SHAHEED SUKHDEV COLLEGE OF BUSINESS STUDIES

PROJECT REPORT

on

IN-DEPTH EXAMINATION OF TRAVEL HABITS AND PREFERENCES OF COLLEGE STUDENTS

Submitted under the aegis of:
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Abstract

This survey-based study explores the diverse range of recreational activities college-bound students engage in with the goal of offering a thorough grasp of their preferences and the variables influencing those choices. A wide sample of college students from different cultural backgrounds, and academic disciplines participated in the research.

The "In-Depth Examination of Travel Habits and Preferences of College Students" study aimed to gain comprehensive insights into the travel behaviors and preferences of college students. Through a structured questionnaire, data was collected from a diverse sample of college students, with a focus on understanding the factors influencing their travel choices. The findings offer valuable information for businesses, educational institutions, and policymakers seeking to cater to the unique travel needs of this demographic.

Introduction

A person's life reaches a turning point when they graduate from high school and enter college, which is marked by newly discovered freedoms and responsibilities. In addition to being hubs for intellectual development, college campuses serve as testing grounds for a variety of extracurricular activities.

The modern college experience extends beyond academic pursuits, encompassing a dynamic social and recreational lifestyle. Travel habits and preferences play a pivotal role in shaping the overall student experience. This study seeks to delve into the intricacies of college students' travel behaviors, exploring the factors influencing their choices and uncovering patterns that may inform relevant stakeholders. By understanding these dynamics, we aim to contribute valuable insights that can enhance the development of services, infrastructure, and policies tailored to meet the specific travel needs of college students.

Therefore, in order for educational institutions to meet the varied needs of their student bodies, a thorough analysis of these preferences is necessary.

In the context of the college experience, travel transcends mere movement from one place to another; it becomes a vital component shaping personal growth, cultural awareness, and social development. College is a transformative period marked by newfound independence, exploration, and self-discovery. Travel serves as a catalyst for broadening horizons, fostering a sense of adventure, and exposing students to diverse perspectives. Beyond the classroom, these journeys contribute to the holistic education of students, offering real-world lessons that extend far beyond the confines of textbooks. Moreover, travel fosters social bonds, creating shared memories and experiences that forge lasting connections among peers. Recognizing the pivotal role that travel plays in the college years is crucial for institutions and businesses alike, as it allows them to tailor their offerings to align with the evolving needs and aspirations of this dynamic demographic. This study endeavors to unravel the intricacies of travel habits among college students, shedding light on the multifaceted significance of these experiences in shaping the collegiate journey.

Objectives

1. To examine the primary modes of transportation preferred by college students.
2. To identify the key factors influencing travel decisions among college students.
3. To analyze the frequency and purpose of travel among the student population.
4. To explore the role of technology in shaping travel habits among college students.
5. To provide actionable recommendations for businesses and policymakers based on the study findings.

