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Exploring Drivers of Edu-Tourist Satisfaction and Revisit Intention at Intangible Cultural Heritage Sites: Insights from Jiangxi, China

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Abstract

Purpose: This study aims to analyze the factors that influence edu-tourists' satisfaction and revisit intention at intangible cultural heritage sites. It focuses on attitudes, subjective norms, perceived behavioral control, perceived service quality, and destination image, and examines the mediating role of satisfaction in linking these factors to revisit intention**. Research design, data and methodology:** A survey of 500 student-tourists from Nanchang Institute of Science and Technology was conducted using a quantitative research design. Data were collected through both online and offline questionnaires. The analysis employed JAMOVI and SPSS software, while confirmatory factor analysis (CFA) and structural equation modeling (SEM) were used to assess model fit, reliability, validity, and causal relationships among the constructs. **Results:** Findings reveal that attitudes, subjective norms, and perceived behavioral control significantly enhance satisfaction. In addition, perceived service quality and destination image positively contribute to tourists' overall satisfaction. Satisfaction itself acts as a critical mediator, directly influencing revisit intention and highlighting its central role in behavioral decision-making. **Conclusions:** Both psychological factors and destination characteristics strongly affect edu-tourists' satisfaction. These results contribute theoretically to the study of educational and cultural tourism and provide practical guidance for service innovation, destination management, and marketing strategies to foster tourist loyalty in intangible cultural heritage contexts.

Keywords: Tourist Satisfaction, Revisit Intention, Intangible Cultural Heritage Sites, Cultural Tourism

JEL Classification Code: A20, I23, O30, Z30

1. Introduction

Culture and heritage are closely connected (Richards, 1996) and have become increasingly important in tourism studies, especially within cultural tourism (Bujdoso et al., 2015). UNESCO defines heritage tourism as the experience of tourists in places that are formally classified, certified, and presented as heritage. These sites include both tangible and intangible elements, such as scientific or historical content, regardless of whether tourists are aware of their connection to heritage. This definition remains one of the most widely accepted in the field.

In today's experience economy, tourists place greater value on interactive and unique experiences. They are no longer satisfied with entertainment alone but instead seek personal growth and psychological enrichment through travel (Godbey, 2008). Cultural tourism often incorporates elements such as museums, festivals, historic buildings, cuisine, language, and religion (Chen & Rahman, 2018).

Intangible Cultural Heritage Tourism (ICHT) refers to presenting human stories and cultural practices through tourism, handicrafts, and related experiences (Hargrove, 2002). Academic and industry interest in ICHT has grown steadily (Chhabra et al., 2003). Over the past decades, research has focused on three themes: defining and

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protecting intangible cultural heritage, exploring ICHT operating models, and assessing its social and cultural impacts. Nettleford (2004) highlighted the need to protect intangible heritage in the face of decline, while Swain (1993) emphasized the role of tourist motivation in shaping ICHT development.

Scholars view the impact of ICHT from two perspectives. Some argue it promotes cultural revival while boosting tourism. Case studies from Bali, Thailand, and Malta suggest that tourism fosters integration between local and foreign cultures and supports the revival of traditional practices. Others, however, highlight negative outcomes, such as overuse of cultural resources and environmental strain. Russo (2002) noted that fluctuating visitor numbers create unstable revenues, which can weaken long-term sustainability. Ramsey and Everitt (2008) argued that ICHT can undermine heritage preservation and damage local environments.

To counter these challenges, many countries have integrated intangible heritage into festivals, museum displays, and other cultural programs. Fu et al. (2015), for example, studied how cultural museums used exhibitions, virtual environments, and live craft demonstrations to enhance authenticity. These approaches both preserve traditions and give visitors deeper appreciation of cultural diversity, while also generating economic benefits for communities.

Recent research has stressed the importance of linking heritage protection with tourism development (Yang, 2021). Tourism can stimulate economic growth, which in turn provides resources for conservation. Yet financial investment often falls short of the needs of heritage protection (Tan, 2008; Xie, 2004). Moreover, the role of education in applying global conservation theories and practices has received limited attention (Luo & Li, 2020).

Despite this progress, several research gaps remain. First, while many studies emphasize heritage protection and tourism development, fewer explore how tourists themselves evaluate their experiences and what drives their satisfaction at intangible cultural heritage sites. Second, much of the existing literature focuses on popular destinations such as Bali or Thailand, leaving less attention to regions in China, such as Jiangxi, where ICHT is emerging but underexplored. Third, the relationship between perceived authenticity, satisfaction, and revisit intention requires more empirical testing in the context of Chinese heritage tourism.

In this study, the sample focuses on student-tourists (edu-tourists) because university students represent a growing segment of educational travel closely linked to learning, cultural appreciation, and heritage preservation. Their visits often align with academic programs and experiential learning initiatives, making them a key demographic for understanding how younger generations engage with and sustain intangible cultural heritage.

