect of "mastery" received lowest ratings out of the four dimensions. Cluster analysis was applied to the data resulting in eleven clusters with distinct combination of scoring. The eleven clusters were then cross-analysed with demographic variables. The collected data also underwent the Kaiser-Meyer-Olkin (KMO) test, which showed a satisfactory Measure of Sampling Adequacy of .73. Ryan and Glendon concluded that it is feasible to create an instrument that measures holiday motivation by extracting items from the LMS while retaining the integrity of the four

dimensions (Ryan & Glendon, 1998). This study established the adaptability of the LMS to studies on visitor motivations specific to a destination.

According to In Shin's (2003) doctoral dissertation, travel motivations of Korean-American seniors living in the New York City area was investigated. The LMS was implemented in the motivation questionnaire designed to explore the importance of each of the four motivational dimensions. Socio-demographics and cultural characteristics were also examined in terms of their influence on and relationship with the motivational dimensions for travelling. Shin chose to implement the LMS for "this scale is well-known and has been widely used in leisure and tourism research" (p. 32). The sample was recruited from senior members of two Korean-American churches via mailed-in and on-site survey methods with a return of 273 completed questionnaires. The questionnaire booklet was printed in both English and Korean for participants whose first language is Korean. The data analysis results showed that the "social" dimension is the most important motivation while the "intellectual" dimension is the least for Korea-American seniors to travel. The correlation test showed that acculturation is positively correlated with all of the four LMS motivation dimensions. Multiple regressions were used to analyse the contribution of each demographic variable to each of the four LMS dimensions. Using the LMS, demographics, and acculturation survey, the study provided information on the travel motivations of ethnic elderly (Shin, 2003).

Referring to Pan and Ryan (2007), they conducted a research on mountain areas and visitor usage, of which one of the research objectives was to identify visitor motivations. A shortened version of the LMS was adopted as the criteria for the selection of motivational items to be included in the survey. Four new non-LMS items yet specific to forest and mountain environments were added, forming a

motivation scale of 18 items measured on a seven-point Likert-type scale. The modified LMS was administered to visitors as they exited Pirongia Forest Park in New Zealand. The collected data underwent an exploratory factor analysis producing a grouping of five factors, which are "relaxation," "social," "belonging," "mastery," and "intellectual" (pp. 294-6). The naming of each factor was based on common traits of the items within the derived group. The modified LMS of 18 items was tested to have a reliability of .88 for Cronbach's alpha. The resulting mean factor scores showed that "relaxation", followed by "mastery", is the most significant motivation for visitors at Pirongia Forest Park (Pan & Ryan, 2007).

Mohsin and Ryan's (2007) paper used derivatives of the LMS to explore Indian student's attitudes toward vacationing in New Zealand. Their preliminary research showed that besides focusing on attracting more tourists, Tourism New Zealand tried to identify potential "interactive, high yield" (p. 2) tourists who would increase the sales of New Zealand's generally rural based products. However, little research has been done on Indian tourists' motives and attitudes, or more specifically, their expectation and image of New Zealand. Consequently, the LMS, a generalized motivational scale, was chosen as opposed to a specific activity-based instrument, since Indian students were generally expected to have limited knowledge of New Zealand. Each item in the LMS was formatted with a seven-point Likert-type scale with a non-response option. The questionnaires were administered to students and some staff at higher education institutions in several Indian cities. The result suggested the items with the highest mean scores to be, "to increase my knowledge," "to mentally relax," "to see new cultures," and "to discover new places and things" (p. 6). Moreover, because Mohsin and Ryan found that Beard and Ragheb's research on the LMS was mainly with samples from the United States or United Kingdom,

they elected to perform a principal component analysis on the collected data. Four factors by and large congruent with the original LMS were derived from the analysis, which were "relax," challenge," "discover," and "social" (pp. 8-9). The motivations scale was tested to have an alpha coefficient of .83. The analysis showed that the differentiation among the four factors administered in India was not as strong as those in the original LMS study (Mohsin & Ryan, 2007).

The LMS was applied in Mohsin's (2007) study where Mainland Chinese holiday motivation and interest in vacationing in New Zealand were analysed among demographic variables. Mohsin selected the LMS for the survey "because this is a generalised motivational scale found to possess stability and rigour over time" (p. 26). A questionnaire designed using the LMS was translated into Mandarin Chinese and administered to randomly selected participants at major shopping malls and institutes of higher education in the top three Mainland Chinese cities, Beijing, Shanghai, and Guangzhou where people are most likely to travel abroad. The survey instrument based on the LMS was tested to have a reliability of alpha coefficient of .82. Mohsin analysed the collected data using descriptive statistics, an independent sample t-test, and one-way ANOVA. The data analysis results showed that "general relaxation needs" and "intellectual/curiosity motives" were the main travel motivations of the selected sample in Mainland China, whereas "challenge" was rated the least important motivation. The analysis also indicated that a significant relationship exists between travel motivation and demographic variables of age and education level. Persons from different age groups and education levels had significantly different travel motivations. For example, young Chinese respondents rated themselves more likely to "discover new ideas, see new cultures" while older Chinese respondents rated "relaxation" a more important factor. The purpose of

Mohsin's study was to provide information on Mainland Chinese people's motivations to travel and interest in touring New Zealand to the country in order for it to develop tourism and hospitality products with the objective of attracting more Chinese visitors. Mohsin also cautioned that due to the "limited sample size and subjectivity in responses" (p. 38) the result should not be considered entirely conclusive, and recommended further research with similar method and a larger sample size (Mohsin, 2007).

Slater (2007) investigated the motivations of visitors to galleries by applying Beard & Ragheb's LMS together with other leisure motivation theories. The purpose of Slater's study was to find out the demography of attendees at different types of gallery events, to identify visitor's motivations to attend gallery events, and to compare motivations of visitors who participated in different gallery events with the types of visitors (i.e., first timer/returnee, alone/in a group, pre-planned/spontaneous) using a new motivational scale derived from the LMS. The new motivational scale was developed and evaluated in this study. "Social & family interaction," "learning," and "escapism" (p. 155) were the three dimensions in the new scale. An initial pool of motivational items was constructed from the LMS and those developed by Slater. A panel of academics rated and eliminated motivational items assigned to the three dimensions based on fit, resulting in the final 24-item scale - eight items for each dimension. Pilot studies were conducted and confirmed the structural clarity of Slater's motivation scale. A survey using Slater's motivation scale was conducted at two events hosted by a nationally known gallery in London. Questionnaires were given to visitors as they concluded their participation in either an interactive art exhibit or one of the family workshop series. The scale was tested to have a Cronbach's alpha coefficient between .918 and .934. The results of Slater's study

suggested that contrary to popular belief, learning is not necessarily the most influential motivation, and that escapism is the underlying motivation to gallery visits (Slater, 2007).

The LMS was used in an online survey for Perrett's (2007) study on youth leisure travellers' travel motivations to Manitoba, Canada. The purpose of the study was to provide information on youth travel motivations that would help the Manitoba tourism sector improve its marketing strategy and stimulate further research in this area. Perrett's study focused on the pre-trip travel decision-making and the dominant motivations for travelling in general and for travelling specifically to Manitoba. The questionnaire was posted on the "Hostelling International—Canada, Manitoba Region website" with an incentive for participation. The means and correlation of the online survey results were analysed against demographics and other travel characteristics recorded on the same survey. The survey results showed that travel motivation mean scores for travelling in general are slightly higher than travelling to Manitoba, except for items, "to slow down," "to visit a countryside environment," "to interact with local residents," and "to be in a safe environment," where motivation mean scores are higher for travelling to Manitoba. The Wilcoxon test was run for examining the significance of the difference in the responses for travelling in general and travelling to Manitoba. Correlation relationships among motivations to visit Manitoba, demographics, and trip characteristics were examined by using the Spearman Correlation. The dominant motivation identified by this study with respect to the four dimensions in the LMS was "intellectual" (Perrett, 2007).

Lin, Chen, Wang and Cheng (2007) investigated the relationship between extroversion personality and leisure motives by conducting a survey on members of fitness center in metropolitan of Taipei, Taiwan. Lin et al administered a modified

LMS of fourteen items with the Five Factor Model extroversion and collected a total of 424 usable questionnaires. Based on the collected data, the modified LMS has a Cronbach's alpha of .824 to .842. The data analysis showed that fitness centre members had highly extroverted and leisure motivated personalities. The result further showed that extroversion and leisure motivation are positively correlated. The study suggested fitness center managers the promotion of intellectual, social, competence-mastery, and relaxing factors in their services to meet the needs of extroverted clients, thus making the center more attractive to such extroverted clients (Lin et al, 2007).

Choe (2008) investigated non-Buddhists' motivations in visiting Buddhist temples in a master thesis for recreation and leisure studies. A survey was conducted on the public sidewalk in front of the Chua Ba Thien Hau Buddhist temple in Los Angeles' Chinatown. The questionnaire included questions about respondents' temple visits and the LMS rated on a five-point Likert-type scale. The study drew comparisons between respondent demography, information on respondents' temple visits and the four dimensions of the LMS. A significant finding was the difference in motivations of the "stimulus avoidance" dimension between genders, where female respondents rated higher scores. Data analysis also showed that visitors with higher scores in "intellectual" and "stimulus avoidance" dimensions are more likely to participate in a temple stay (Choe, 2008).