Methodology

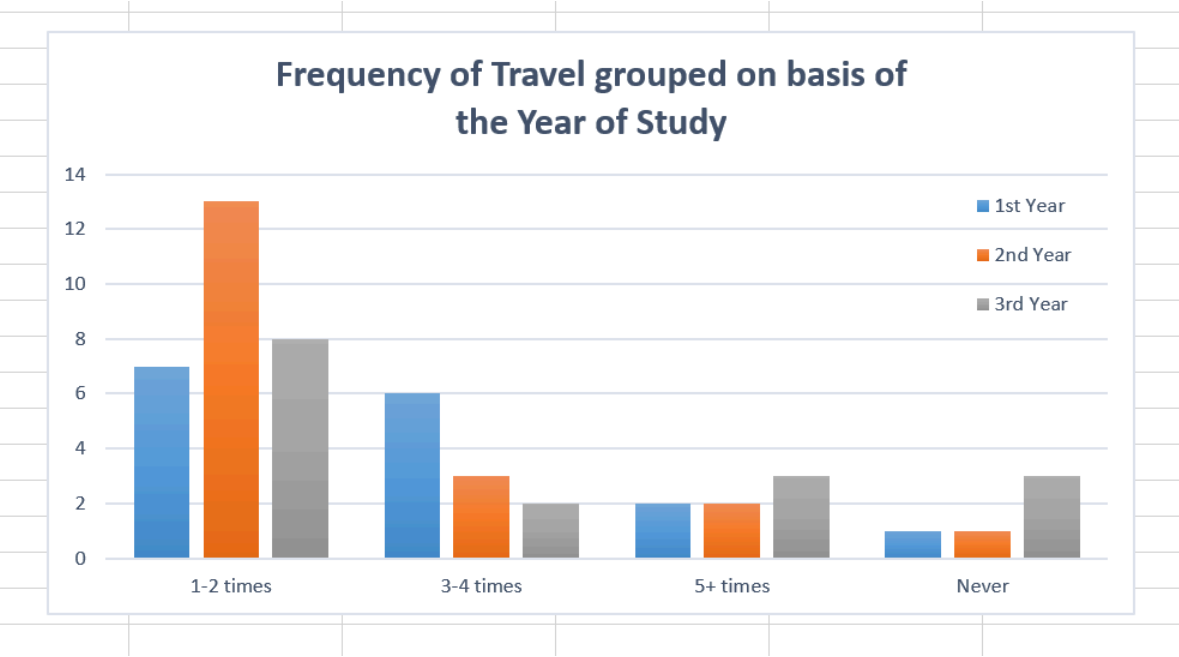
1. **Sampling Strategy**
   This survey is intended for college students across a range of academic fields, age brackets, and cultural backgrounds. An approach known as stratified random sampling is used to guarantee representative insights. Academic disciplines are used to stratify colleges, and within each stratum, student samples are chosen at random. Findings from this method can be more broadly applied since it guarantees that the sample represents the diversity found in the greater population
2. **Questionnaire Development**
   A structured questionnaire intended to gather a variety of data about recreational activities serves as the survey instrument. The development of the questionnaire involved a comprehensive review of the literature, with the inclusion of validated scales where appropriate. The questionnaire is broken up into sections that address demographic data, different categories of recreational activities, factors that influence choice of pastime, and the impact of technology on leisure preferences. The questions are structured so that people with varying backgrounds can easily understand and respond to them
3. **Data Collection**
   An online survey that participants self-administer is the main method of data collection. This strategy was selected due to its effectiveness in reaching a geographically distributed population of college students and its capacity to protect participant anonymity, which promotes truthful answers. The survey is disseminated via social media, student portals, email lists, and other college communication channels. Clear instructions and a deadline are given to participants to complete the survey.
4. **Ethical Considerations**
   The entire research process is conducted with strict adherence to ethical guidelines. All participants provide their informed consent, which emphasizes the voluntary nature of their participation and the privacy of their answers. Participant anonymity is ensured by the survey instrument's refusal to gather personally identifiable information. The study is carried out in accordance with institutional ethical guidelines and laws pertaining to research involving human subjects.
5. **Data Analysis**
   The quantitative information gathered from the survey is rigorously statistically analyzed. The demographic details and leisure preferences of the participants are summed up using descriptive statistics, such as means, frequencies, and percentages. Finding patterns, trends, and important relationships in the data is the goal of the analysis.

Findings

➔ **How frequently do students travel in a year for different year students?**

To analyse this question, we made a pivot table and a corresponding Clustered Column Chart.

	How often do you travel for leisure in a year?				
Year of Study	1-2 times	3-4 times	5+ times	Never	**Grand Total**
1st	7	6	2	1	16
2nd	13	3	2	1	19
3rd	8	2	3	3	16
Grand Total	28	11	7	5	51