To address these gaps, this study aims to examine the drivers of edu-tourist satisfaction at intangible cultural heritage sites in Jiangxi, China. Specifically, it investigates how cultural authenticity, interactive experiences, and heritage presentation influence tourists' perceptions, satisfaction, and revisit intentions.

This research contributes to the literature in three precise ways. First, it extends behavioral theories, including the Theory of Planned Behavior and experience-based frameworks, to the domain of ICH tourism, providing a refined understanding of how attitudinal and perceptual factors shape satisfaction and revisit intention. Second, it offers empirical evidence from Jiangxi, an underrepresented region in Chinese heritage tourism, thereby enriching the contextual scope of current ICHT studies. Third, it provides practical insights for policymakers and site managers by identifying actionable strategies to improve service quality, enhance visitor experience, and promote sustainable cultural heritage development.

2. Literature Review

2.1 Attitude

Central to behavioral theory, attitude represents an individual's overall favorable or unfavorable evaluation of a specific behavior (Ajzen, 1991). Allport (1935) described it as a psychological state of readiness formed through experience that guides responses to particular objects or situations. Similarly, Ajzen and Fishbein (2000) defined attitude as an enduring disposition that influences how people think, feel, and act toward a given behavior. Building on these perspectives, attitude serves as a key determinant of behavioral intention, as it reflects how individuals assess the desirability of performing a behavior. In the tourism context, attitude captures tourists' positive or negative evaluations of a destination or experience based on their beliefs, expectations, and previous encounters (Moutinho, 1987).

The relationship between attitude and satisfaction has long been studied in psychology and consumer behavior. Positive attitudes create expectations that, when met or exceeded, enhance satisfaction. Research shows that consumers with favorable attitudes experience stronger emotional benefits such as enjoyment and excitement (Ha & Jang, 2010) and are more likely to perceive greater value from new or culturally diverse products (Kim & Choe, 2019). In tourism, positive attitudes toward destinations not only improve satisfaction but also encourage responsible behaviors that further enrich travel experiences (Joewono &

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Kubota, 2007).

Attitudes influence satisfaction by shaping expectations and perceptions, while satisfaction can also reinforce or reshape attitudes. In the tourism context, this interplay suggests that tourists' attitudes are central to their satisfaction with a destination. Based on this reasoning, the following hypothesis is proposed:

H1: Attitude has a significant impact on tourist satisfaction.

2.2 Subjective Norm

Subjective norm refers to the social pressure individuals feel from significant others, such as family, friends, or peers, when deciding whether to perform a behavior (Ajzen, 1991; Belanche et al., 2019). It highlights the role of social influence in shaping individual decisions. Ajzen and Fishbein (1970) noted that people do not rely solely on personal beliefs but also consider the expectations of important groups when forming intentions. In this sense, subjective norm serves as a bridge between internal attitudes and the external social environment.

A growing body of research across diverse contexts supports the significant role of subjective norms in shaping behavioral outcomes. Evidence from digital service adoption (Alalwan et al., 2017) to user experience studies (Hsiao et al., 2016) and tourism behavior (Choo et al., 2016; Quintal et al., 2015) indicates a consistent pattern: individuals are more likely to act in accordance with perceived social expectations when these norms align with their personal values and satisfaction goals. This suggests that social influence not only guides initial behavioral intentions but also reinforces continued engagement, satisfaction, and revisit intention.

Subjective norms also shape satisfaction indirectly by influencing expectations. When individuals believe their peers expect them to enjoy a product or service, they are more likely to evaluate the experience positively if those expectations are met. Thus, in the tourism context, subjective norms not only guide behavioral intentions but also play an important role in determining satisfaction levels. Based on this reasoning, the following hypothesis is proposed:

H2: Subjective norm has a significant impact on tourist satisfaction.

2.3 Perceived Behavioral Control

Perceived behavioral control (PBC) refers to an individual's belief about how easy or difficult it is to perform a behavior (Ajzen, 1991). It reflects not only the perceived feasibility of an action but also self-assessments of ability, resources, and constraints (Song et al., 2015). In this sense, PBC captures both internal factors, such as skills and confidence, and external factors, such as available resources or barriers, that influence behavior. Abbasi et al. (2021) emphasized that PBC is central to actual decision-making because it shapes whether individuals feel capable of carrying out a given behavior.

As a key construct in the Theory of Planned Behavior (Ajzen, 2002), PBC has been linked to satisfaction in tourism contexts. Ji et al. (2017) showed that Chinese casino tourists' enjoyment was strongly influenced by their perceived level of control. Zaibaf et al. (2013) confirmed PBC as a significant predictor of satisfaction, while Wu et al. (2015) found that PBC influenced well-being among hot spring visitors. In addition, Guchait and Namasivayam (2012) suggested that perceived fairness may mediate the relationship between PBC and satisfaction.