The LMS was adopted by Xu, Morgan, and Song (2008) in comparing tourism motivations, activities, and attitudes of undergraduate students from the United Kingdom and Mainland China. Xu et al conducted the study at the School of Management in Nanjing University of Finance and Economics, China and the School of Services Management in Bournemouth University, UK during the same

period in 2007. The survey asked students to rate items regarding travel accommodations, transportation, information sources, activities, and types of food, along with motivational items drawn from the LMS. The survey also asked students to provide information on their preferred types of travel (e.g., cautious/adventurous, individual/group, packaged/independent). Motivational part of the survey results showed that "having fun," "doing things with friends and family," and "escaping from boredom and enjoying a new challenge" were rated more important motivations by UK students than Chinese Students. On the other hand, Chinese students placed higher importance than UK students on "seeing famous sights and learning about other cultures and history." Both groups rated the same importance regarding the motivations of "discovering someplace new and relaxing after their studies." Xu et al concluded that cultural factors and market conditions influenced the differences in motivations and behavioural patterns, which will change with the growth of the Chinese economy and popularization of foreign travel among the Chinese (Xu et al, 2009).

Ying-Chieh Chen, Ren-Hau Li and Sheng-Hwang Chen (2011) used the LMS to test a cause and effect model of factors affecting leisure satisfaction among Taiwanese adolescents. A structural equation model was proposed in which the relationships among leisure motivation, leisure involvement, and leisure satisfaction were explored. The study collected data from 701 adolescent students at a junior college in central Taiwan. Participants were assessed using a questionnaire that captured leisure motivation, leisure involvement, leisure satisfaction and demographic data. The preliminary model fit criteria, overall model fit, and fit of the internal structure of model were used to assess the leisure satisfaction model fit. The results revealed that leisure motivation had no significant effect on leisure

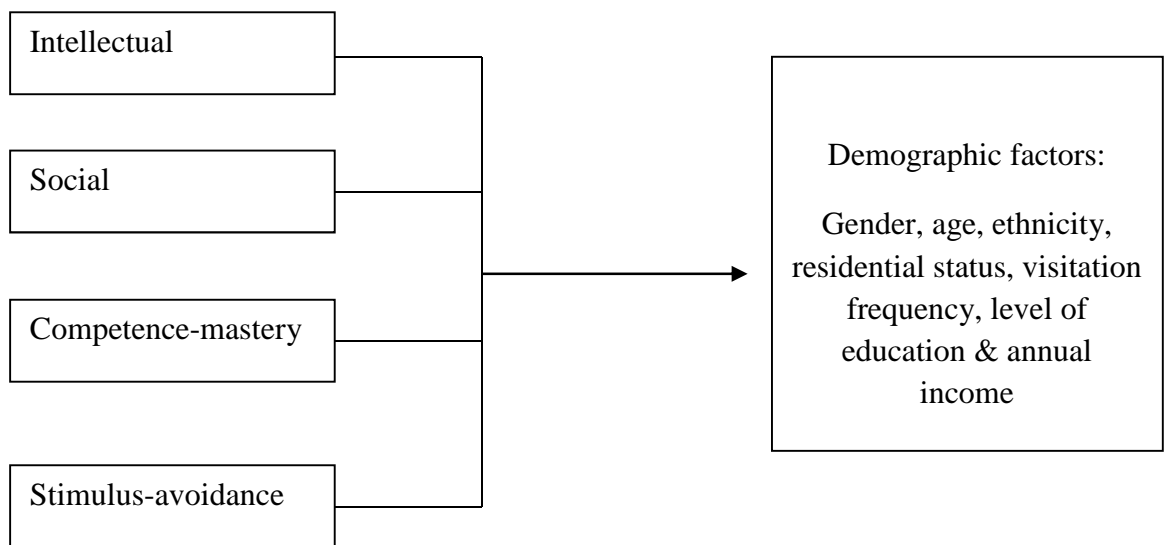
satisfaction when leisure involvement was also in the model, but leisure motivation had a significant effect on leisure involvement. Adolescents with higher leisure involvement had more positive leisure satisfaction. The study found that 92.0% of the variance in adolescents' leisure satisfaction could be explained by leisure involvement. When leisure involvement was considered in the model, no significant predictive effect on the leisure satisfaction of adolescents was found for leisure motivation. Therefore, in order to enhance leisure satisfaction, the study strongly suggested that adolescents learn to be involved in leisure activities and obtain support from the family. (Ying-Chieh Chen, Ren-Hau Li and Sheng-Hwang Chen, 2011)

The studies reviewed not only demonstrated how the LMS could be implemented in researching travel and tourism, specific destinations, and specific population, but also showed how the integrity of the scale could be maintained. All of the studies had reliabilities relatively close to the original reliability of Cronbach's alpha of .89 to .91 for the short scale and .90 to .92 for the original scale. Several studies also confirmed the ability of the LMS to maintain its integrity when translated into another language. Thus, the LMS is a suitable instrument for measuring the orientation of people's motivation in visiting Legoland, which is a specific destination.

2.6 THEORETICAL FRAMEWORK.

Based on the above discussion, this research has proposed the following research framework.

INDEPENDENT VARIABLES



2.7 CHAPTER SUMMARY

This research utilized articles and literature related to the research topic, such as the history of the amusement park and Legoland, studies on motivation and tourism motivation, the instrument of Leisure Motivation Scale (LMS), and researches implementing the LMS, to provide the background to the study in people's motivations to visit Legoland. Based on the history of Legoland and the original study that produced the LMS, comparisons and associations were drawn between the characteristics of Legoland and the four motivational dimensions of LMS. The literature review not only examined background information to Legoland, tourism motivation, and the LMS, but also provided a detailed analysis of the problem by examining other studies that are similar to this. As early as 1998, researchers explored the applicability of the LMS in 39 tourism motivation and found the instrument to be rigorous and reliable in such applications. Subsequent studies that implemented the LMS on destination tourism continued to set the precedents on how the LMS can be applied to researches in specific destinations, and in this case, people's motivations to visit Legoland Malaysia.

CHAPTER 3

METHODOLOGY

3.0 CHAPTER INTRODUCTION

The third chapter will discuss on methodology and design of the research. This chapter shall elaborate the process of gathering and analysing data in the hope of getting significant results. It discusses various research components that make up the main activities of this research process. It elaborates on research population, sampling, data collection method, data analysis and interpretation.

The purpose of this research is to examine the motivations of visitors to Legoland and the differences in motivations across a variety of demographic variables. The investigation of such motivations could potentially help other amusement parks in planning and developing attractions. After initial research on this subject, it was evident that there was limited published information available regarding visitors' motivations in visiting Legoland. Therefore, this study would provide valuable insight into what motivates visitors to visit Legoland. This chapter explicated the population, instruments, methods and procedures that were used to collect and analyse the data.

3.1 RESEARCH APPROACH

In conducting the study, descriptive research was applied by the researcher. A descriptive study is undertaken in order to ascertain and be able to describe the characteristics of the variables of interest in a situation. Descriptive research

describes clearly the meaning of each variable of the study. Other than that, descriptive studies are undertaken in order to learn about and describe the motivation components. Descriptive research is selected because it can help the researcher to determine the factors affecting the difference between motivations and its components through frequency, means, standard deviation and others supported in the Statistical Package for the Social Science (SPSS) 20.0 versions Software Program.

3.2 RESEARCH DESIGN

A quantitative method was used in this study. It has have been viewed as complementary methods that strengthen the overall results of this study. The survey questions used in the questionnaire were originally taken from Beard and Ragheb (1983) Leisure Motivation Scale consists of 32 items.

3.3 DATA COLLECTION METHOD

The questionnaire consisted of one main type of questions, namely close ended question. The close ended questions required respondent to choose amongst alternative given. The main method of data collection used in this study is a survey. The survey was used in order to collect the data on a number of variables using basic research question such as how, what, where, how many and how much. In addition, the survey method was chosen because it does not require the researcher to control the behaviour of respondent. Each set of questionnaire also included a covering letter and the respondent was asked to answer the questions and return the questionnaire directly to the researcher.

