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Visitors' Satisfaction with Heritage Sites in New Zealand: Causes and Complexities Clusters and Causes

A thesis submitted in fulfilment
of the requirement for the degree of

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ABSTRACT

The thesis presents findings from a survey of over 1,000 visitors at three New Zealand heritage sites. These sites were Te Puia, the Rotorua Bathhouse Museum and the Rangiriri Battlefield Interpretation Centre. All three represent a key period in New Zealand's history from the period of approximately 1840 to 1900, but in the case of Te Puia there is also a continuing contemporary cultural importance. This last site, located in Rotorua, was founded as the Maori Arts and Crafts Institute and was established to perpetuate Maori tradition skills in areas such as carving and weaving. Its location was in part determined by the volcanic nature of the valley, long inhabited by members of Te Arawa tribal people. The site has a strong connection with tourism as Te Arawa have entertained tourists from the mid-nineteenth century in the volcanic area. The site therefore represents a tourism site from the perspective of history, culture and natural heritage. The Bathhouse Museum represents a period of late colonial architecture while the third site, the Rangiriri Battlefield is based on the remnants of the Pa (Maori fortifications) that was the site of a battle between the colonial government forces and the Maori Kingi movement on November 23rd 1840.

The motive for the research was to provide a profile of visitors for the respective sites and their management, and then to assess to what degree socio-demographics might be explanatory variables in determining future visitation. The core theories being employed revolved around concepts of levels of interest in heritage and historic sites, the intellectual search for knowledge, and the degree to which people became involved in the activity of heritage site visitation. The work was driven by the finding that only about 11 per cent of visits to cultural tourism sites were 'purposeful' tourists as defined by McKercher and Du Cros (2002). Being purposeful implies having specific degrees of interest, of becoming involved and possibly seeking meanings that implied senses of identity. That is, self-awareness accrued from having a better understanding of the past as a means of knowing about the present. This conceptualisation implies use of the theories of involvement, benefits and self-awareness, and the managerial aspects of interpretation. Normally such an approach has been seen by many researchers as a determinant of satisfaction, but in this thesis satisfaction is not seen as simply an end to a process. Rather, this thesis argues that to

be satisfied entails not only cognitive and affective components, but also the conative. That conative component can include making recommendations to others, making visits to other heritage sites, or joining organisations associated with heritage sites such as the New Zealand Historic Place Trust. These form key themes in the literature review.

Unfortunately, while these premises emerged from the literature review and informed the hypotheses that are later described in the thesis, they were not wholly supported by the data. It is suggested that one reason for this, from a statistical perspective, was that measures used were subject to multi-collinearity and auto-correlation – put simply, many of the variables are not independent from each other. For example, it is suggested that satisfaction is actually enhanced by subsequently being able to make recommendations to friends and others; that the act of making a recommendation enhances one's own self in both the eyes of that friend or through an enhanced self-perception of being helpful, and thus auto-correlation may exist between these variables.

This realisation thus leads, in the conclusions of Chapter Eight, to new suggestions for potential future researchers concerning ways of looking at the nature of involvement that draw on distinctions between situational and enduring involvement. Finally, it also needs to be noted that tourists are not lay historians, but are the makers of their holidays, and hence the debate is contextualised within the act of being on holiday, which itself is a period of escape and relaxation for many. Hence the relationships being examined in this thesis are complex, interactive and yet rewarding to untangle.

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CHAPTER ONE

INTRODUCTION

This introductory chapter has four main purposes. First, it briefly states the background to the research problem, second, the research question and third an assessment of the findings in terms of the contribution made to the literature and management practice. Finally, it outlines the content of the remaining chapters that comprise the thesis.