Overall, when tourists believe they can control their travel experiences, they are more likely to feel confident, enjoy activities, and report higher satisfaction. Thus, confidence in behavioral control provides an important psychological foundation for positive tourism outcomes. Based on this reasoning, the following hypothesis is proposed:

H3: Perceived behavioral control has a significant impact on tourist satisfaction.

2.4 Perceived Service Quality

Perceived service quality (PSQ) refers to a consumer's subjective evaluation of whether a service meets or exceeds expectations. It includes employee performance, facility conditions, responsiveness, safety, and overall service delivery (Lee et al., 2007). Berry and Parasuraman (1991) argued that the true test of service quality lies in its ability to satisfy customers' psychological expectations. Similarly, Pandey and Sahu (2020) noted that satisfaction arises when the actual service experience aligns with or surpasses prior expectations. Thus, service quality is not limited to technical or environmental factors but is closely tied to the overall customer experience.

Empirical studies highlight the strong relationship between PSQ and tourist satisfaction. Hui et al. (2007) found that high service quality enhances satisfaction and fosters loyalty and repeat visits. Bigné et al. (2001) confirmed a positive link between PSQ, satisfaction, and behavioral intentions, while Bitner (1990) demonstrated that tourists' perceptions of excellent service strongly shape satisfaction. Similar results were reported by Ahmad and Kamal (2002), and Wu et al. (2015) showed in the context of hot spring tourism that PSQ significantly predicts satisfaction.

When tourists perceive services as reliable, responsive, and of high quality, they are more likely to feel satisfied and remain loyal to the destination. In the context of educational and cultural tourism, PSQ plays a crucial role in shaping tourists' satisfaction levels. Based on this reasoning, the

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following hypothesis is proposed:

H4: Perceived service quality has a significant impact on tourist satisfaction.

2.5 Destination Image

Destination image (DI) refers to an individual's psychological perception and subjective evaluation of a place (Fakeye & Crompton, 1991). It represents how travelers interpret destinations through personal experiences, educational background, purpose of visit, and cultural factors (Mahadzirah et al., 2012). Camprubí et al. (2008) and Sun et al. (2013) further explained that DI is a composite of perceptions, beliefs, and thoughts about a destination. Jamaludin et al. (2012) highlighted its two dimensions: affective, which reflects emotional impressions, and cognitive, which reflects knowledge and beliefs.

Research has consistently shown that DI strongly influences tourist behavior. It shapes preferences, decision-making, and satisfaction (Chi & Qu, 2008; Hossain, 2013; Rajaratnam et al., 2015). Assaker et al. (2011) found a positive relationship between DI and tourist satisfaction, and Assaker and Hallak (2013) confirmed that satisfaction is closely linked to overall impressions of a destination. Empirical studies support this across different contexts, such as Macau (Loi et al., 2017), the United Arab Emirates (Albaity & Melhem, 2017), and U.S. destinations (Chi & Qu, 2008). Comprehensive models also reinforce this relationship. Wang and Hsu (2010) demonstrated a strong correlation between DI, behavioral goals, and satisfaction. Similarly, Prayag and Ryan (2012) showed that positive perceptions of a destination enhance satisfaction, place attachment, and loyalty.

A favorable destination image not only encourages visitation but also increases tourist satisfaction and loyalty. Based on these findings, the following hypothesis is proposed:

H5: Destination image has a significant impact on tourist satisfaction.

2.6 Tourist Satisfaction

Tourist satisfaction (TS) is commonly defined as the overall evaluation of whether a tourist's expectations are met during a service experience. Oliver (1997) described it as a subjective judgment formed by comparing expectations with actual experiences. Similarly, Pizam and Ellis (1999) noted that perceptions of an experience directly shape satisfaction levels. Zhang et al. (2019) emphasized that satisfaction depends on the discrepancy between the service provider's performance and tourists' expectations. More broadly, satisfaction reflects both emotional responses and overall attitudes toward a destination (Petter et al., 2013; San Martín et al., 2019).

Satisfaction plays a central role in influencing tourists' future behavior. Research shows that satisfied tourists are more likely to revisit a destination and recommend it to others (Allameh et al., 2015; Hui et al., 2007). Alrawadieh et al. (2019) also confirmed that satisfaction strengthens loyalty and increases the likelihood of repeat visits. Breiby and Slåtten (2018) highlighted its role in generating positive revisit intentions, while Lee and Jeong (2021) demonstrated its influence on both word-of-mouth (WOM) and electronic word-of-mouth (EWOM). Similarly, Konuk (2019) found in the restaurant context that satisfaction significantly enhances revisit intentions. Even when external factors such as weather are considered, satisfaction remains a strong predictor of return behavior (Kim et al., 2017).

