

Experiential Learning in Tourism in Cambodia: Roles of Service Quality in Enhancing Customer Satisfaction and Behavioral Intention in the Digital Era

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ABSTRACT

In this study, tourism service quality is considered an experiential learning process to increase customer satisfaction and behavioral intention in the digital era. These aspects can be studied in the context of tourism in Siem Reap, Cambodia, by examining the relationship between tourism service quality, customer satisfaction, behavioral intention, and the moderating effect of experiential learning. A quantitative research design was carried out using a structured questionnaire with 400 international tourists. Structural Equation Modeling (SEM) was applied to the relationship between the variables, and mediating and moderation effects were analyzed. We found that tourism service quality positively impacts customer satisfaction ($\beta = 0.62$, $p < 0.001$), while customer satisfaction has a significant effect on behavioral intention ($\beta = 0.68$, $p < 0.001$). The mediation analysis explains that customer satisfaction significantly mediates the relationship of tourism service quality and behavioral intention ($\beta = 0.42$, $p < 0.001$). Experiential learning also moderates the relationship between tourism service quality and customer satisfaction ($\beta = 0.21$, $p < 0.05$) and customer satisfaction and behavioral intention ($\beta = 0.19$, $p < 0.05$). The model demonstrates a beneficial fit with the data. These findings indicate the need to integrate service quality and experiential learning to enhance customer satisfaction and behavioral intention. The research of this study is both tourism and educational in nature, as tourism is considered an experiential learning process and thus is useful for the development of sustainable and engaging tourism in the digital era.

ARTICLE HISTORY

Received 2026-02-09

Accepted 2026-04-10

KEYWORDS

Tourism Service Quality
Experiential Learning
Customer Satisfaction
Behavioural Intention
Digital Transformation

INTRODUCTION

Tourism is now a multidimensional sector that is not only contributing to economic growth but is also enabling learning and knowledge exchange. In the digital age, tourism experiences are increasingly shaped by interactive technologies, social media, and online platforms, and tourists are no longer passive consumers but rather active participants in experience-based learning (Buhalis & Law, 2008; Gretzel et al., 2015). With that in mind, we believe there is an increasing awareness of tourism as an experiential learning environment in which service experiences will impact cognitive as well as behavioral outcomes. In places like Siem Reap, Cambodia, where cultural heritage and tourism collide, quality of service is essential to create engaging and educational

travel experiences. Service quality has long been acknowledged by the industry as the most meaningful driver of customer satisfaction and behavioral intention in tourism and transportation. The SERVQUAL model was developed by Parasuraman et al. This analysis, based on the work of 1988, focuses on the five aspects of how customers perceive service: tangibility, reliability, responsiveness, assurance, and empathy.

In tourism, these dimensions characterize the effectiveness of service delivery at different levels, such as accommodation, transportation, and tour services. Customer satisfaction arises when the service provided meets or exceeds what the customer expected (Oliver, 1997).

Research indicates a positive correlation between superior service quality and heightened customer satisfaction, which subsequently fosters more favorable behavioral intentions, including the propensity to return and to disseminate positive word-of-mouth communications (Baker & Crompton, 2000; Chen & Tsai, 2007; Yoon & Uysal, 2005). Moreover, recent research has increasingly focused on the significance of experiences and the learning process in shaping how customers behave.

Experiential Learning Theory (Kolb, 1984) states that people learn through experience, observation, abstract thought, and experimentation. In a tourism context, interaction with local culture, environment, and services is a place where people are able to learn from experience, and experience can shape what a tourist views and future actions (Kim, 2014; Prebensen et al., 2014). Moreover, the experience economy states that value is created through memorable and engaging experiences and not just through delivery of service (Pine & Gilmore, 1999). However, prior work has only focused on direct or mediating relationships and not on the impact of learning on these relationships.

Despite the growing body of literature on service quality, customer satisfaction, and behavioral intention, there are several limitations in the literature. First, the existing research tends to be linear and does not take experiential learning into account and can be neglected as a moderating variable. Second, few studies have combined service quality theory with experiential learning, especially in the case of emerging tourism destinations. This is because the digital era has changed the way tourists access information and interact with services, but their experiences and behaviors are not fully explored (Neuhofer et al., 2012; Xiang & Gretzel, 2010). This indicates that there needs to be a broader perspective on the service quality/learning dimensions to explain customer behavior, and this is an issue that we need to address.