1.1. Background to the Study

“Heritage” was the “buzz” word of the 1990s (Palmer, 1999, p. 188) and heritage tourism has come to be considered as one of tourism’s fastest growing sectors (Alzua, O’Leary, & Morrison, 1998; Huh & Uysal, 2004). A large body of published literature has emphasised the importance of heritage tourism in terms of preservation, educational value (Collins, 1983; D’Amore, 1990), economic factors (Graham, 2002), consumer motivation (Chhabra, Sills, & Cabbage, 2003) and authenticity (Cohen, 1998; MacCannell, 1976; McIntosh & Prentice, 1999). Additionally, Waterton and Watson (2010) indicated that despite the proliferation of research on cultural heritage tourism since the middle 1980s, there have been relatively few experiential studies, that is studies that have emphasised the experience and emotive aspects of visiting heritage sites.

The literature review chapter focuses on the experiential nature of tourism, and are motivations and expectations (Poria, Reichel, & Biran, 2006a), satisfaction (de Rojas & Camarero, 2008), authenticity (McIntosh & Prentice, 1999), learning (Prentice, Guerin, & McGugan, 1998), and benefits (Beeho & Prentice, 1995; McIntosh, 1999). However, arguably, there has been little attention on heritage tourism in relation to visitor perspectives regarding the dimension of loyalty and those factors the form and determine loyalty toward a historic attraction. Yuksel, Yuksel and Bilim (2010) indicated that while tourism research focus on examining the usefulness of loyalty, studies on the constructs and variables relating to loyalty are still lacking.

Past literature has commonly identified two critical variables linked to loyalty, namely service quality and satisfaction (Baker & Crompton, 2000; Chen, 2008; Cronin & Hult, 2000; Cronin & Taylor, 1992). Although a number of studies have found these variables to have significant impact on loyalty, several researchers have argued that these variables only provide a partial insight into building customer loyalty and that alternative new variables should be brought into the loyalty building dynamic (Back & Parks, 2003; Cronin & Hult, 2000) have specifically argued that these dimensions are not important factors in forming tourist's loyalty in the wider heritage tourism literature.

Heritage tourism focuses on personal experiences and the quality of interactions with heritage (Apostolakis & Jaffry, 2005), as well as the beneficial experience-learning dimensions tourists gain at heritage settings. Chen & Chen (2010) argued that heritage tourism, like other leisure and tourism activities, is viewed to a great extent as experiential consumption; therefore, the quality that visitors perceive is much more associated with their affective experiences during the process of visitation than services per se provided by the operator, especially if these are oriented toward the cognitive.

The service quality variable has been widely applied in the tourism literature, for example in assessing its role in creating museum visitors' satisfaction (Caldwell, 2002; Harrison & Shaw, 2004). Yet arguably there is little research on the experiences gained by visitors at these heritage settings (Chen & Chen, 2010; Rowley, 1999). Some researchers note that service quality does not adequately address both affective and holistic factors which contribute to the overall quality of experience that affect tourist loyalty (Chen & Chen, 2010; Fick & Ritchie, 1991). There is, however, a gap in the literature measuring tourists' psychological and emotional experience, and the internal and affective outcomes of tourists in relation to tourist satisfaction and loyalty. Researchers of heritage tourism need to focus on the significance and evaluation of this relationship. A key distinction between heritage and other forms of leisure tourism is the learning experience present and the perception of a greater willingness to learn on the part of the tourist (Light, 1995; Prentice, 1993; R. Prentice et al., 1998). Moscardo (1996) noted that the key factor for satisfaction of visitors is their state of mind-fullness and knowledge acquired during the visit. Similarly, Prentice (1998)