3.3.1 Data Instrument, Selection and Variables

The instrument designed for this study had two parts. The first part consisted of the 32-item Leisure Motivation Scale (LMS); (Beard & Ragheb, 1983). Each of the 32 items was measured on a five-point Likert-type scale. The five increments on the scale were assigned values ranging from 1, "strongly disagree," 2, "disagree," 3, "neutral," 4, "agree," to 5, "strongly agree". The second part of the instrument asked for information on eight demographic variables—gender, age, ethnicity, residential status, travelling with children or not, number of times visited Legoland, level of education, and annual income. The purpose of the demographics part was for comparing similarities and analysing differences in motivations of the respondents with respect to specific demographic information. Based on the literature previously reviewed, it was determined that the LMS would be the most suitable instrument for this study, not only for its reliability of alpha coefficient .89 to .91, but also for its ability to measure tourist motivation for a specific destination. Ryan and Glendon's study (1998) found "value in confirming the usefulness of the Leisure Motivation Scale in tourism, being able to provide further confirmation of the scale's replicability, and in producing clusters which have been shown to have significantly different requirements of holiday destinations" (p. 182). The LMS is composed of four dimensions: intellectual, social, competence-mastery and stimulus-avoidance (Beard & Ragheb, 1983). Each of the four dimensions contains eight items in the short version, which make up the 32-item questionnaire. The reason that the short scale of 32 items was selected over the 48-item scale was for the reduced time required for completion as suggested by Beard and Ragheb (1983). The demographic variables included in the questionnaire were gender, age, ethnicity, residential status,

travelling with children or not, number of times visited Legoland, level of education, and annual income.

3.4 SAMPLING DESIGN

This part delivers the aspect of sampling techniques from population which refers to the entire group of people, events, or things of interest that become the subject of a research (Sekaran and Bougie, 2010). Sample is the subset of a population (Zikmund et. Al., 2010). The main reason of sampling is to estimate an unknown characteristic of a population.

3.4.1 Population

Population refers to the entire group of people, events or things of interest that the researcher wishes to investigate. In line with the scope of the study, the population focused on the Postgraduate Students of University Utara Malaysia, Sintok. The total population of the students in Universiti Utara Malaysia Sintok is 27,529. There are 22,932 undergraduates and 4,597 postgraduates (Academic Affairs Department 2014a). The research is focusing on the postgraduate students in order to narrow down the research results. Masters and PhD students are seen as potential visitors to the theme park now and the future.

3.4.2 Sampling Unit

Sampling unit is a single element or group of elements subject to selection in the sample. The sample was drawn from future visitors of Legoland Malaysia and people who have visited Legoland Malaysia. Survey questionnaires were distributed in Universiti Utara Malaysia, Sintok and the survey was conducted around the

campus. The best location in UUM campus was the main library. The location in the library provided an ideal opportunity for efficient data collection that allowed the researcher to collect numerous questionnaires at once and the data collection procedure to be repeated. There were two assistants who were helping in distributing the questionnaires around the campus and it took a week to collect all questionnaires. The weekends were the best time compared to the weekdays. Most of the postgraduate students are working and weekends are the only free time for them to be in the campus, either attending classes or writing researches.

Only visitors of age 18 or over were eligible to participate in this survey. The assumption was that people of age 18 or over had the cognitive ability necessary to understand the leisure motivation instruments used in the survey. The sample size for this research was drawn from a total population of (N) 4,597 postgraduate students. Hence, the sample size (s) is 354 Universiti Utara Malaysia postgraduate students.

3.5 DESIGNING QUESTIONNAIRE

The questionnaire is divided into two parts. The first part consists of 8 demographic questions such as, gender, age, ethnicity, residential status, travelling with children or not, number of times visited Legoland, education level and annual income. The first part will help researcher to learn about respondents' background.

The second part consists of 32 items adopted from the Leisure Motivation Scale (Beard & Ragheb, 1983) which then grouped into 4 sections. The four sections represent the independent variables in this research. The four independent variables are;

3.5.1 Intellectual

The Intellectual component of leisure motivations assesses the extent to which individuals are motivated to engage in such leisure activities which involve substantial mental activities such as learning, exploring, discovering, creating, or imagining.

1.	to learn about things around me	1	2	3	4	5
2.	to satisfy my curiosity	1	2	3	4	5
3.	to explore new ideas	1	2	3	4	5
4.	to learn about myself	1	2	3	4	5
5.	to expand my knowledge	1	2	3	4	5
6.	to discover new things	1	2	3	4	5
7.	to be creative	1	2	3	4	5
8.	to use my imagination	1	2	3	4	5

3.5.2 Social

The Social component assesses the extent to which individuals engage in leisure activities for social reasons. This component includes two basic needs. The first is the need for friendship and interpersonal relationships, while the second is the need for the esteem of others.

9.	to build friendships with others	1	2	3	4	5
10.	to interact with others	1	2	3	4	5
11.	to develop close friendships	1	2	3	4	5
12.	to meet new and different people	1	2	3	4	5
13.	to reveal my thoughts, feelings, or physical skills to others	1	2	3	4	5
14.	to be socially competent and skilful	1	2	3	4	5
15.	to gain a feeling of belonging	1	2	3	4	5
16.	to gain other's respect	1	2	3	4	5

3.5.3 Competence-Mastery

The Competence-Mastery component assesses the extent to which individuals engage in leisure activities in order to achieve, master, challenge, and compete. The activities are usually physical in nature.

17.	to challenge my abilities	1	2	3	4	5
18.	to be good in doing them	1	2	3	4	5
19.	to improve my skill and ability in doing them	1	2	3	4	5
20.	to be active	1	2	3	4	5
21.	to develop physical skills and abilities	1	2	3	4	5
22.	to keep in shape physically	1	2	3	4	5
23.	to use my physical abilities	1	2	3	4	5
24.	to develop physical fitness	1	2	3	4	5

3.5.4 Stimulus-Avoidance

The Stimulus-Avoidance component of leisure motivation assesses the drive to escape and get away from over stimulating life situations. It is the need for some individuals to avoid social contacts, to seek solitude and calm conditions; for others it is to seek rest and to unwind themselves. (Beard & Ragheb, 1983, p. 225)

25.	to slow down	1	2	3	4	5
26.	because I sometimes like to be alone	1	2	3	4	5
27.	to relax physically	1	2	3	4	5
28.	to relax mentally	1	2	3	4	5
29.	to avoid the hustle and bustle of daily activities	1	2	3	4	5
30.	to rest	1	2	3	4	5
31.	to relieve stress and tension	1	2	3	4	5
32.	to unstructured my time	1	2	3	4	5

3.6 CHAPTER SUMMARY

Statistical Package for the Social Sciences (SPSS) was used to analyse the collected data. Mean scores were generated by using One-Sample T-test for each of the four Leisure Motivation Scale dimensions—intellectual, social, competence-mastery and stimulus-avoidance, which were each represented by eight items. The sum of the values assigned to the eight items made up the score of one dimension. Each dimension had a minimum score of 8 points and maximum of 40 points. An Independent Sample t-test was run to analyse demographic questions number 1, gender, number 4, residential status, number 5, travelling with children or not, and

number 7, level of education against mean scores of each of the four dimensions. Demographic questions 2, 3, 6, and 8, which are age, ethnicity, and number of times visited Legoland, and annual income respectively, were analysed using an One-Way Analysis of Variance (ANOVA).

The purpose of this investigation was to find out the significance of each of the four LMS dimensions behind the motivations of people who visit Legoland. The analysis of demographic variables against the four dimensions determined whether there were differences in motivations across different demographic variables (i.e., gender, age, ethnicity, residential status, travelling with children or not, number of times visited Legoland, level of education, and annual income).

CHAPTER 4

FINDING

4.0 CHAPTER INTRODUCTION

This chapter will discuss the findings of the research gathered from the SPSS Version 20.0 data entry. The results showed the difference between all independent variables and dependent variable. This research further investigated if differences exist in motivations in terms of specific demographic variables. This chapter presents the following sections: (1) response rate, (2) sample of the demographics, (3) reliability measure, (4) the dimension of motivation, (5) demographics and motivational dimensions, (6)

4.1 RESPOND RATE

A total of 354 questionnaires were distributed to postgraduate students of Universiti Utara Malaysia in May, 2014. Out of 354 questionnaires, 155 were returned but only 110 questionnaires were valid. Due to incomplete responses in the Leisure Motivation Scale (LMS), 244 questionnaires were excluded. It took less than 2 weeks for researcher and researcher assistant to collect all valid questionnaires in Universiti Utara Malaysia campus. The data were mostly collected at Sultanah Bahiyah Library, in classes and around the campus cafeteria. Researcher had to get permission from the lecturer before the class started and collect all the questionnaires after the class ended.

4.2 DEMOGRAPHICS OF THE SAMPLE

Demographic information describes the characteristics of the sample. This information can be used to better understand the generalization and applicability of the results in a larger context. An overview of the demographics of the sample, including gender, age, ethnicity, residential status, travelling with children or not; number of times visited Legoland, education level, and annual income is presented in Table 4.0.

Table 4.0: Demographics of the Sample

Demographic Variable	n	Valid %
Gender		
Male	45	40.9
Female	65	59.1
Age		
18-27	44	40.0
28-37	51	46.4
38-47	13	11.8
48-57	2	1.8
Ethnicity		
Chinese	23	20.9
Malaysian	61	55.5
India	17	15.5
Singaporean	0	0
Indonesia	0	0
Other	9	8.2
Residential Status		
Residing	101	91.8
Not Residing	9	8.2
Travelling with Children		
Yes	49	44.5
No	61	55.5
Number of times visited Legoland		
First	41	37.3
Second	13	11.8
Third	0	0.0
Fourth or more	1	0.9

	None	55	50.0
Education Level			
	Masters	79	71.8
	PhD	31	28.2
Annual Income			
	RM20,000-RM29,000	40	36.4
	RM30,000-RM39,000	46	41.8
	RM40,000-RM49,000	18	16.4
	RM50,000-RM59,000	4	3.6
	RM60,000-RM69,000	2	1.8
	RM70,000 and above	0	

The sample consisted of 110 (N = 178) respondents with valid questionnaires collected in Universiti Utara Malaysia. Based on the result, 65 respondents were female and 45 respondents were male. In terms of age, the largest group was the 28 – 37 year-old group with 46.4% and the smallest group was the 48 -57 year-old. There was no result found in the 58 and above year-old group which explains the respondents were all below 57 year-old.