Tourist satisfaction represents a key determinant of revisit intention, loyalty, and advocacy. Based on these findings, the following hypothesis is proposed:

H6: Tourist satisfaction has a significant impact on revisit intention.

2.7 Revisit Intention

Revisit intention (RI) refers to tourists' subjective judgment about the likelihood of returning to the same destination (Chen & Tsai, 2007). Based on Fishbein and Ajzen's (1975) theory, intention reflects the subjective probability of performing a specific behavior. Thus, RI can be viewed as a prediction of future travel behavior. When tourists plan to return to a location or reuse a service, this intention is classified as part of behavioral intention (Gohary et al., 2020).

Empirical research shows that revisit intention is shaped by several factors. Som et al. (2012) found that positive interactions with local residents strengthen the intention to revisit. Cheng and Lu (2013) highlighted the role of perceived value in encouraging repeat visits. Similarly, Tosun et al. (2015) demonstrated that overall impressions of a destination and prior travel experiences strongly influence future revisit behavior.

Revisit intention is a key outcome variable in tourism research, as it reflects tourists' long-term relationship with destinations and plays a central role in ensuring destination loyalty and sustainability.

3. Research Methods and Materials

3.1 Research Framework

This study draws on three classic models to guide the analysis of intangible cultural heritage tourism: the Theory of Planned Behavior (TPB) by Ajzen (1991), the Stimulus-Organism-Response (S-O-R) theory by Mehrabian and Russell (1974), and Brand Equity Theory (BET) by Aaker

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(1997). Together, these theories provide a structured foundation for examining the relationships between tourists' psychology, experiences, and behaviors.

In addition, the framework builds on recent empirical contributions. Siddiqui et al. (2023) extended the Theory of Planned Behavior in a tourism setting, providing validated measures for attitude, subjective norm, and perceived behavioral control. Tiwari et al. (2023) emphasized the role of service quality and memorable experiences in shaping tourist satisfaction and revisit intention, which supports the inclusion of perceived service quality as a critical construct. Genc and Gulertekin (2023) examined tourist satisfaction and its influence on revisit intention, underscoring satisfaction as a mediating factor between perceptions and future behaviors.

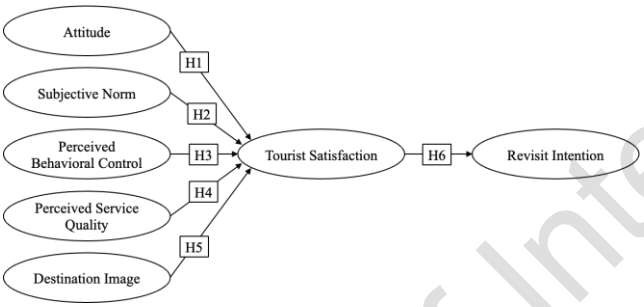

Figure 1: Conceptual Framework

Based on these foundations, a conceptual framework was constructed (see Figure 1) to examine the causal relationships among key variables: attitude, subjective norm, perceived behavioral control, perceived service quality, destination image, tourist satisfaction, and revisit intention. This framework not only extends established theories but also adapts them to the specific context of intangible cultural heritage tourism.

The purpose of this study is to identify the core factors that drive edu-tourists' satisfaction and their intention to revisit intangible cultural heritage sites, with a focus on Jiangxi, China. By analyzing how psychological, social, and experiential factors interact, the research contributes theoretical insights into intangible cultural heritage tourism and practical implications for enhancing tourist satisfaction and promoting sustainable tourism development.

3.2 Research Methodology

This study adopted a quantitative research approach, which relies on numerical data and statistical tools to describe phenomena, examine relationships between variables, and test hypotheses. Streefkerk (2019) defines quantitative research as the use of data, charts, and tables to explain and verify theoretical assumptions.

The research was conducted among junior college students at the Nanchang Institute of Science and Technology. A structured questionnaire was developed with three parts: (i) screening questions, (ii) demographic information of respondents, and (iii) items measuring factors related to tourist satisfaction and revisit intention. Before large-scale distribution, a pre-test was conducted with 30 respondents to assess clarity, wording, and comprehension of the questionnaire items. The validity of the questionnaire was evaluated through the Index of Item-Objective Congruence (IOC), reviewed by three academic experts specializing in tourism management, research methodology, and cultural heritage studies. Reliability was assessed using Cronbach's alpha coefficient to ensure internal consistency.