indicated that the core product of tourism is the beneficial experiences gained by visitors. In this study benefits are measured in terms of enjoyment, satisfaction, recommendation or propensity to visit other heritage attraction. One can also note that it is surprisingly rare to find research on interrelationships between benefits and satisfaction and loyalty in heritage tourism. On the other hand, this thesis is focused initially on benefits as a key construct with which to understand visitors' loyalty at historic properties. Specifically, this research considers benefits gained rather than satisfaction as the important factor that influences the loyalty of tourists at heritage attraction. Satisfaction is not a reliable predictor of loyalty and loyalty is independent of satisfaction (Oliver, 1997), yet an increase in satisfaction does not necessarily lead to the same increase in loyalty (Campo-Martínez, Garau-Vadell, & Martínez-Ruiz, 2010). Similarly, Nowacki (2009) has indicated that benefits gained by tourists have a stronger total effect on tourists' behavioural intention to revisit than satisfaction. Further Nowacki (2009) argues that people's decision to revisit or recommend is based on their assessment of the benefits to be gained than solely on their own satisfaction. Nowacki continued to note that "... the key factor for future behaviour of visitors towards the attraction is the benefits gained by them during their visit to the attraction" and "benefits gained by visitors are strongest predictors of behavioural intentions at three studied attractions in Biskupin, Museum of Agriculture and Wielkopolsa" (Nowacki, 2009, p. 305). Oliver (1980) also argued that benefits and memories of visiting attraction, rather than momentary satisfaction affects decisions to revisit.

The current thesis aims to explore heritage tourism in terms of aspects of demand, specifically, tourists' behaviours and attitudes in relation to the benefits gained, and potential visitor loyalty that leads to a recommendation to others that such sites are worth visiting. This results in a conceptual model that begins with a set of factors as such as antecedents to loyalty in the context of New Zealand's historic properties, the outcome of which is respondents' willingness to recommend a site to others.

New Zealand's historic properties comprise a large proportion of New Zealand's heritage tourism resource (Ministry of Culture & Heritage, 2010). In particular, historic buildings and properties are valued for their architectural

significance, association with people and family values as well as important historical events and religious significance (Warren & Taylor, 2001). Lennon (2009) reported that the assessment of historic buildings during the last twenty years has emphasised the impressive architectural value of European-inspired buildings which plays significant roles in New Zealand's past and present development. Indeed, it has been claimed that 96% of New Zealanders state that historic buildings and places should be protected and promoted (Ministry of Culture & Heritage, 2010). The New Zealand Historic Places Trust's (2010) *Statement of Intent 2009-2011* reported an increasing number of domestic and international visitors visiting heritage places managed by the Trust, with visitor numbers defying tourism trends and increasing by 20% in 2008 to total 188,373 visitors at NZHPT properties (New Zealand Historic Places Trust, 2010). Specifically the Trust suggests that historic buildings are part of how people view themselves as New Zealanders and the properties have both an emotional and physical effect on New Zealanders (NZHPT, 2011). Although the numbers of visitors to NZHPT's heritage places and properties are modest in international terms, the historic buildings have a potential value for New Zealand heritage tourism development. However, despite this potential value, many historic buildings are reported to be neglected and under threat from urban planning, development pressures, natural disaster, wear of time and earthquakes (Ministry of Culture & Heritage, 2010; New Zealand Historic Places Trust, 2009; Tourism New Zealand, 2010).

Academic study of the behaviours of tourists at New Zealand's historic buildings has generally been lacking until recent years, and issues relating to the tourists' loyalty at these properties have been largely ignored. Instead, academic research in New Zealand has mainly focused on natural heritage and Maori culture. It is only recently that New Zealand historic buildings' architecture and the role it can play in shaping tourists' perceptions and the gazes of regions has been examined (Willson & McIntosh, 2007). Also there is a lack of an understanding of why visitors wish to visit NZHPT's historic properties and how they experience different types of properties. In short, there is still a lack of studies of New Zealand heritage tourism relating to the understanding of tourists' behaviours and an exploration of how visitors gain benefits from their visits and what might generate future repeated visitation. As Timothy (1997) argued, people will have different experiences based on their different levels of connectivity to a site, which is identified at one of four levels

of heritage tourism attractions: world, national, local and personal. World heritage attractions that involve feelings of awe may draw large masses of tourists, but they probably do not invoke feelings of a personal emotive nature. By contrast, national, local and personal attractions engender progressively stronger feelings of personal connectivity and different experiences. This thesis selects historic properties that could potentially involve personal feelings and experience, and hence have importance at a regional and arguably national scale, but they are not iconic world heritage attractions such as The Great Wall of China.