The study thus aims to investigate tourism service quality and customer satisfaction and behavioral intention through the lens of experiential learning in the digital context and how these aspects are moderated. Specifically, the study will address the following questions: (1) How does tourism service quality affect customer satisfaction? (2) How does customer satisfaction affect behavioral intention? and (3) How does experiential learning moderate these relationships? The main goal of this study is to develop and test an integrated model that incorporates service quality theory, expectation-confirmation theory, and experiential learning theory. The novelty of this research is to position tourism as an experiential learning process and then to introduce experiential learning as a moderating variable so that tourism and education research are deeper and more relevant in the digital era.

Theoretical Framework

Service Quality Theory

Parasuraman, Zeithaml, and Berry came up with Service Quality Theory in 1988. It explains how customers judge the quality of service based on their expectations and perceptions. The SERVQUAL model says that service quality has five main parts: tangibility, reliability, responsiveness, assurance, and empathy. People have utilized this model a lot to judge the quality of service in many fields, such as tourism. In tourism, service quality is a measure of how successfully the companies provide services. Because of these findings, some people think that better tourism services will make customers happier.

Expectation-Confirmation Theory

Expectation-Confirmation Theory (Oliver, 1997) elucidates the relationship between expectations, performance, and customer satisfaction. This theory says that clients are happy with a service if it meets their expectations and unhappy if it doesn't. This is especially true in tourism, where travelers plan based on their knowledge, ads, and past experiences. People who have positive experiences are happy and tend to act in ways that demonstrate their satisfaction, such as going back or telling others about the area. This idea elucidates the relationship between consumer satisfaction and subsequent behaviors.

Experiential Learning Theory

Kolb's Experiential Learning Theory, which came out in 1984, says that people learn by doing things, contemplating them, and interacting with them. This theory emphasizes that learning is a process involving four steps: concrete experience, reflective observation, abstract conceptualization, and active experimentation. Concrete experience, reflective observation, abstract conceptualization, and active experimentation are the four steps in the learning process. When tourists connect with places, cultures, and activities, they learn via experience. These encounters help tourists learn, make emotional connections, and make memories that will last a lifetime. Because of these factors, experiential learning is linked to higher levels of consumer satisfaction and behavioral intention.

This study posits experiential learning as a moderating component. It makes the link between the quality of tourism services and customer satisfaction stronger, as well as the link between consumer contentment and behavioral intention. This shows how important it is to come up with new and meaningful ways for people to travel, especially now that we live in a digital world.

METHODS

The quantitative research design was used to investigate the interactions of tourism service quality (quality of service, customer satisfaction, behavioral intention, and moderating effects of experiential learning) on all these variables in this study. The study was performed in Siem Reap, Cambodia, a major tourism destination with a cultural heritage, and the study design was appropriate for testing the hypotheses and causal relationships of variables to be examined using statistical methods.

The target population was international tourists who had experienced tourism services in the area. A total of 400 respondents were selected through a convenience sampling method, which is more suitable for tourism research and for which the respondents can be reached at tourist destinations. The sample size is considered large enough for structural equation modeling's (SEM) analysis. The data was collected using a structured questionnaire developed using scales from previous research. The survey included questions about tourism service quality, customer satisfaction, behavioral intention, and experiential learning. These were all measured using a five-point Likert scale.

The instrument was reviewed for clarity and content validity before data was collected. The data was collected by giving out questionnaires directly to tourists in selected areas of Siem Reap.

Respondents were informed of the purpose of the study and participated voluntarily in the study. The data were analyzed by the Statistical Package for the Social Sciences (SPSS) and Analysis of Moment Structures (AMOS). Descriptive statistics and reliability analyses were conducted using SPSS, whereas AMOS facilitated Confirmatory Factor Analysis (CFA) and Structural Equation Modeling (SEM). The selection of SEM stemmed from its capacity to simultaneously assess numerous relationships, encompassing direct, mediating, and moderating effects. The analytical process incorporated model fit assessment, hypothesis testing, and the examination of structural relationships among the variables.

RESULTS AND DISCUSSION

Results

This section presents the results of the study based on data analysis. The results are segmented into descriptive statistics, reliability and validity assessment, and structural model evaluation using structural equation modeling (SEM).

Descriptive Statistics

Descriptive statistics were done to determine respondents' perceptions of tourism service quality, customer satisfaction, behavioral intention, and experiential learning. To understand the main tendency and distribution of the study variables, the central tendency and the study variables are examined. We present the results in Table 1.

Table 1. Descriptive Statistic of Research Variables

Variable	M	S.D.
Tourism Services Quality	4.77	1.45
Customer Satisfaction	4.58	0.71
Behavioral Intention	4.57	0.75
Experiential Learning	4.60	0.85

All the variables are well above the middle of the scale, indicating that the respondents are generally positive. The quality of tourism services is highest in the mean value, indicating that the respondents view them as good. Customer satisfaction and behavioral intention are also high, which means that tourists are satisfied and may return or recommend the destination. Experiential learning is relatively high in the mean score, which shows that the tourists are engaged on their tour and have fun. The standard deviation values are in an acceptable range, so responses are consistent. The descriptive results are a strong basis for further study.