After refinement, the questionnaire was distributed to the target group, and 500 valid responses were collected. Data analysis was performed using SPSS Statistics version 26.0 and AMOS version 29.0. To ensure validity and reliability, the study applied Confirmatory Factor Analysis (CFA) to test model fit and convergent validity. Based on this, Structural Equation Modeling (SEM) was used to analyze causal relationships among the variables.

Ethical considerations were observed throughout the study. Participation was voluntary, and all respondents provided informed consent. Anonymity and confidentiality of the data were maintained, and responses were used solely for academic purposes.

3.3 Population and Sample Size

This study employed a stratified sampling method to ensure representativeness. The target population consisted of junior college students at the Nanchang Institute of Science and Technology in Jiangxi Province, China. These students had visited twenty intangible cultural heritage sites identified in the 13th Five-Year Plan for the Protection and Development of Intangible Cultural Heritage in Jiangxi Province, issued by the Jiangxi Provincial Department of Culture and Tourism.

For sampling, the researchers selected three key academic departments: the School of Marxism, the School of Architectural and Environmental Engineering, and the School of Art and Media Design. These schools were chosen because they represent distinct academic disciplines, social sciences, technical and environmental studies, and creative arts, that collectively provide diverse perspectives on how students perceive and engage with intangible cultural heritage. This focus allowed the study to examine edu-tourists' satisfaction and revisit intention from multiple academic and experiential viewpoints, enriching the analysis of educational tourism behavior.

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Table 1 shows the population and sample size distribution across the three schools.

Table 1: Population and Sample Size

Three Universities of Nanchang Institute of Science and Technology	Population Size	Proportional Sample Size
School of Marxism Studies	390	94
School of Architectural and Environment Engineering	963	233
School of Art and Media Design	717	173
Total	**2070**	**500**

Source: Nanchang Institute of Science and Technology (2023)

Data collection took place between August 2024 and January 2025. During this period, 543 questionnaires were completed. After removing incomplete and duplicate responses, 500 valid questionnaires were retained for analysis. This final sample ensured representativeness and provided a reliable basis for statistical testing. The use of a stratified sample and a sufficient response rate strengthen the generalizability and scientific rigor of the study's findings.

4. Results and Discussion

4.1 Demographic Information

The survey collected data from 500 valid respondents, all junior college students at the Nanchang Institute of Science and Technology. Table 2 summarizes their demographic characteristics. Slightly more than half of the respondents were male (56.4%), while females accounted for 43.6%. Most participants were aged 20-22 years (48.8%), followed by those under 19 years (39.6%). Smaller groups were aged 23-25 years (9%) and over 25 years (2.6%). In terms of academic background, the largest proportion came from the School of Architecture and Environmental Engineering (46.6%), followed by the School of Art and Media Design (34.6%) and the School of Marxism Studies (18.8%).

Table 2: Demographic Information

Demographic and General Data (N=500)		Frequency	Percentage
Gender	Male	282	56.4
	Female	218	43.6
Age	Less than 19 years old	198	39.6
	20-22 years old	244	48.8
	23-25 years old	45	9.0
	More than 25 years old	13	2.6
School	School of Marxism Studies	94	18.8
	School of Architectural and Environment Engineering	233	46.6
	School of Art and Media Design	173	34.6

4.2 Confirmatory Factor Analysis (CFA)

This study used Confirmatory Factor Analysis (CFA) to test the measurement model. Table 3 shows that all factor loadings were significant, ranging from 0.716 to 0.827, and exceeded the minimum threshold of 0.50 (Hair et al., 2010). Composite reliability (CR) values ranged from 0.806 to 0.884, above the recommended level of 0.70 (Fornell & Larcker, 1981). Average variance extracted (AVE) values ranged from 0.556 to 0.603, surpassing the accepted threshold of 0.50, which indicates that the constructs demonstrated adequate convergent validity (Hair et al., 2010).

Table 3: Confirmatory Factor Analysis (CFA), Composite Reliability (CR), and Average Variance Extracted (AVE) Results

Variable	Source of Questionnaire (Measurement Indicator)	No. of Item	Cronbach's Alpha	Factor Loading	CR	AVE
Attitude (ATT)	Siddiqui et al. (2023)	5	0.884	0.759-0.797	0.884	0.603
Subjective Norm (SN)	Siddiqui et al. (2023)	4	0.843	0.719-0.807	0.843	0.574
Perceived Behavioral Control (PBC)	Siddiqui et al. (2023)	4	0.850	0.735-0.795	0.850	0.586
Perceived Service Quality (PSQ)	Tiwari et al. (2023)	4	0.874	0.716-0.827	0.874	0.583
Destination Image (DI)	Ahmed (2023)	5	0.861	0.727-0.774	0.862	0.556
Tourist Satisfaction (TS)	Genc and Gulertekin (2023)	3	0.806	0.731-0.785	0.806	0.581
Revisit Intention (RI)	Ahmed (2023)	5	0.880	0.735-0.802	0.881	0.596

Note: CR = Composite Reliability, AVE = Average Variance Extracted

Table 4 presents the discriminant validity results. The square root of AVE for each construct (diagonal values) was greater than the corresponding inter-construct correlations (off-diagonal values). For example, the square root of AVE for attitude (0.777) exceeded its correlations with subjective norm (0.314), perceived behavioral control (0.358), and other constructs. This pattern was consistent across all variables, confirming that the measurement model achieved satisfactory discriminant validity (Fornell & Larcker, 1981; Henseler et al., 2015).