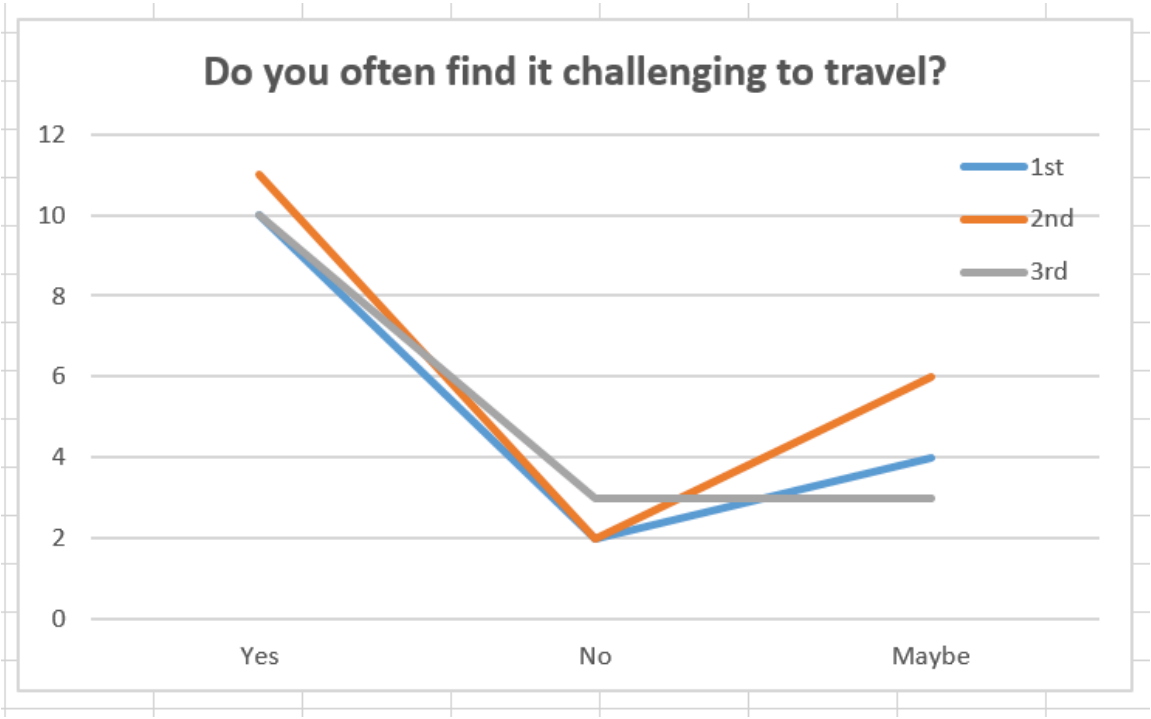


- Observations:
    1. 2nd years engage in a few trips the most
    2. There is a less inclination towards travel among 3rd years

➔ **Do students often find it challenging to travel ?**

Analysing this question, we made a pivot table and a corresponding Line Chart with markers.

	Do you often find it challenging to travel?			
Year of Study	Yes	No	Maybe	**Grand Total**
1st	10	2	4	16
2nd	11	2	6	19
3rd	10	3	3	16
Grand Total	31	7	13	51



- Observations:
    1. Students from all three years, almost all share the same opinion. Majority feel that it is hard to manage traveling considering academic/work commitments.

➔ DESCRIPTIVE ANALYSIS

After collecting the survey data, we conducted descriptive statistics to provide an overview of the key metrics. This included calculating means, standard errors, medians, modes, standard deviations, kurtosis, skewness, range, minimum, maximum, sum, count, and other relevant statistical measures for each variable.

How often do you travel for leisure in a year?	
Mean	2.333333333
Standard Error	0.240370085
Median	2
Mode	1
Standard Deviation	1.716585759
Sample Variance	2.946666667
Kurtosis	0.110813556
Skewness	0.838618422
Range	7
Minimum	0
Maximum	7
Count	51
Largest(1)	7
Smallest(1)	0
Confidence Level(95.0%)	0.482797525

Do you have any internships or other commitments?	
Mean	0.431372549
Standard Error	0.070041455
Median	0
Mode	0
Standard Deviation	0.50019604
Sample Variance	0.250196078
Kurtosis	-1.9984326
Skewness	0.285602307
Range	1
Minimum	0
Maximum	1
Count	51
Largest(1)	1
Smallest(1)	0
Confidence Level(95.0%)	0.140682403

- Observations:
    1. The frequency of travel per year is varied, with a standard deviation of 1.71, indicating more inclination towards traveling occasionally.
    2. The range of 7 suggests a considerable spread, from respondents who travel rarely to those who travel frequently.
    3. The mean preference score of 2.33 reflects a moderate leaning towards traveling about 2-3 times per year, with a standard deviation of 1.71, highlighting diverse preferences.
    4. The median score of 2 suggests that the preference distribution is inclined towards a lower number of trips per year.