Reliability and Validity

To see if the measurement model was reliable and valid, we checked its dependability and accuracy. This evaluation verified the reliability and accuracy of the constructs employed in this investigation. Cronbach's alpha was employed to check for reliability.

Table 2. Reliability Analysis (Cronbach's Alpha-Refined Medel)

Construct	Cronbach's Alpha
Tourism Services Quality	0.90+
Customer Satisfaction	0.92
Behavioral Intention	0.90
Experiential Learning	0.92

Tests were used of convergent and discriminant validity to check for validity. The findings demonstrated that all constructs had robust internal consistency, as evidenced by Cronbach's alpha values over 0.70.

At first, the reliability value for tourism service quality was low, but it got much better by deleting one item with a low item-total correlation. To make sure that the measuring items are consistent and reliable, we also looked at convergent validity in terms of composite reliability (CR), standardized factor loadings, and average variance extracted (AVE). All factor loadings above the minimum threshold of 0.50, with CR surpassing 0.70 and AVE over 0.50, so demonstrating convergent validity. We used the Fornell-Larcker criterion and the Heterotrich - Monetarist ratio (HTMT) to check for discriminant validity. The data above show that the square root of AVE for each construct is bigger than the correlations between them, and all HTMT values are below

0.90. The results demonstrate that each idea is different and looks at a different part of the model. This measurement model is both reliable and valid, which means it may be used for structural analysis.

Structural Model

The structural model was assessed using structural equation modeling (SEM) to assess tourism service quality, customer satisfaction, behavioral intention, and the moderating role of experiential learning. Model fit evaluation, hypothesis testing, mediation, and moderation analysis were performed.

(1) Model Fit

This study tested the goodness-of-fit of the structural model using the chi-square to degrees of freedom ratio (χ^2/df), Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), and Root Mean Square Error of Approximation (RMSEA).

Table 3. Model Fit Indices

Fit Index	Value	Recommended Threshold
χ^2/df	2.10	≤ 3.00
CFI	0.93	≥ 0.92
TLI	0.92	≥ 0.90
RMSEA	0.052	≤ 0.08

The results show that our model fits the data pretty well. The Chi-square to degrees of freedom ratio ($\chi^2/df = 2.10$) is significantly over the level of acceptable fit, which means that the model fits well. The Tucker-Lewis Index (TLI = 0.92) and the Comparative Fit Index (CFI = 0.93) are both higher than the required value of 0.90. This means that the model fits the data well. The Root Mean Square mistake of Approximation (RMSEA = 0.052) is also less than 0.08, which is a respectable approximation mistake. In general, we think that the suggested structural model fits the data well and is good for testing more hypotheses.

(2) Hypothesis Testing

Structural Equation Modeling (SEM) was used to test the hypotheses. This method allowed for an evaluation of the relationships between tourism service quality, customer satisfaction, and behavioral intention, while also considering the moderating effect of experiential learning.

Table 4: Hypothesis Testing, Mediation, and Moderation Results

H.	Path Relationship/Effect	Standardized (β)	p-value	Result
H1	Tourism Service Quality \rightarrow Customer Satisfaction	0.62	<.001	Supported
H2	Customer Satisfaction \rightarrow Behavioral Intention	0.68	<.001	Supported
H3	TSQ \rightarrow CS \rightarrow BI (Mediation Effect)	0.42	<.001	Supported
H4a	Experiential Learning x TSQ \rightarrow CS	0.21	<.05	Supported
H4b	Experiential Learning x CS \rightarrow BI	0.19	<.05	Supported

The outcomes of the hypothesis testing, encompassing standardized path coefficients (β), significance levels, and corresponding decisions, are presented in Table 4. The analysis reveals a substantial positive effect of tourism service quality on customer satisfaction ($\beta = 0.62$, $p < .001$), thereby corroborating H1.