The result of ethnicity showed that half of the sample was Malay with 61 respondents (55.5%), 23 Chinese (20.9%) and 17 Indian respondents (15.5%). In regards to residential status, 91.8% or 101 respondents reside in Malaysia whereas 8.2% or 9 respondents did not reside in Malaysia. About 55.5% preferred to travel without children and 44.5% or 49 respondents preferred to travel with children.

A majority of the sample (50.0%) never visited Legoland and only 31.3% or 41 respondents visited Legoland for the first time. The distribution of education level showed that majority of the respondents had a master’s degree with 71.8% or 79 respondents and only 31 respondents with a PhD. Finally, in response to annual income, 46 respondents or 41.8% with annual income of RM30,000 to RM39,000

and the second highest was RM20,000 to RM29,000 group with 40 respondents or 36.4%.

4.3 RELIABILITY MEASURE

Cronbach's Alpha test has been used to test the internal consistency of response. Bernard (2000) notes that Cronbach alpha is a statistical test to determine how well the items in a particular scale correlate with another items. In the other words, Cronbach alpha is used to measure the multiple items. If Cronbach fails between 0.60- 1.00 this indicate an acceptable level of internal consistency.

4.3.1 Reliability

Bernard (2000) defined reliability in term of whether or not one get the same answer by using an instrument to measure something more than one. Reliability is the measures that indicate the stability and the consistency of the measure that have been devised for certain concept especially in quantitative and science research. The reliability is considered high if the instrument has ability and stability overtime, even though there are uncontrollable testing conditions and respondent.

In reliability analysis, the figure that is being measure is using the Cronbach's Alpha. A Cronbach's Alpha will determine how well items measuring a concept are positively correlating each other. A simply word, reliability is attests to the consistency and stability of the measuring instrument. Nunally (1997) stated that Cronbach Alpha of 10 or greater is acceptable in social science research.

According to Sekaran (2006), the reliability of a measure is an indication of the stability and consistency with which the instrument measures the concepts and helps to assess the goodness of a measure. Reliability refers to the degree to which a scale generates reliable results if repeated measurement is made. It is use to ensure reliable measurement across time and across the various items in the tool. A Cronbach's Alpha is a reliability coefficient that indicates how well the items in a set are positively correlated to one another. The table below shows the reliability statistics for this research.

Table 4.1: Reliability Statistics

Cronbrach' Alpha	Items
.917	Intellectual Factor
.958	Social Factor
.959	Competence-Mastery Factor
.903	Stimulus-Avoidance Factor

Researcher can measure multi item scales at the interval level of measurement by using reliability analysis via Cronbach's Alpha. The table shows Cronbach's Alpha for intellectual, social, competence-mastery and stimulus-avoidance factors. The calculation gathered for all variables are above 0.7 therefore, the reliability is acceptable. This means that the instrument is reliable and understandable by the respondents.

4.4 THE DIMENSIONS OF MOTIVATION

Table 4.2 shows the information for respondents' motivation for visiting Legoland based on the Leisure Motivation Scale (LMS) Beard and Ragheb (1983). The LMS consists of four components: intellectual, social, competence-mastery and stimulus-avoidance. Every four component has eight items, which is 32-item questionnaire. All respondents were asked to select value to each item ranging from 1, "strongly disagree" to 5, "strongly agree". The sum of the values made a score of one dimension, with a minimum score of 8 points and a maximum of 40 points. A higher score indicates that motivational tendency to the corresponding dimension. Mean scores were gathered by using One-Sample T-test and the dimension with the highest mean score was intellectual with ($M = 32.85$), followed by the stimulus-avoidance with ($M = 32.64$), the competence-mastery ($M = 31.11$) and the social dimension ($M = 28.75$).

Table 4.2: Mean Scores for the LMS Dimensions

Statistics

		Intellectual	Social	Competence	Stimulus
N	Valid	110	110	110	110
	Missing	0	0	0	0
Mean		32.8545	28.7545	31.1182	32.6455
Std. Deviation		4.50247	7.17179	5.39067	5.51326
Minimum		16.00	10.00	16.00	16.00
Maximum		40.00	40.00	40.00	40.00

4.5 DEMOGRAPHICS AND MOTIVATIONAL DIMENSIONS

In the analysis of the demographic information and the scores of the motivational dimensions in the LMS, the independent-sample t-test and the one-way ANOVA procedures were conducted to look for differences between motivations by demographic variable. More specifically, the independent-sample t-test was used to analyse gender, residential status, traveling with children or not and level of education against the mean scores in the LMS. The one-way ANOVA was used to analyse age, ethnicity, visitation frequency, and annual income against the mean scores in the LMS. For both tests, the significance of a result was determined using a p-value less than .05.

4.5.1 Gender and the LMS

Table 4.3: Independent-Sample *t*-test of the LMS Mean Scores and Gender

Group Statistics

Gender		N	Mean	Std. Deviation	Std. Error Mean
Int	Male	45	32.5778	5.20266	.77557
	Female	65	33.0462	3.97819	.49343
Soc	Male	45	28.1111	7.39232	1.10198
	Female	65	29.2000	7.03829	.87299
Com	Male	45	31.8444	6.52950	.97336
	Female	65	30.6154	4.42186	.54846
Sti	Male	45	33.4667	5.94138	.88569
	Female	65	32.0769	5.16693	.64088

The difference in mean scores on the LMS was examined for gender using the independent-sample *t*-test (see Table 4.3). There were no significant differences between males and females. All scores were above 0.05. For the stimulus-avoidance dimension of the LMS, the male group had the highest mean scores ($M = 33.46$, $SD = 5.94$) followed by intellectual dimension with ($M = 32.57$, $SD = 5.20$) and the lowest score for male group was social dimension with ($M = 28.11$, $SD = 7.39$). The highest mean scores for female group was intellectual dimension with ($M = 33.04$, $SD = 3.97$) followed by the stimulus-avoidance dimension with ($M = 32.07$, $SD = 5.16$) and the lowest, the social dimension with ($M = 29.20$, $SD = 7.03$). For both male and female groups, the social dimensions was the lowest mean scores and the highest dimension for both groups male and female were stimulus-avoidance and intellectual dimension.

4.5.2 Age and the LMS

The difference in mean scores on the LMS was examined for age using the one-way ANOVA (see Table 4.4). There were no significant differences between the four dimensions and age. The significant number is greater than 0.05.

Comparing all groups, the intellectual dimension had the highest mean scores ($M = 32.98$) in group 28 to 37 year-old, whereas the social dimension received the lowest mean scores ($M = 26.78$) in group 28 to 37 year-old.

Table 4.4: One-Way ANOVA for the LMS Mean Score and Age

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
Int	Between Groups	11.523	3	3.841	.185	.906
	Within Groups	2198.150	106	20.737		
	Total	2209.673	109			
Soc	Between Groups	393.121	3	131.040	2.664	.052
	Within Groups	5213.252	106	49.182		
	Total	5606.373	109			
Com	Between Groups	46.411	3	15.470	.525	.666
	Within Groups	3121.053	106	29.444		
	Total	3167.464	109			
Sti	Between Groups	109.483	3	36.494	1.207	.311
	Within Groups	3203.690	106	30.223		
	Total	3313.173	109			

4.5.3 Ethnicity and the LMS

The difference in mean scores on the LMS was examined for age using the one-way ANOVA (see Table 4.5). There were no significant differences between the four dimensions and ethnicity. The significant number for all dimensions were greater than 0.05. The lowest significant number of ethnicity and the LMS was with a *p*-value of .084 and greater than 0.05.

Based on the results, the intellectual dimension had the highest mean scores ($M = 33.17$), whereas the social dimension received the lowest mean scores ($M = 26.41$).