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Table 4: Discriminant Validity

Variable	Factor Correlations						
	ATT	SN	PBC	PSQ	DI	TS	RI
ATT	**0.777**						
SN	0.314	**0.758**					
PBC	0.358	0.326	**0.765**				
PSQ	0.293	0.281	0.295	**0.764**			
DI	0.269	0.309	0.343	0.340	**0.745**		
TS	0.530	0.564	0.571	0.507	0.527	**0.762**	
RI	0.332	0.426	0.307	0.273	0.324	0.535	**0.772**

Note: The diagonally listed value is the AVE square roots of the variables

Table 5 reports the model's goodness-of-fit indices. All values were within recommended thresholds: CMIN/DF was below 5.00, GFI and AGFI were above 0.80, NFI, CFI, and TLI were all above 0.90, and RMSEA was below 0.08. These results demonstrate that the model had a good overall fit and provided a reliable foundation for structural equation modeling.

Table 5: Goodness of Fit for Measurement Model

Index	Criterion	CFA Value	SEM Value
CMIN/DF	< 5.00 (Al-Mamary & Shamsuddin, 2015; Awang, 2012)	1.579	2.599
GFI	≥ 0.85 (Sica & Ghisi, 2007)	0.911	0.855
AGFI	≥ 0.80 (Sica & Ghisi, 2007)	0.893	0.832
NFI	≥ 0.80 (Wu & Wang, 2006)	0.913	0.870
CFI	≥ 0.80 (Bentler, 1990)	0.959	0.915
TLI	≥ 0.80 (Sharma et al., 2005)	0.954	0.908
RMSEA	< 0.08 (Pedroso et al., 2016)	0.040	0.057

Note: CMIN/DF = The ratio of the chi-square value to degree of freedom, GFI = goodness-of-fit index, AGFI = adjusted goodness-of-fit index, NFI = normalized fit index, CFI = comparative fit index, TLI = Tucker Lewis index and RMSEA = root mean square error of approximation

4.3 Structural Equation Model (SEM)

A model fit is considered acceptable when the CMIN/DF value is less than 3 (Awang, 2012). To ensure validity, GFI and AGFI should be no less than 0.85 and 0.80, respectively (Sica & Ghisi, 2007). The Normed Fit Index (NFI) compares the chi-square of the proposed model with that of a null model (Wu & Wang, 2006). The Comparative Fit Index (CFI) evaluates the improvement of the specified model over a baseline model and reduces the effect of sample size (Bentler, 1990). Sharma et al. (2005) recommend the Tucker-Lewis Index (TLI) as a reliable measure, with values above 0.80 considered acceptable. The Root Mean Square Error of Approximation (RMSEA) estimates the model's closeness of fit, with values below 0.08 indicating a good fit (Pedroso et al., 2016).

Table 5 presents the SEM fit indices, which also fall within acceptable ranges: CMIN/DF = 2.599, GFI = 0.855, AGFI = 0.832, NFI = 0.870, CFI = 0.915, TLI = 0.908, and RMSEA = 0.057. These findings indicate that the structural model aligns well with the data and achieves a satisfactory level of goodness of fit.

4.4 Research Hypothesis Testing Result

This study conducted hypothesis testing to analyze the causal relationships between the independent and dependent variables in the structural model. Standardized path coefficients (β) and t-values were applied as the main indicators to evaluate whether the regression results supported the proposed hypotheses. Table 6 presents the results, while Figure 2 illustrates the path relationships. All six hypotheses were supported, confirming that each construct contributed significantly to the model.

Table 6: Hypothesis Testing Result

Hypothesis	Standardized path coefficients (β)	t-value	Test Result
H1: ATT→TS	0.354	7.811*	Supported
H2: SN→TS	0.476	9.342*	Supported
H3: PBC→TS	0.405	8.538*	Supported
H4: PSQ→TS	0.364	8.058*	Supported
H5: DI→TS	0.323	7.120*	Supported
H6: TS→RI	0.503	8.561*	Supported

Note: *=p-value<0.05

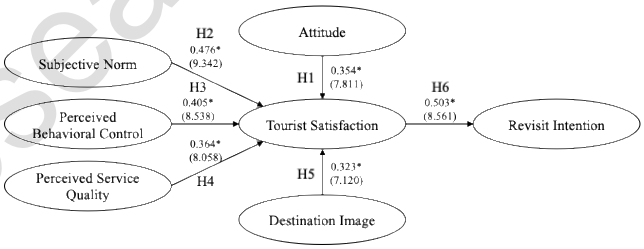

Figure 2: Path Diagram Result
Note: Solid lines represent standardized coefficients (*p < 0.05), with t-values shown in parentheses.