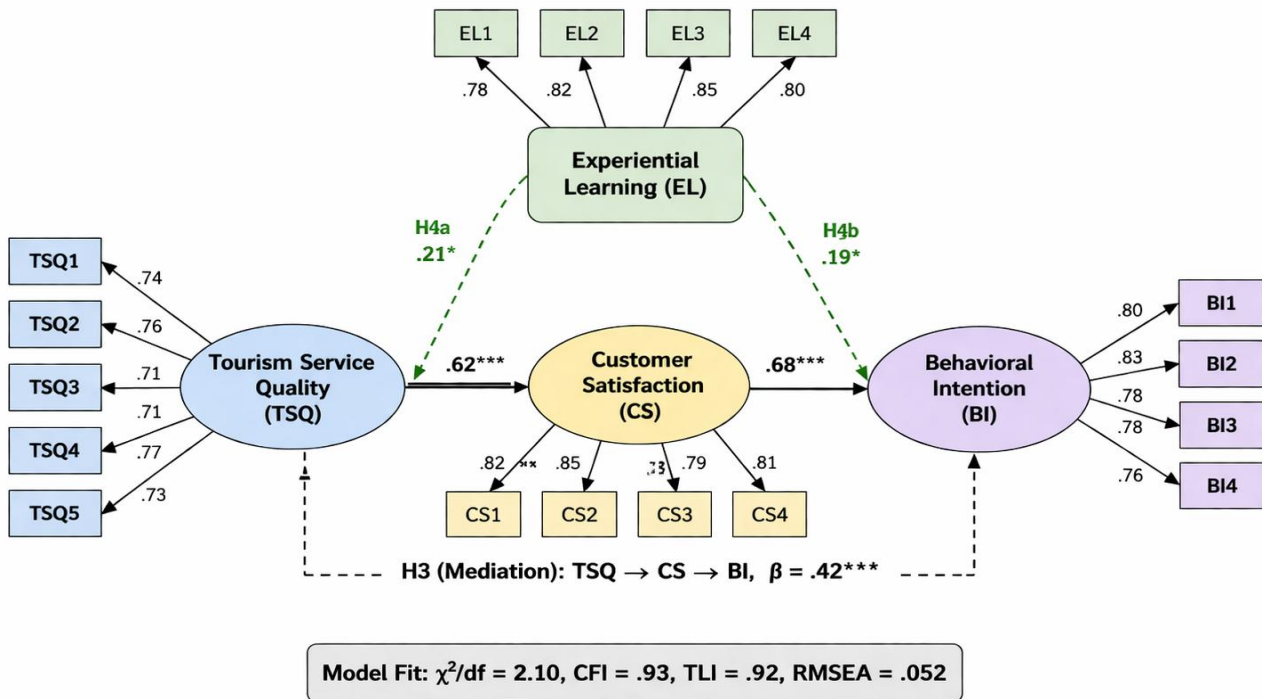
Customer satisfaction has a strong positive effect on behavioral intention ($\beta = 0.68$, $p < .001$), supporting H2. These results indicate that high-quality tourism services enhance the satisfaction of a customer,

which is subsequently translated to a strong behavioral intention. In our mediation analysis we find that customer satisfaction is the major mediator of the relationship between tourism service quality and behavioral intention ($\beta = 0.42, p < .001$), supporting H3. This means that the effect of service quality on behavioral intention is largely mediated by customer satisfaction.

Experiential learning significantly moderates the relationship among the variables. Experiential learning enhances the connection between tourism service quality and customer satisfaction ($\beta = 0.21, p < .05$), thereby validating H4a. Furthermore, experiential learning strengthens the association between customer satisfaction and behavioral intention ($\beta = 0.19, p < .05$), thus supporting H4b. The findings underscore the importance of experiential learning in strengthening the effects of service quality and satisfaction on later behaviors.

(3) Structural Model Interpretation

The structural model, which shows how experiential learning can change the link between tourism service quality, customer satisfaction, and behavioral intention.



Note. Standardized path coefficients are shown. * $p < .05$, *** $p < .001$.

—————> Direct Effect - - - - -> Mediation Effect - - - - -> Moderation Effect

Figure1: Structural Equation Model

Figure1 shows the structural model, which shows how experiential learning can change the link between tourism service quality, customer satisfaction, and behavioral intention. The findings from the structural model indicate that tourism service quality significantly enhances customer satisfaction, which is then linked to behavioral intention. They demonstrate that service quality significantly influences tourist satisfaction, which therefore impacts their future behavior regarding tourism service quality. The mediation study also shows that satisfaction with the quality of tourism services is one of the most important things that affect

tourists' intentions to behave. This is a clear sign that service quality doesn't have much of an effect on behavior since contentment gets in the way.

Experiential learning also makes the relationships in the model stronger. More experiential learning makes the quality of tourism services have a bigger effect on customer satisfaction and customer satisfaction have a bigger effect on tourists' plans. This suggests that tourists who are actively participating in meaningful and interactive activities exhibit greater happiness and enhanced behavioral responses.