Table 4.5: One-Way ANOVA for the LMS Mean Scores and Ethnicity

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
Int	Between Groups	11.523	3	3.841	.185	.906
	Within Groups	2198.150	106	20.737		
	Total	2209.673	109			
Soc	Between Groups	393.121	3	131.040	2.664	.052
	Within Groups	5213.252	106	49.182		
	Total	5606.373	109			
Com	Between Groups	46.411	3	15.470	.525	.666
	Within Groups	3121.053	106	29.444		
	Total	3167.464	109			
Sti	Between Groups	109.483	3	36.494	1.207	.311
	Within Groups	3203.690	106	30.223		
	Total	3313.173	109			

4.5.4 Residential Status and the LMS

Table 4.6: Independent-Sample *t*-test for the LMS Mean Scores and Residential Status

Group Statistics

Residential Status		N	Mean	Std. Deviation	Std. Error Mean
Int	residing in Malaysia	101	33.0198	4.50329	.44809
	not residing in malaysia	9	31.0000	4.30116	1.43372
Soc	residing in Malaysia	101	28.8317	7.11487	.70796
	not residing in malaysia	9	27.8889	8.19214	2.73071
Com	residing in Malaysia	101	31.5050	5.34719	.53207
	not residing in malaysia	9	26.7778	3.92994	1.30998
Sti	residing in Malaysia	101	32.6238	5.41452	.53876
	not residing in malaysia	9	32.8889	6.90008	2.30003

The difference in mean scores on the LMS was examined for the variable of residential status using the independent-sample *t*-test (see Table 4.6). Only one group had significant differences between group residing in Malaysia and not residing in Malaysia. The competence-mastery dimension showed significant differences between groups residing in Malaysia and group not residing in Malaysia.

Based on the result, the competence-mastery dimension of the LMS, the group residing in Malaysia had mean scores of ($M = 31.50$, $SD = 5.34$) and the group

not residing in Malaysia with mean scores of ($M = 26.77$, $SD = 3.92$) where $t(108) = 2.580$ had a significance of $p = .011$.

4.5.5 Travelling With Children and the LMS

Table 4.7: Independent-Sample t -test for the LMS Mean Scores and Travelling with Children or Not

Group Statistics

Travelling with Children		N	Mean	Std. Deviation	Std. Error Mean
Int	Yes	49	33.1837	4.48922	.64132
	No	61	32.5902	4.53276	.58036
Soc	Yes	49	28.8163	6.66669	.95238
	No	61	28.7049	7.60777	.97407
Com	Yes	49	31.3469	5.71748	.81678
	No	61	30.9344	5.15386	.65988
Sti	Yes	49	33.3878	4.35324	.62189
	No	61	32.0492	6.26479	.80212

The difference in mean scores on the LMS was examined for the variable of travelling with children or travel without children using the independent-sample t -test (see Table 4.7). There were no significant differences between these two groups and the Leisure Motivation Scale (LMS). All scores were above 0.05 and the lowest score to the nearest of 0.05 was the stimulus-avoidance with $p = 0.190$.

4.5.6 Visitation Frequency and the LMS

The difference in mean scores on the LMS was examined for visitation frequency using the one-way ANOVA (see Table 4.8). Two of the dimensions showed significant differences between the visitation frequency and the LMS. Those were the intellectual and the competence-mastery dimension. The lowest significant number of times visited Legoland and the LMS was intellectual dimension with $F = 3.83$, a p -value of .012 and the competence-mastery with $F = 1.42$, a p -value of .024.

Table 4.8: One-Way ANOVA for the LMS Mean Scores and Number of Times Visited Legoland

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
Int	Between Groups	216.245	3	72.082	3.833	.012
	Within Groups	1993.428	106	18.806		
	Total	2209.673	109			
Soc	Between Groups	105.049	3	35.016	.675	.569
	Within Groups	5501.323	106	51.899		
	Total	5606.373	109			
Com	Between Groups	122.790	3	40.930	1.425	.024
	Within Groups	3044.673	106	28.723		
	Total	3167.464	109			
Sti	Between Groups	72.954	3	24.318	.796	.499
	Within Groups	3240.219	106	30.568		
	Total	3313.173	109			

Based on the results, the intellectual dimension had the highest mean scores ($M = 35.30$), followed by the stimulus-avoidance ($M = 33.58$), the competence-mastery ($M = 33.00$) whereas the social dimension received the lowest mean scores ($M = 27.53$). The post-hoc comparisons using Tukey HSD showed significant differences between the second time and the never visited groups.

4.5.7 Education Level and the LMS

Table 4.9: Independent-Sample t -test for the LMS Mean Scores and Education

Level

Group Statistics

Level of Education	N	Mean	Std. Deviation	Std. Error Mean	
Int	Masters	79	33.0127	4.65335	.52354
	Phd	31	32.4516	4.13794	.74320
Soc	Masters	79	29.1519	7.22547	.81293
	Phd	31	27.7419	7.04731	1.26573
Com	Masters	79	31.3291	5.88506	.66212
	Phd	31	30.5806	3.88822	.69835
Sti	Masters	79	32.5316	5.56739	.62638
	Phd	31	32.9355	5.45243	.97929

The difference in mean scores on the LMS was examined for the education level. The method used was the independent-sample t -test (see Table 4.9). There were no significant differences between these two groups and the Leisure Motivation Scale (LMS). All scores were above 0.05 and the lowest score to the nearest of 0.05 was the stimulus-avoidance with $p = 0.30$. For the intellectual dimension of the LMS, the

masters group had the highest mean scores ($M = 33.01$, $SD = 4.65$) followed by stimulus-avoidance dimension with ($M = 32.53$, $SD = 5.56$). The lowest score for masters group was social dimension with ($M = 29.15$, $SD = 7.22$). The highest mean scores for PhD group was stimulus-avoidance dimension with ($M = 32.93$, $SD = 5.45$) followed by the intellectual dimension with ($M = 32.45$, $SD = 4.65$) and the lowest, the social dimension with ($M = 27.74$, $SD = 7.04$).

4.5.8 Annual Income and the LMS

The difference in mean scores on the LMS was examined for annual income using the one-way ANOVA (see Table 4.10). There were no significant differences between the four dimensions and annual income. The significant number for all dimensions were greater than 0.05.

Based on the results, the stimulus-avoidance dimension had the highest mean scores ($M = 37.00$), whereas the social dimension received the lowest mean scores ($M = 24.75$).

Table 4.10: One-Way ANOVA for the LMS Mean Scores and Annual Income

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
Int	Between Groups	46.566	4	11.642	.565	.689
	Within Groups	2163.107	105	20.601		
	Total	2209.673	109			
Soc	Between Groups	69.500	4	17.375	.329	.858
	Within Groups	5536.872	105	52.732		
	Total	5606.373	109			
Com	Between Groups	129.959	4	32.490	1.123	.350
	Within Groups	3037.504	105	28.929		
	Total	3167.464	109			
Sti	Between Groups	461.644	4	115.411	4.250	.103
	Within Groups	2851.529	105	27.157		
	Total	3313.173	109			

4.6 CHAPTER SUMMARY

An SPSS analysis of the collected 110 valid questionnaires, generated data in exploring the research questions explained in the beginning of this study. The first, second, third and fourth research questions; " Is there any difference in (intellectual, social, competence-mastery, stimulus-avoidance) motivation of people who visit Legoland in Malaysia" and the fifth research question; "Are there any

differences in motivations (intellectual, social, competence-mastery, stimulus-avoidance) in terms of specific demographic variables including gender, age, ethnicity, residential status, traveling with children or not, number of number of times visited Legoland, level of education, and annual income?"

All demographic samples were analysed at the beginning of the test to see the frequency pattern and were summarized in the simplest way for readers' understanding. The next test was to test the reliability of the four Leisure Motivation Scale (LMS). The result showed a reading above 0.7 for all dimensions which means the variables are reliable. Mean test for all dimensions were tested after reliable test and based on results, intellectual dimension had the highest mean, followed by the stimulus-avoidance, competence-mastery and social dimension.

A one-sample *t*-test was used to analyse the collected scores of the Leisure Motivation Scale (LMS) in response to research question 1, question 2, question 3, and question 4. The result of the one-sample *t*-text showed that the intellectual dimension received the highest mean score of 32.85. In response to research question 5, the independent-sample *t*-test and one-way ANOVA were used to analysed respondents' mean scores on the LMS and their demographic information, which included gender, age, ethnicity, residential status, traveling with children or not, number of times visited Legoland, level of education, and annual income. Results from the independent-sample *t*-tests showed only competence-mastery dimension had significant differences between groups residing in Malaysia. And there were no significant differences between the rest of demographics and the Leisure Motivation Scale (intellectual, social, competence-mastery and stimulus-avoidance dimensions).

Results from the one-way ANOVA showed significant differences between the visitation frequency groups and the intellectual dimension with $F = 3.83$ and p -value = 0.012. The test also showed significant differences between the visitation frequency and the competence-mastery dimension with $F = 1.42$ and p -value = 0.024. There were no significant differences between other demographics (gender, age, ethnicity, travel with children, level of education and annual income) and the Leisure Motivation Scale (LMS).

CHAPTER 5

DISCUSSION, RECOMMENDATION AND CONCLUSION

5.0 CHAPTER INTRODUCTION

This chapter presents the discussion, recommendations the limitations and conclusions of the study. The result from chapter four will be summarized in this chapter. Generally, the objective of this study was to identify visitors' motivation to Legoland Malaysia. This study further investigated if there any differences exist in motivations and demographic variables.

5.1 DISCUSSION

The analysis of the collected questionnaires generated data in exploring the research questions posed in the beginning of this study. Research question 1 until 4 were "Is there any difference in (intellectual, social, competence-mastery, stimulus-avoidance) motivation between demographic profiles?" and the fifth research question "Are there differences in motivations (intellectual, social, competence-mastery, stimulus-avoidance) in terms of specific demographic variables including gender, age, ethnicity, residential status, traveling with children or not, no of number of times visited Legoland, level of education, and annual income?"