➔ CORRELATION ANALYSIS

	How often do yc	*Do you find it dif*	*Do you regret af*	*Do you have any i*
How often do you travel for leisure in a year?	1			
Do you find it difficult to manage time?	-0.771892755	1		
Do you regret after travelling considering the resources it demands?	0.068934786	-0.0236895	1	
Do you have any internships or other commitments?	0.015528624	0.049095114	0.003479003	1

Overall Interpretation:

- The strongest relationship in the table is between the frequency of leisure travel and the perceived difficulty in managing time, suggesting a noteworthy association.
- Other correlations are weak and close to zero, indicating minimal relationships between those variables.
- These findings provide insights into the potential interplay between the frequency of leisure travel and perceptions of time management and regret after traveling.

➔ REGRESSION ANALYSIS

Regression Statistics	
Multiple R	0.776238
R Square	0.602545
Adjusted R Square	0.594265
Standard Error	1.083505
Observations	51

- **Multiple R: 0.7762**
  The multiple correlation coefficient (Multiple R) measures the strength and direction of the linear relationship between all independent variables combined and the dependent variable. Here a Multiple R of 0.7762 indicates a strong positive linear relationship between the independent variable ("Do you find it difficult to manage time?") and the dependent variable ("How often do you travel for leisure in a year?").
- **R Square: 0.6025**
  The coefficient of determination (R Square) represents the proportion of the variance in the dependent variable that can be explained by the independent variable(s). Here, an R

Square of 0.6025 0.6025 means that approximately 60.25% of the variability in the frequency of leisure travel is explained by the difficulty in managing time.

- **Adjusted R Square: 0.5943**
  The adjusted R Square accounts for the number of independent variables and adjusts the R Square accordingly. Here the adjusted R Square is 0.5943, suggesting that the independent variable(s) in the model contribute significantly to explaining the variation in leisure travel frequency.
- **Standard Error: 1.0835**
  The standard error measures the average amount that the observed values deviate from the predicted values. In this context, a lower standard error (1.0835) indicates a better fit of the model to the data.

Overall Interpretation:

- The strong positive Multiple R suggests a substantial linear relationship between finding it difficult to manage time and the frequency of leisure travel.
- The R Square of 0.6025 indicates that the model explains a significant portion of the variability in leisure travel frequency.
- The adjusted R Square of 0.5943 suggests that the independent variable(s) contribute meaningfully to the model.
- The relatively low standard error (1.0835) suggests that the model has a good fit to the data.

ANOVA					
	df	*SS*	*MS*	*F*	*Significance F*
Regression	1	85.42881	85.42881	72.76834	3.519E-11
Residual	48	56.35119	1.173983		
Total	49	141.78			

The "Regression" row assesses the overall performance of the model.

- With a very low p-value (3.519 x 10^-11), the F-statistic is statistically significant at a highly stringent significance level.
- This suggests that the overall regression model (including the variable "Do you find it difficult to manage time?") is providing a significant improvement over a model with no predictors.

The "Residual" row assesses the unexplained variation or error in the model.

- The residual mean square (1.17) represents the average amount of unexplained variability in the dependent variable.

Overall Interpretation:

- The highly significant F-statistic (72.77) in the "Regression" row indicates that the model, which includes the variable "Do you find it difficult to manage time?," is statistically significant in explaining the variation in the frequency of leisure travel.
- The low p-value (3.519 x 10^-11) strongly rejects the null hypothesis that the regression coefficients are zero, suggesting that the model is meaningful.
- The residual mean square (1.17) is relatively low, indicating that the model is effectively explaining much of the variability in the dependent variable.

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	5.375	0.383076875	14.03113	1.32E-18	4.604772321	6.145227679	4.60477232	6.145227679
Do you find it difficult	-3.5654762	0.417971137	-8.53044	3.52E-11	-4.405863486	-2.72508889	-4.40586349	-2.72508889

The intercept represents the expected value of the dependent variable ("How often do you travel for leisure in a year?") when all independent variables are zero.