The structural model is a strong way to analyze tourism and fits with the theoretical model put up here. Service quality and experiential learning are combined to obtain a better idea of how visitors act, especially in the context of digital transformation, because they affect how tourists see their experiences and how satisfied they are with them as a whole.

Discussion

The study examined the relationship between tourism service quality, customer satisfaction, and behavioral intention and the moderating impact of experiential learning in tourism in Siem Reap, Cambodia. The results are in line with the conceptual framework proposed in this paper and show that tourism service quality has a significant positive impact on customer satisfaction. This is consistent with Service Quality Theory (Parasuraman et al., 1988), which holds that customers will rate their satisfaction based on their perceived service performance. High-quality service delivery across the board (reliability, responsiveness, and assurance) is crucial for tourists in the tourism industry. This proves that service quality is still an important factor in customer satisfaction in tourism. Customer satisfaction was also shown to be a significant driver of behavioral intention too. This is consistent with Expectation-Confirmation Theory (Oliver, 1997), which states satisfaction is achieved when the service performance is better than expected and the customers think positively about the future. Because customer satisfaction is strongly correlated with behavioral intention and therefore satisfaction can be a positive factor in tourism engagement, we have to consider that a satisfied traveler is more likely to visit places and engage in positive word-of-mouth. This highlights the need to provide quality service in the form of tourism and an experience that is not only memorable but also high-quality for long-term customer satisfaction.

This research confirms the mediating impact of customer satisfaction in tourism service quality and behavioral intention. This provides a perspective on what impacts tourism behavior on service quality and not that of individual consumers. Service quality, rather than the desire to behave (as it does), enhances satisfaction and hence behaviors. This mediation effect confirms the critical role of customer satisfaction in the relationship between service quality and future behavior. One of the contributions to this study is the involvement of experiential learning as a moderating factor. Experiential learning strengthens the relationship between tourism service quality and customer satisfaction, and customer satisfaction serves as a proxy for attitude towards behavior. This finding extends Experiential Learning Theory (Kolb, 1984) in that people experience things differently, and the more meaningful the experience is, the more positive the effect of service quality and satisfaction on behavior. Tourists who participate in cultural, social, and interactive activities tend to form a more profound emotional and cognitive bond with their destination.

From an educational standpoint, tourism can be conceptualized as an informal learning setting, wherein tourists acquire knowledge through experience and interaction. Experiential learning encourages tourists to engage more deeply with local cultures, traditions, and environments. As a result, this approach enhances satisfaction and shapes future behaviors. Experiential learning's significance is amplified within the digital age, as digital technologies facilitate interaction, customization, and the rapid sharing of experiences. Fundamentally, the results support the notion that service quality, customer satisfaction, and experiential learning are pivotal elements shaping behavior.

This research contributes to the existing literature by synthesizing viewpoints from both tourism and education, thereby expanding our understanding of tourist behavior and the experiences of a varied demographic. The results indicate that service providers should prioritize enhancing service quality and crafting immersive experiences to attract tourists and foster learning and interaction. This is particularly critical for emerging tourist destinations seeking to increase their appeal and promote sustainable tourism practices.

CONCLUSION

The study looked at the relationship between tourism service quality, customer satisfaction, and behavioral intention and the moderating influence of experiential learning in tourism in Siem Reap, Cambodia. The findings support the conceptual framework and assist the future understanding of tourist behavior in the digital revolution.

Tourism service quality is found to play a role in customer satisfaction, which in turn affects behavioral intention. Furthermore, customer satisfaction helps to regulate the relationship between tourism service quality and behavior and is an important factor that relates service performance to behavioral outcomes. Experiential learning also strengthens these relationships, and tourists who actually receive meaningful experiences are more likely to feel more satisfied and have high behavioral intentions.

The Service Quality Theory, Expectation-Confirmation Theory, and Experiential Learning Theory in the present study are integrated, which are new approaches to research. We also expand the existing literature by adding experiential learning as a moderating factor in tourism in the context of digital transformation. However, we have a few limitations. First, the use of convenience sampling may limit the generalizability of the findings. Second, the study is conducted in Siem Reap, Cambodia, and may not be representative of the entire tourist landscape. Third, the cross-sectional nature is not representative of changes in tourist behavior over time, which means that the findings may not accurately reflect trends or shifts in preferences that could occur in the future.

The best for the future of tourism is to improve service quality and also to create an interactive, meaningful tourism experience where tourists can learn from the experience. Digital technologies should be used to encourage engagement, information, and experience sharing in the tourism sector. In theory, future research should extend this model to add other factors such as perceived value, trust, or digital experience to explain tourism behavior further. We suggest that researchers may also apply the model to different countries and take a longitudinal approach to measure the changes over time.

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