A total of 110 valid questionnaires were collected in campus area and majority of the respondents were female and the rest were male. The percentage for female respondents is 59.1% or 65 person. A one-sample *t*-test and was conducted to

analyse the collected scores of the Leisure Motivation Scale (LMS) in response to research question 1 until research question 4. The highest mean score among four dimensions of Leisure Motivation Scale (LMS) is intellectual with 32.85 which indicated that respondents in this study were motivated by the intellectual dimension. The opening of Malaysia's first international theme park, Legoland attracted many people in Malaysia and also their neighbour countries. The high mean scores on the intellectual dimension indicate that people are curious and excited to explore new things. Visitors wanted to know what Legoland Malaysia can offer to them and what makes the theme park so popular in just a few years. The first year of the opening attracted more than a million visitors and the following year showed the positive outcome as well.

In response to research question 5, an independent-sample *t*-test and one-way ANOVA were conducted to analyse respondents' scores on the LMS by specific demographic variable, including gender, age, ethnicity, residential status, traveling with children or not, number of times visited Legoland, level of education, and annual income. Results from the independent-sample *t*-tests showed there were no significant differences between the male and female groups, and all dependent variables. The male group had a higher mean score of the stimulus-avoidance dimension ($M = 33.46$) than the female group of intellectual dimension ($M = 33.04$). This interpret that male respondents were more looking forward to a relaxing time instead of exploring new things in Legoland Malaysia whereas female respondents were more imaginative and exciting. They wanted to explore new things in the theme park.

The highest mean score with $M = 4.19$ came from the question no 6, "to discover new things". McClung's study (1991) suggested that implementing a

learning experience to a theme park design could increase the chance of attracting more visitors, which explained how the learning opportunities at Legoland satisfy the intellectual dimension. Legoland constructed each "land" with a technology theme and educational moments incorporated into the attractions. The design of Legoland utilized the strategy as described by McClung, "The requirement for this strategy is to create an environment where learning is enjoyable and is positioned not only to youngsters but also to adults" (p. 140), which according to this survey result, successfully motivated the female visitors. A possible explanation of this result may be the fundamental differences in the nature of leisure participation between male and female.

According to Wallace and Young's (2010) in their study to compare male and female lawyers' leisure participation, female lawyers were found to spend more time in household and childcare activities than male lawyers (p. 41). Thus females may value the opportunity to intellectual more due to their less frequent participation in leisure activities not related to parental responsibilities. The intellectual dimension may be more important to females for the educational opportunities for the children.

Results from the one-way ANOVA show no significant differences between the age group and the four independent dimensions. There were 51 respondents in group 28 - 37 year-old and 44 respondents between age group, 18 - 27 year-old. The lowest group with 2 respondents came from group 48 – 57 year-old. Comparing all groups, the intellectual dimension had the highest mean scores ($M = 32.98$) in group 28 to 37 year-old, whereas the social dimension received the lowest mean scores ($M = 26.78$) in group 28 to 37 year-old.

The result shows that visitors who are interested to visit Legoland are mostly from the 28 – 37 year-old group. This group represents working people with fixed income and with family, therefore, visiting the theme park could be based on personal interest or family activity especially those with children. The social dimension had the lowest score which means, visitors going to Legoland are not affected by social factor. Although social dimension received the lowest score in the test but there is a high possibility that younger visitors are more likely to visit Legoland with motivations within the social dimension, which embodies "the need for friendship and relationship" and "the need for the esteem of others" as described by Beard and Ragheb (1983, p. 225). The significant differences between the age groups in the results confirmed Park and Mok's (1998) study that different age groups have different travel motivations.

For the ethnicity variable, the one-way ANOVA results shows no significant differences on the intellectual, social, competence mastery and stimulus-avoidance dimensions. Due to the extreme distribution of the ethnicity groups, Malay was the highest with 55.5% or 61 total respondents, followed by the Chinese group (20.9%) or 23 respondents and Indian the third group (15.5%) were substantially smaller. An independent-sample *t*-test was used where the Malay group was compared with the Chinese group). No significant difference was shown in the result of the second analysis. Based on the results, the intellectual dimension had the highest mean scores ($M = 33.17$), whereas the social dimension received the lowest mean scores ($M = 26.41$). This study shows that many visitors came from Malaysia.

The difference in mean scores on the LMS was examined for the variable of residential status using the independent-sample *t*-test. Only one group had significant differences between group residing in Malaysia and not residing in Malaysia.

The competence-mastery dimension showed significant differences between groups residing in Malaysia and group not residing in Malaysia.

Based on the result, the competence-mastery dimension of the LMS, the group residing in Malaysia had mean scores of ($M = 31.50$, $SD = 5.34$) and the group not residing in Malaysia with mean scores of ($M = 26.77$, $SD = 3.92$) where $t(108) = 2.580$ had a significance of $p = .011$. The study was done in Malaysia and it was tested among UUM postgraduate students. Majority of the respondents are Malaysians and live in Malaysia.

The difference in mean scores on the LMS was examined for the variable of travelling with children or travel without children using the independent-sample t -test. There were no significant differences between these two groups and the Leisure Motivation Scale (LMS). All scores were above 0.05 and the lowest score to the nearest of 0.05 was the stimulus-avoidance with $p = 0.190$.

People traveling without children had a higher mean score than those traveling with children. The results may be interpreted that those who travelled without children might have perceived a better chance in escaping from their daily lives whereas people who travelled with children might still have experienced their daily responsibilities such as looking after their children during their visit to the park. Providing more amenities and services, such as family restrooms and better stroller parking, that tailor to families with children may make the theme park more convenient and motivate more people who travel with children to visit.

The difference in mean scores on the LMS was examined for visitation frequency using the one-way ANOVA (see Table 4.8). Two of the dimensions showed significant differences between the visitation frequency and the LMS.

Those were the intellectual and the competence-mastery dimension. The lowest significant number of number of times visited Legoland and the LMS was intellectual dimension with $F = 3.83$, a p -value of .012 and the competence-mastery with $F = 1.42$, a p -value of .024.

Based on the results, the intellectual dimension had the highest mean scores ($M = 35.30$), followed by the stimulus-avoidance ($M = 33.58$), the competence-mastery ($M = 33.00$) whereas the social dimension received the lowest mean scores ($M = 27.53$). The post-hoc comparisons using Tukey HSD showed significant differences between the second time and the never visited groups.

The difference in mean scores on the LMS was examined for the education level. The method used was the independent-sample t -test. There were no significant differences between these two groups and the Leisure Motivation Scale (LMS). All scores were above 0.05 and the lowest score to the nearest of 0.05 was the stimulus-avoidance with $p = 0.30$. For the intellectual dimension of the LMS, the masters group had the highest mean scores ($M = 33.01$, $SD = 4.65$) followed by stimulus-avoidance dimension with ($M = 32.53$, $SD = 5.56$). The lowest score for masters group was social dimension with ($M = 29.15$, $SD = 7.22$). The highest mean scores for PhD group was stimulus-avoidance dimension with ($M = 32.93$, $SD = 5.45$) followed by the intellectual dimension with ($M = 32.45$, $SD = 4.65$) and the lowest, the social dimension with ($M = 27.74$, $SD = 7.04$). The features at Legoland may not be perceived as challenging, thus the competence-mastery dimension may not be the dominant motivation for their visit.

The difference in mean scores on the LMS was examined for annual income using the one-way ANOVA. There were no significant differences between the four dimensions and annual income. The significant number for all dimensions were greater than 0.05. Based on the results, the stimulus-avoidance dimension had the highest mean scores ($M = 37.00$), whereas the social dimension received the lowest mean scores ($M = 24.75$). The low mean scores of this income group on all of the LMS dimensions suggested the possibility that there exist other motivation dimensions that were not defined by Beard and Ragheb. Moreover, past studies have found that there is an inverse relationship between level of income and constraints to leisure activities (Jun, Kyle, & O'Leary, 2008; McCarville & Smale, 1993; Scott & Munson, 1994; Searle & Jackson, 1985). In other words, as one's income increases, gaining access to leisure activities becomes easier. It is possible that due to the relative ease of acquiring access to Legoland for people with higher incomes, those people felt less enthusiastic about the visit, which was reflected on the low motivational mean scores in all of the dimensions. Leisure participation for those with higher incomes may be more frequent and consisting of greater varieties, which might have resulted in having less expectation from Legoland. This is an area that may be further explored by future studies.

5.2 LIMITATION OF THE RESEARCH

There are few limitations related to this study. First, this study only covered for UUM postgraduate students but it still not covers the total population of the area. Due to this limitation, results cannot be expected to explain overall visitors' motivation to Legoland.

Another limitation occurred when some of the respondents were not the target respondents. Some respondents did not fall in the category stated in the demographic section. The questionnaire was answered but it does not match researcher's expectation. Therefore, the questionnaire was considered invalid.