The thesis fills a gap in heritage tourism literature by investigating the determinants of visitors' loyalty at historic properties through considering constructs of motivation, involvement, satisfaction, perceived value and benefits gained as predictors as well as examining whether tourists who gained benefits become loyal to historic properties and are thus prepared to recommend them to others.

1.2. Research Aims and Objectives

At a general level the thesis seeks to:

1. Identify a profile of visitors to New Zealand's heritage sites;
2. Determine the link between the role of socio-demographic variables with determining attitudes and behaviours of visitors at heritage and history sites.
3. Identify motives and relationships with wider behaviours related to visiting heritage sites while on holiday.
4. Understand the benefits that visitors gain from their visits to sites of heritage and historical importance in New Zealand and how this influences their 'loyalty' as measured by their willingness to make recommendations to others and willingness to visit other heritage sites.
5. Develop a dynamic loyalty-building model for the heritage attraction context.

Hypotheses are formally stated in Chapter Seven with reference to a proposed model.

1.3. Contributions of Thesis Research.

From a conceptual perspective the focus of this thesis is to identify cognitive, affective, and conative dimensions of behaviours and attitudes among visitors to heritage and cultural sites in New Zealand. A new conceptualisation of loyalty building has been developed by the researcher who proposes that in order to build customer loyalty, the five variables of benefits gained, enduring involvement, perceived value, motivation and satisfaction are necessary. Furthermore, this thesis differs from previous studies in that it builds a conceptual framework from the personal, emotional and is symbolic of consumer's view. It also investigates causal relationships among the different variables mentioned above to understand factors that determine visitors' future intention.

Specifically, the research will be based on concepts of tourist benefits and their subsequent consequences and outcomes that may lead to tourist loyalty in the context of heritage tourism consumption. The research will seek to clarify these relationships between site visitation and loyalty in order to better understand visitors' future behavioural intentions and responses. This will help heritage attraction managers, site planners, managers and destination marketers to attract visitors and meet visitors' increasing demands with respect to visiting New Zealand's historic properties.

This study was based in a post-positivist paradigm. It utilised a survey of more than 1,000 respondents to provide data. These were both statistical and textual in nature. Multivariate testing was used as the main form of analysis given the exploratory nature of the research. Subsequently structural equation modelling (SEM) was to test the hypothesized relationships among latent variables in a two-stage approach following Anderson and Gerbing's (1988) procedure. This was not wholly successful and the reasons for this are fully discussed in Chapters Seven and Eight.

Much of that discussion will revolve around the ‘fuzziness’ of the initial constructs that led to problems of measurement. As a result the thesis evolved from being one seeking to confirm accepted literature to one that became data driven as the author sought to make sense of the findings. In Chapter Eight it is suggested that future research could empirically adopt and test the constructs used in this thesis only after a careful definition of terms that sought to establish the independence of the variables. The findings of this thesis are that the concepts are dynamic and the limitations of multivariate analysis discussed by Byrne (2001) are exposed. Nonetheless the findings of this thesis fill gaps in the existing heritage literature by focusing on the importance of emotional, conative, cognitive, and affective dimensions. It also raises questions for future research that may wish to use SEM by demonstrating evidence of overlapping constructs that might be applied in any such approach. Hence, the significance of this research rests on the theoretical, methodological and practical contributions it can make with respect to causal relationships among constructs of motivation, involvement, perceived value, benefits gained, and satisfaction/loyalty.

1.4. Structure of Thesis

This study is divided into 8 chapters as follows.

Chapter One (this chapter) identifies the research background and problems that underlay the theoretical framework. It outlines the significance of the research for theory development and practical management in that the latter provides an understanding of visitor experiences that can aid the management of heritage sites.