For H1, the standardized path coefficient was 0.354 with a t-value of 7.811, showing that attitude has a significant positive influence on edu-tourists' satisfaction. This result highlights that when students form favorable attitudes toward intangible cultural heritage sites, their satisfaction levels increase.

For H2, subjective norm showed the strongest effect, with a coefficient of 0.476 and a t-value of 9.342. This demonstrates that the opinions and expectations of peers, family, and significant social groups strongly shape tourists' satisfaction. The finding underscores the importance of social influence in forming positive tourism experiences.

For H3, the standardized coefficient was 0.405 with a t-value of 8.538, indicating that perceived behavioral control plays a critical role in shaping satisfaction. When students believe they have sufficient ability, resources, and control to enjoy cultural tourism activities, they tend to report higher satisfaction levels.

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For H4, perceived service quality had a standardized coefficient of 0.364 and a t-value of 8.058, confirming that the quality of facilities, services, and responsiveness of heritage sites contributes significantly to tourist satisfaction. This shows that tangible and intangible service elements directly shape how students evaluate their tourism experiences.

For H5, destination image produced a coefficient of 0.323 with a t-value of 7.120, verifying that image is a significant determinant of satisfaction. A positive overall impression of Jiangxi's intangible cultural heritage sites enhances visitors' emotional and cognitive evaluations, thereby improving satisfaction.

Finally, for H6, tourist satisfaction itself demonstrated a strong direct impact on revisit intention, with a coefficient of 0.503 and a t-value of 8.561. This result indicates that when tourists are satisfied with their experience, they are more likely to revisit the same sites in the future and to recommend them to others, reinforcing the role of satisfaction as a key mediator in the model.

Overall, Table 6 and Figure 2 show that five independent factors, attitude (0.354), subjective norm (0.476), perceived behavioral control (0.405), perceived service quality (0.364), and destination image (0.323), all exert significant positive effects on edu-tourist satisfaction. Among these, subjective norm emerged as the strongest predictor, while destination image showed the weakest but still meaningful influence. Moreover, satisfaction itself directly affects revisit intention (0.503), highlighting its pivotal role in encouraging edu-tourists to return to intangible cultural heritage sites.

5. Conclusions and Recommendation

5.1 Discussion

The findings confirmed that all proposed hypotheses were supported, though the strength of their effects varied. The strongest predictor of satisfaction was subjective norm (H2), indicating that social influence from peers, family, and academic groups significantly shapes edu-tourists' perceptions. This aligns with Hsiao et al. (2016) and Alalwan et al. (2017), who noted that individuals are more likely to adopt behaviors endorsed by their social circles. This effect may be particularly strong among university students, who tend to seek social validation and group affiliation when participating in educational or cultural tourism activities.

Perceived behavioral control (H3) was the second most influential factor, suggesting that when tourists feel capable of managing time, cost, and logistics, their satisfaction improves. This result is consistent with Ji et al. (2017) and Zaibaf et al. (2013), who demonstrated that perceived control fosters a sense of comfort and competence during the tourism experience. The finding underscores the importance of accessible facilities and clear travel arrangements in heritage sites to enhance tourists' confidence.

Perceived service quality (H4) also had a significant positive influence on satisfaction. High-quality services, including professional staff, safety, and cleanliness, enhance tourists' experiences, supporting the findings of Hui et al. (2007) and Bigné et al. (2001). This indicates that in the context of ICH tourism, service interactions play a central role in shaping emotional and cognitive evaluations of the destination.

Attitude (H1) positively affected satisfaction but to a lesser extent. This supports Ajzen's (1991) Theory of Planned Behavior and the argument by Ha and Jang (2010) that favorable attitudes lead to stronger satisfaction through positive emotional responses. In this study, student tourists who valued learning and cultural engagement demonstrated higher satisfaction, suggesting that intrinsic motivation complements external social influence.

Destination image (H5) showed the weakest yet still significant influence on satisfaction. While a favorable image enhances tourists' overall perception, it may play a smaller role for student travelers who focus more on hands-on experience than on symbolic or aesthetic impressions. This result supports Chi and Qu (2008) and Assaker and Hallak (2013) but indicates that for younger educational tourists, experiential factors outweigh destination reputation.