5.3 RECOMMENDATIONS

Several things may be considered for making improvements for future studies. The following are some recommended areas of improvement. First, in terms of ethnicity, a more ethnically diverse sample is recommended so that the general population of Legoland visitors is more adequately represented. Alternate means of obtaining the sample may be incorporated into the study in lieu of drawing a sample from a single source. This may include administration of the survey at several locations.

In addition, the study may be set up to focus on the comparisons between specific ethnicities or nationalities. For example, the study may draw a sample from only two ethnicities, such as Malaysia and Indonesia or Malaysia and Singapore. This may provide the opportunity for direct comparisons of differences and similarities between the two chosen ethnicities or nationalities. Based on the results of this study in terms of gender, further inquiries may be made into why males and females respond differently on the dimensions. This study focused specifically on Legoland in Malaysia. Different research methods, such as qualitative ones, may also be employed when conducting future studies. For example, interviews, group discussions, and field observations may provide more refined and detailed findings, and may provide a clearer picture of the whole Legoland experience. Furthermore, other demographic variables may be explored and incorporated into the survey.

Possible variables include duration of stay, means of transportation from the departing city to Legoland, and budget for the Legoland visit. Finally, this study was limited to people visiting Legoland in Universiti Utara Malaysia. Future researches may conduct studies over larger population such as in Alor Setar or the northern side of Malaysia.

5.4 CONCLUSION

This research investigated the motivation of people who visit Legoland using Beard and Ragheb's Leisure Motivation Scale (LMS); (1983). The LMS has four dimensions, which are intellectual, social, competence-mastery, and stimulus-avoidance. The intellectual dimension was identified as the most influential motivation for people who were visiting Legoland. With limited available research information regarding people's motivation in visiting Legoland, the results of this study provided information to better understand the motivations of visitors to visit Legoland. By understanding people's motivations to visit Legoland, other amusement parks may be able to capitalize on specific motivational dimensions that make Legoland successful. In this study, the intellectual dimension received the highest mean scores across most of the demographic variables, similar to the findings in previous studies using the LMS—Ryan and Glendon's (1998) study on British vacationers, Slater's (2007) study on gallery visitors, Pan and Ryan's (2007) study on forest park visitors, Mohsin's (2007) study on Chinese holiday makers in New Zealand, and Choe's (2008) study on Buddhist temple goers. Previous studies also showed that in environments such as that of Legoland, people tend to behave indulgently (Jones & Wills, 2005, p. 115), thus more willingly accept opportunities

for extra expenditure. This study showed that visitors' motivations do differ by specific demographic variables. Therefore, based on this finding, Legoland and other amusement parks may enhance services and attractions emphasizing on certain motivational dimensions to attract and satisfy visitors of different needs. Similarly, certain park features may be marketed to reach specific demographic groups.

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APPENDIX A

SURVEY QUESTIONNAIRE



SURVEY QUESTIONNAIRE

Kajian Soal Selidik

DETERMINING VISITORS' MOTIVATION TO LEGOLAND MALAYSIA

1. This questionnaire concerns on what motivate visitors to visit Legoland Nusajaya, Johor.
 2. All information given in this questionnaire will be kept **STRICTLY CONFIDENTIAL**.
-
1. *Soal selidik ini adalah untuk mengkaji antara motivasi yang mempengaruhi pengunjung ke Legoland Nusajaya, Johor.*
 2. *Segala informasi yang diberikan dalam kajian ini adalah **SULIT**.*

Hasniza Binti Aarif

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College of Law, Government and International Studies (COLGIS)

Universiti Utara Malaysia

Thank you for participating in this study.

Terima kasih atas kerjasama anda dalam kajian ini.

Survey Questionnaire Part I

Please take a moment to tell us who you are. This information will be kept in the strictest confidence and used for statistical purposes only.

Demographics

Please tick (x) your answer on the following question

1. Gender

Male Female

2. Age

18-27 28-37 38-47 48-57 58 and above

3. Ethnicity

Chinese Malaysian Indian Singaporean Indonesian

Others _____

4. Residential Status

Residing in Malaysia Not residing in Malaysia

5. Travelling with children

Yes No

6. Number of times visited Legoland

First Second Third Fourth or more None

7. Level of education

Master's Degree PhD

8. Annual Income

RM20,000-RM29,000 RM30,000-RM39,000 RM40,000-RM49,000

RM50,000-RM59,000 RM60,000-RM69,000 RM70,000 and above

Survey Questionnaire Part II

Instruction: Please tick (x) the number that represents your most appropriate answer.

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

One of my reasons for visiting Legoland...

<i>Intellectual Factors</i>						
1.	to learn about things around me	1	2	3	4	5
2.	to satisfy my curiosity	1	2	3	4	5
3.	to explore new ideas	1	2	3	4	5
4.	to learn about myself	1	2	3	4	5
5.	to expand my knowledge	1	2	3	4	5
6.	to discover new things	1	2	3	4	5
7.	to be creative	1	2	3	4	5
8.	to use my imagination	1	2	3	4	5
<i>Social Factors</i>						
9.	to build friendships with others	1	2	3	4	5
10.	to interact with others	1	2	3	4	5
11.	to develop close friendships	1	2	3	4	5
12.	to meet new and different people	1	2	3	4	5
13.	to reveal my thoughts, feelings, or physical skills to others	1	2	3	4	5
14.	to be socially competent and skilful	1	2	3	4	5

15.	to gain a feeling of belonging	1	2	3	4	5
16.	to gain other's respect	1	2	3	4	5
<i>Competence/Mastery Factors</i>						
17.	to challenge my abilities	1	2	3	4	5
18.	to be good in doing them	1	2	3	4	5
19.	to improve my skill and ability in doing them	1	2	3	4	5
20.	to be active	1	2	3	4	5
21.	to develop physical skills and abilities	1	2	3	4	5
22.	to keep in shape physically	1	2	3	4	5
23.	to use my physical abilities	1	2	3	4	5
24.	to develop physical fitness	1	2	3	4	5
<i>Stimulus/Avoidance Factors</i>						
25.	to slow down	1	2	3	4	5
26.	because I sometimes like to be alone	1	2	3	4	5
27.	to relax physically	1	2	3	4	5
28.	to relax mentally	1	2	3	4	5
29.	to avoid the hustle and bustle of daily activities	1	2	3	4	5
30.	to rest	1	2	3	4	5
31.	to relieve stress and tension	1	2	3	4	5
32.	to unstructured my time	1	2	3	4	5

Thank you for your corporation.
Terima kasih atas kerjasama anda.

APPENDIX B

STATISTICAL DATA ANALYSIS RESULT

GENDER

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Int	1.286	.259	Equal variances assumed	-0.535	108	.594	-.46838	.87601	-2.20479	1.26804
			Equal variances not assumed	-0.510	78.039	.612	-.46838	.91923	-2.29840	1.36165
Soc	.006	.940	Equal variances assumed	-0.782	108	.436	-1.08889	1.39328	-3.85061	1.67283
			Equal variances not assumed	-0.775	91.721	.441	-1.08889	1.40587	-3.88119	1.70341
com	5.677	.019	Equal variances assumed	1.178	108	.241	1.22906	1.04353	-.83940	3.29752
			Equal variances not assumed	1.100	71.426	.275	1.22906	1.11725	-.99844	3.45656
Sti	2.570	.112	Equal variances assumed	1.304	108	.195	1.38974	1.06574	-.72274	3.50222
			Equal variances not assumed	1.271	85.940	.207	1.38974	1.09324	-.78356	3.56305

RESIDENTIAL STATUS

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Int	.053	.818	1.294	108	.199	2.01980	1.56145	-1.07526	5.11487
			1.345	9.632	.210	2.01980	1.50211	-1.34454	5.38414
Soc	.221	.639	.376	108	.707	.94279	2.50472	-4.02199	5.90758
			.334	9.108	.746	.94279	2.82099	-5.42719	7.31277
Com	.147	.702	2.586	108	.011	4.72717	1.82816	1.10344	8.35091
			3.343	10.834	.007	4.72717	1.41391	1.60934	7.84501
Sti	2.111	.149	-1.138	108	.891	-.26513	1.92658	-4.08394	3.55368
			-1.12	8.900	.913	-.26513	2.36229	-5.61817	5.08791

TRAVELLING WITH CHILDREN

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Int	.204	.653	.685	108	.495	.59351	.86585	-1.12276	2.30978
			.686	103.356	.494	.59351	.86493	-1.12181	2.30883
Soc	1.187	.278	.081	108	.936	.11141	1.38213	-2.62822	2.85103
			.082	107.148	.935	.11141	1.36230	-2.58915	2.81196
com	.165	.685	.397	108	.692	.41251	1.03815	-1.64528	2.47031
			.393	97.783	.695	.41251	1.05004	-1.67131	2.49634
Sti	7.011	.009	1.269	108	.207	1.33857	1.05470	-.75202	3.42917
			1.319	105.956	.190	1.33857	1.01496	-.67370	3.35085