- The coefficient (5.375) is the estimated change in the dependent variable when all other variables are zero.
- The low p-value (1.31695 × 10^-18) suggests that the intercept is significantly different from zero.

The coefficient (− 3.5655) represents the estimated change in the dependent variable for a one-unit change in the independent variable ("Do you find it difficult to manage time?").

- The negative coefficient suggests that respondents who believe time management skills are crucial tend to travel less frequently.
- The t Stat of − 8.5304 indicates that the coefficient is significantly different from zero.
- The p-value (3.519 × 10^-11) is highly significant, reinforcing that the variable is a significant predictor of leisure travel frequency.

Overall Interpretation:

- The intercept provides the estimated baseline frequency of leisure travel when all other variables are zero.
- The negative coefficient for "Do you find it difficult to manage time?" suggests that respondents who believe in the importance of time management skills tend to travel less frequently.
- Both coefficients have highly significant p-values, indicating that both the intercept and the independent variable are statistically significant in the model.
- The confidence intervals (Lower 95%, Upper 95%) provide a range within which we can be reasonably confident that the true values of the coefficients lie.

In summary, based on these coefficients, respondents who believe time management skills are crucial tend to have lower frequencies of leisure travel, and the model is statistically significant.

RESIDUAL OUTPUT

Observation	Predicted How often (	Residuals	Standard Residuals
1	1.80952381	-0.80952381	-0.754876871
2	1.80952381	1.19047619	1.110113045
3	1.80952381	0.19047619	0.177618087
4	1.80952381	-0.80952381	-0.754876871
5	1.80952381	-1.80952381	-1.687371829
6	5.375	-1.375	-1.282180567
7	1.80952381	-1.80952381	-1.687371829
8	1.80952381	0.19047619	0.177618087
9	5.375	-0.375	-0.349685609
10	1.80952381	-0.80952381	-0.754876871
11	1.80952381	0.19047619	0.177618087
12	5.375	0.625	0.582809349
13	1.80952381	-0.80952381	-0.754876871

Interpretation:

- Observed Values (Actual Frequencies of Leisure Travel):
  The "How often do you travel for leisure in a year?" column represents the actual observed values in the dataset.
- Predicted Values (Estimated Frequencies of Leisure Travel):
  The "Predicted How often do you travel for leisure in a year?" column represents the values predicted by regression model based on the independent variable(s).
- Residuals:
  The "Residuals" column represents the differences between the observed and predicted values. A positive residual means the actual value is higher than the predicted, and a negative residual means it's lower.
- Standard Residuals:
  The "Standard Residuals" column represents the standardized residuals, which are the residuals divided by the standard deviation of the residuals. Standardized residuals help identify outliers or observations with larger-than-expected errors.

Brief Interpretation:

- For each observation, the predicted values ("Predicted How often do you travel for leisure in a year?") were generated by the regression model.
- The residuals show the differences between the predicted and actual values. Negative residuals suggest underestimation, while positive residuals suggest overestimation.
- Standardized residuals help identify observations with larger-than-expected errors. Values significantly deviating from zero may indicate potential outliers.

Conclusion:

In analyzing the travel preferences of college students, our findings emphasize the critical link between time management perceptions and leisure travel frequency. As students grapple with balancing academic commitments and personal pursuits, addressing time management challenges becomes integral to fostering a healthy travel mindset. Recognizing the nuanced interplay of factors shaping travel behaviors, including the limited impact of regret and external commitments, allows for tailored support systems. Ultimately, understanding and accommodating students' travel preferences contribute not only to their overall well-being but also to a holistic educational experience, encouraging a balance between academic responsibilities and the enriching benefits of leisure travel.

The behavior and travel preferences uncovered in this study are more than mere statistics; they reflect the evolving lifestyle and aspirations of today's students. Beyond academic realms, students' travel choices play a vital role in personal development, fostering cultural awareness, and creating lasting memories. As institutions and policymakers navigate the complexities of student life, an appreciation for the importance of travel in shaping well-rounded individuals becomes paramount. This study serves as a call to action, urging stakeholders to consider the profound impact of travel experiences in enriching the educational journey of college students.