Finally, satisfaction strongly predicted revisit intention (H6), confirming that satisfied edu-tourists are more likely to return and recommend ICH sites. This finding aligns with Allameh et al. (2015), Breiby and Slåtten (2018), and Lee and Jeong (2021), reaffirming satisfaction as a mediating mechanism linking cognitive, affective, and behavioral dimensions in tourism experiences.

Theoretically, this study extends the Theory of Planned Behavior (TPB) by incorporating service quality and destination image, variables from the tourism service domain, into the behavioral framework. It also integrates the Stimulus-Organism-Response (S-O-R) perspective, demonstrating how external stimuli (social and service factors) influence internal states (satisfaction) and behavioral outcomes (revisit intention). This theoretical integration enriches understanding of edu-tourist behavior in intangible cultural heritage contexts, where social learning and experience-driven motivations intersect.

5.2 Conclusions

This study confirmed that all five antecedent variables, attitude, subjective norm, perceived behavioral control, perceived service quality, and destination image,

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significantly influence edu-tourist satisfaction, with subjective norm emerging as the most powerful driver. Tourist satisfaction, in turn, was found to have a strong positive effect on revisit intention.

In summary, the findings demonstrate that social, psychological, and service-related factors jointly shape satisfaction and behavioral intentions in the ICH tourism context. By integrating behavioral and experiential theories, the study advances both theoretical understanding and practical approaches for enhancing edu-tourist engagement and sustainable heritage tourism development

5.3 Recommendations

This study provides both theoretical and practical insights into educational tourism and intangible cultural heritage (ICH) management. By integrating the Theory of Planned Behavior with the tourism satisfaction model, it highlights how psychological, social, and experiential factors jointly shape edu-tourists' satisfaction and revisit intention. The findings confirm that satisfaction mediates the influence of attitude, subjective norm, perceived behavioral control, service quality, and destination image on revisit behavior, thereby extending the behavioral framework of tourism research.

In practical terms, the results offer valuable guidance for both tourism managers and policymakers seeking to enhance ICH experiences and ensure sustainable cultural development. Since subjective norm was the strongest predictor of satisfaction, destination managers should prioritize strategies that encourage social interaction, such as group-based learning, peer exchange programs, and community-led workshops. Policymakers can support these initiatives through partnerships between universities and heritage sites, integrating cultural education into tourism policies that encourage youth participation.

Perceived behavioral control, the second most influential factor, highlights the need to reduce logistical barriers for young travelers. Managers should provide affordable student packages, flexible scheduling, and reliable transport links, while policymakers can facilitate this by improving infrastructure and offering student travel incentives or subsidies. Maintaining strong service quality is also essential. Tourism managers should ensure staff professionalism, cleanliness, safety, and responsive service, while government agencies can promote standardized service benchmarks and training programs across heritage destinations.

Positive attitudes toward ICH tourism can be fostered through experiential learning that connects heritage exploration with personal development and educational outcomes. Coordinated campaigns between tourism boards and universities can highlight the academic, cultural, and self-growth value of participating in heritage tourism. Although destination image had a weaker effect, it still shapes visitor perceptions. Collaborative branding between local tourism authorities and educational institutions can promote Jiangxi's distinctive cultural identity through digital storytelling, youth-oriented marketing, and intercultural partnerships.

Finally, because satisfaction directly drives revisit intention, both managers and policymakers should adopt continuous evaluation systems to monitor visitor experiences and feedback. Data-driven improvements and consistent satisfaction tracking will sustain visitor loyalty, strengthen word-of-mouth promotion, and support the long-term preservation and vitality of intangible cultural heritage. By aligning these strategies with the psychological and social drivers identified in this study, destinations can achieve both visitor satisfaction and sustainable heritage development.

5.4 Limitation and Further Study

Although this study produced meaningful results, several limitations should be acknowledged. First, the sample was drawn from junior college students at a single university, which limits the representativeness of the findings. Future studies could expand the sample to multiple institutions or regions to improve the generalizability of the conclusions.

Second, this research employed a cross-sectional design, which restricts the ability to capture changes in relationships over time. Longitudinal studies would allow researchers to observe the evolution of causal patterns and provide stronger evidence of long-term effects.

Third, the study focused on five key predictors: attitude, subjective norm, perceived behavioral control, service quality, and destination image. While these factors explained satisfaction and revisit intention effectively, other potential drivers such as cultural identity, emotional attachment, or immersive experience may further enrich the model. Including these variables could provide a more comprehensive understanding of edu-tourists' behavior.

Finally, this study relied mainly on quantitative methods. Incorporating qualitative approaches, such as interviews or focus groups, could deepen insights into the motivations and experiences of university student tourists. A mixed-methods design would therefore offer richer theoretical and practical implications for educational tourism and intangible cultural heritage management.

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