LEVEL OF EDUCATION

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Int	1.008	.318	.586	108	.559	.56105	.95712	-1.33612	2.45821
			.617	61.352	.539	.56105	.90909	-1.25658	2.37867
Soc	.072	.788	.927	108	.356	1.40996	1.52093	-1.60479	4.42472
			.937	56.178	.353	1.40996	1.50431	-1.60331	4.42324
com	5.234	.024	.653	108	.515	.74847	1.14548	-1.52208	3.01902
			.778	82.529	.439	.74847	.96234	-1.16574	2.66268
Sti	.043	.837	.344	108	.731	-.40384	1.17321	-2.72933	1.92166
			.347	55.966	.730	-.40384	1.16248	-2.73259	1.92491

AGE

Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	
					Lower Bound	Upper Bound			
Int	18-27	44	32.9773	5.29804	.79871	31.3665	34.5880	16.00	40.00
	28-37	51	32.9804	4.08162	.57154	31.8324	34.1284	24.00	40.00
	38-47	13	32.1538	3.62506	1.00541	29.9632	34.3444	24.00	40.00
	48-57	2	31.5000	.70711	.50000	25.1469	37.8531	31.00	32.00
	Total	110	32.8545	4.50247	.42929	32.0037	33.7054	16.00	40.00
Soc	18-27	44	30.3864	6.94569	1.04710	28.2747	32.4980	10.00	40.00
	28-37	51	26.7843	6.94641	.97269	24.8306	28.7380	13.00	40.00
	38-47	13	31.1538	7.64685	2.12086	26.5329	35.7748	16.00	40.00
	48-57	2	27.5000	4.94975	3.50000	-16.9717	71.9717	24.00	31.00
	Total	110	28.7545	7.17179	.68380	27.3993	30.1098	10.00	40.00
Com	18-27	44	31.6364	5.91840	.89223	29.8370	33.4357	16.00	40.00
	28-37	51	31.1176	5.05429	.70774	29.6961	32.5392	16.00	40.00
	38-47	13	29.6154	5.20478	1.44355	26.4702	32.7606	24.00	40.00
	48-57	2	29.5000	3.53553	2.50000	-2.2655	61.2655	27.00	32.00
	Total	110	31.1182	5.39067	.51398	30.0995	32.1369	16.00	40.00
Sti	18-27	44	31.7273	5.41902	.81695	30.0797	33.3748	16.00	40.00
	28-37	51	32.8039	5.55705	.77814	31.2410	34.3669	20.00	40.00
	38-47	13	34.9231	5.61933	1.55852	31.5273	38.3188	24.00	40.00
	48-57	2	34.0000	4.24264	3.00000	-4.1186	72.1186	31.00	37.00
	Total	110	32.6455	5.51326	.52567	31.6036	33.6873	16.00	40.00

ETHNICITY

Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	
					Lower Bound	Upper Bound			
Int	chinese	23	32.6522	6.23486	1.30006	29.9560	35.3483	16.00	40.00
	malay	61	33.1148	3.91620	.50142	32.1118	34.1177	24.00	40.00
	indian	17	33.1765	3.94074	.95577	31.1503	35.2026	24.00	40.00
	others	9	31.0000	4.30116	1.43372	27.6938	34.3062	24.00	37.00
	Total	110	32.8545	4.50247	.42929	32.0037	33.7054	16.00	40.00
Soc	chinese	23	27.7826	7.82744	1.63213	24.3978	31.1674	10.00	40.00
	malay	61	29.9016	7.07980	.90647	28.0884	31.7149	13.00	40.00
	indian	17	26.4118	5.65750	1.37215	23.5029	29.3206	19.00	38.00
	others	9	27.8889	8.19214	2.73071	21.5919	34.1859	15.00	40.00
	Total	110	28.7545	7.17179	.68380	27.3993	30.1098	10.00	40.00
Com	chinese	23	31.2174	7.10925	1.48238	28.1431	34.2917	16.00	40.00
	malay	61	31.7213	4.67308	.59833	30.5245	32.9181	20.00	40.00
	indian	17	31.1176	5.18269	1.25699	28.4530	33.7823	24.00	40.00
	others	9	26.7778	3.92994	1.30998	23.7570	29.7986	24.00	32.00
	Total	110	31.1182	5.39067	.51398	30.0995	32.1369	16.00	40.00
Sti	chinese	23	33.8261	5.74181	1.19725	31.3431	36.3090	16.00	40.00
	malay	61	31.7541	5.26199	.67373	30.4064	33.1018	18.00	40.00
	indian	17	34.1176	5.17062	1.25406	31.4592	36.7761	24.00	40.00
	others	9	32.8889	6.90008	2.30003	27.5850	38.1928	24.00	40.00
	Total	110	32.6455	5.51326	.52567	31.6036	33.6873	16.00	40.00

VISITATION FREQUENCY

Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	
					Lower Bound	Upper Bound			
					Int	first			41
	second	13	35.3077	3.56802	.98959	33.1516	37.4638	31.00	40.00
	fourth	2	30.5000	.70711	.50000	24.1469	36.8531	30.00	31.00
	none	54	31.5926	4.67639	.63638	30.3162	32.8690	16.00	40.00
	Total	110	32.8545	4.50247	.42929	32.0037	33.7054	16.00	40.00
Soc	first	41	30.0000	6.62948	1.03535	27.9075	32.0925	16.00	40.00
	second	13	27.5385	7.42311	2.05880	23.0527	32.0242	13.00	40.00
	fourth	2	28.0000	4.24264	3.00000	-10.1186	66.1186	25.00	31.00
	none	54	28.1296	7.60349	1.03470	26.0543	30.2050	10.00	40.00
	Total	110	28.7545	7.17179	.68380	27.3993	30.1098	10.00	40.00
Com	first	41	32.3902	5.04419	.78777	30.7981	33.9824	16.00	40.00
	second	13	30.6923	6.57501	1.82358	26.7191	34.6655	20.00	40.00
	fourth	2	33.0000	2.82843	2.00000	7.5876	58.4124	31.00	35.00
	none	54	30.1852	5.32021	.72399	28.7330	31.6373	16.00	40.00
	Total	110	31.1182	5.39067	.51398	30.0995	32.1369	16.00	40.00
Sti	first	41	33.5854	5.01984	.78397	32.0009	35.1698	18.00	40.00
	second	13	32.4615	5.14159	1.42602	29.3545	35.5686	20.00	40.00
	fourth	2	29.5000	2.12132	1.50000	10.4407	48.5593	28.00	31.00
	none	54	32.0926	6.00399	.81704	30.4538	33.7314	16.00	40.00
	Total	110	32.6455	5.51326	.52567	31.6036	33.6873	16.00	40.00

ANNUAL INCOME

Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	
					Lower Bound	Upper Bound			
Int	20,000-29,000	40	32.5500	5.06851	.80140	30.9290	34.1710	16.00	40.00
	30,000-39,000	46	33.1087	4.24384	.62572	31.8484	34.3690	24.00	40.00
	40,000-49,000	18	32.6667	4.17274	.98352	30.5916	34.7417	24.00	40.00
	50,000-59,000	4	35.2500	3.94757	1.97379	28.9685	41.5315	32.00	40.00
	60,000-69,000	2	30.0000	2.82843	2.00000	4.5876	55.4124	28.00	32.00
	Total	110	32.8545	4.50247	.42929	32.0037	33.7054	16.00	40.00
Soc	20,000-29,000	40	28.9750	7.01093	1.10853	26.7328	31.2172	10.00	40.00
	30,000-39,000	46	28.7391	7.53491	1.11096	26.5015	30.9767	13.00	40.00
	40,000-49,000	18	29.1111	7.05348	1.66252	25.6035	32.6187	16.00	40.00
	50,000-59,000	4	24.7500	7.27438	3.63719	13.1748	36.3252	15.00	32.00
	60,000-69,000	2	29.5000	7.77817	5.50000	-40.3841	99.3841	24.00	35.00
	Total	110	28.7545	7.17179	.68380	27.3993	30.1098	10.00	40.00
Com	20,000-29,000	40	30.8750	5.96222	.94271	28.9682	32.7818	16.00	40.00
	30,000-39,000	46	32.1522	5.19815	.76643	30.6085	33.6958	16.00	40.00
	40,000-49,000	18	29.5556	4.71820	1.11209	27.2092	31.9019	24.00	40.00
	50,000-59,000	4	28.2500	4.34933	2.17466	21.3292	35.1708	24.00	32.00
	60,000-69,000	2	32.0000	.00000	.00000	32.0000	32.0000	32.00	32.00
	Total	110	31.1182	5.39067	.51398	30.0995	32.1369	16.00	40.00
Sti	20,000-29,000	40	30.0500	5.73317	.90649	28.2164	31.8836	16.00	40.00
	30,000-39,000	46	33.8478	4.61383	.68027	32.4777	35.2180	24.00	40.00
	40,000-49,000	18	34.0556	5.65136	1.33204	31.2452	36.8659	24.00	40.00
	50,000-59,000	4	36.2500	4.78714	2.39357	28.6326	43.8674	30.00	40.00
	60,000-69,000	2	37.0000	.00000	.00000	37.0000	37.0000	37.00	37.00
	Total	110	32.6455	5.51326	.52567	31.6036	33.6873	16.00	40.00

