When individuals act spontaneously they may lose out on the pleasure that can be elicited by creating positive expectations. This positive affect which we contend is anticipation will then impact this evaluation can lead to positive affect. This positive anticipation can overshadow the event to which one pursues (Weinstein 1980).

Anticipation arises from the expectations of a future event. We argue that when the future event is positive then expectations of the event give rise to anticipation which mediates the relationship between expectations and evaluation of the event.

We conceptualize anticipation based on the work of (Pezzulo 2008) as, an affective state that relies on a reference to the future.

Anticipation has previously been shown as a motivator for future behaviors (Baumeister et al. 2007) it has also been shown that the pursuit of expectation can overshadow the event to which one pursues (Weinstein 1980).

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Anticipation for each recurring survey was measured using a 4 item scale. The 4 items were how fun, relaxing, eventful, and entertaining the participant anticipated spring break will be. Each item measured along a 7-point Likert scale. Reliability testing revealed a Cronbach’s alpha of 0.778. With factor loadings, one factor explained 74.51% of the variance.

Baseline expectations were measured using a 9 item scale. The 9 items were overall excitement, fun, pleasantry, happiness, expected thrill, playfulness, enjoyment, cheerfulness, and expected amusement. Each item measured along a 7 point Likert scale. Reliability testing revealed a Cronbach’s Alpha of 0.902. With factor loadings, one factor explained 79.69% of the variance.

Anticipation is a recurring survey was distributed weekly for 3 weeks leading up to University of Mary Spring Break 2016 (February 27, 2016-March 6, 2016).

Recurring Measures

Outcome Measures

Evaluation of Spring Break 2016 used an 8 item scale. The 8 items were overall excitement, fun, pleasantry, thrill, happiness, playfulness, enjoyable, and overall amusement. Each item measured along a 7 point Likert scale. Reliability testing revealed a Cronbach’s Alpha of 0.960. With factor loadings, one factor explained 79.23% of the variance.

Longitudinal analysis was used to evaluate changes in student anticipation over a period of time. Longitudinal analysis also evaluated the possibility of a relationship between expectation and anticipation.

Mediation analysis tested the role of anticipation as a mediation variable linking expectation and experience.

Baseline Measures

This study surveyed two sections of a Marketing Research class consisting of 36 undergraduate students. First baseline data was gathered measuring expectations and student inclinations toward travel.

A recurring survey was distributed weekly for 3 weeks leading up to University of Mary Washington Spring Break 2016 (February 27, 2016-March 6, 2016).

A final survey to measure overall satisfaction of Spring Break was distributed after the students returned to campus.

Longitudinal analysis reveals there is a relationship between time and expectations. It was shown that individuals who begin with high expectations of an event will have a greater increase in positive anticipation over time. This higher positive anticipation will in turn lead to a better overall experience evaluation during Spring Break.

Baseline expectations were measured using a 9 item scale. The 9 items were expected excitement, expected fun, pleasantry, happiness, expected thrill, playfulness, enjoyment, cheerfulness, and expected amusement. Each item measured along a 7-point Likert scale. Reliability testing revealed a Cronbach’s Alpha of 0.902. With factor loadings, one factor explained 79.69% of the variance.

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