Chapter Two begins by discussing historic and cultural properties in the context of heritage tourism. It reviews a series of concepts applicable to the experience of visiting places of historic value that in turn inform the research design for this thesis. This chapter will discuss in detail the motivations, involvement, and perceived value obtained by visitors. These factors, in turn, act as determinants of the benefits gained from visiting heritage sites and hence the loyalty of visitors.

Chapter Three initially justifies the choice of research paradigm adopted for this research project. Then it will outline the research methodology of data collection, measurement and analysis. It continues to provide a basis for the questionnaire design based on a series of hypotheses derived from the literature. In addition a rationale is given for the choice of heritage attraction sites.

Chapter Four provides a description of the sample and the role of socio-demographic variables in determining visitors' activities within the two years prior to the completion of the questionnaire.

Chapter Five extends the previous chapter by first considering the link between perceptions and evaluations of the site and experience gained at the research site. It reports descriptive statistics and tests relationships between perceptions and socio-demographic variables through the use of t-tests and analysis of variance (ANOVA). It thereby identifies the role of socio- demographic variables as a determinant of the perceptions and evaluations of heritage sites.

Chapter Six begins by providing results of reliability and validity testing of the scale. The purpose is to confirm whether cluster analysis is pertinent for this study. A cluster analysis is then performed. By adopting mixed-methods of statistical and textual analysis, a comparison is made for each cluster that draws on the two data sets to better understand the nature of the heritage visitor market.

Chapter Seven reports patterns of determination by, first, using path analysis and second, using SEM to test the model proposed in this chapter and which is derived from chapters two and three. Specifically, the relevant procedures before the model estimation, such as confirmatory factor analysis, are undertaken. The various hypotheses relating to theoretical model are tested and the chapter concludes with a summary of the main findings derived from SEM.

Chapter Eight presents conclusions with a summary of key findings, an evaluation of those findings, and identification of research limitations and recommendations for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter provides a review of the published literature pertinent to an understanding of heritage tourism; and specifically focuses on notions of the motives, benefits and satisfactions gained by, and the loyalty of, visitors. This review will therefore discuss in detail the motivations, involvement, and perceived value obtained by visitors. These factors in turn act as determinants of the benefits gained from visiting heritage sites, and subsequently the loyalty of visitors as measured by the numbers of visits made to heritage sites, and their willingness to recommend such visits to their friends and relatives. Such an approach permits the development of a conceptual framework and a number of hypotheses that will be further investigated and tested at heritage attraction sites in New Zealand. These sites are the Rangiriri Battlefield site, Te Puia and the Rotorua Bath House Museum. Taken together, these sites represent New Zealand's Maori heritage and its history of the period of the Maori Land Wars and the Colonial period at the latter part of the nineteenth century. A justification for the selection of these sites is provided in Chapter Three.

As such, this chapter will start by discussing historic and cultural properties in the context of heritage tourism. The second section provides the theoretical foundation of benefits gained and loyalty displayed by visitors to historic properties and potential linkages between such constructs. The next chapter will propose a conceptual framework and hypotheses for the current study based upon a review of heritage tourism literature.

2.2. Heritage tourism and historic buildings.

2.2.1. Defining heritage

This thesis is positioned within a broader understanding of heritage tourism in order to understand visitors' behaviour at heritage sites and so better understand the nature of heritage tourism. The term 'heritage' has different meanings. Jafari (2000) states that the dictionary defines and emphasises the nature of heritage as what is or may be transmitted from ancestors, from one generation to another. The Cambridge

Advanced Learner's dictionary (2009) defines heritage as "features belonging to the culture of a particular society, such as traditions, languages or buildings, which still exist from the past and which have a historical importance". Academic researchers and practitioners have defined the concept of heritage in different ways but their definitions are mostly based on the traditional definition of inheritance. For example, Hewison (1987a) states that heritage is derived from past images of history transmitted into current reality. Similarly Timothy and Boyd (2003) have defined heritage as something that presents some sorts of inheritance passed down to present and future generations.

In practice heritage cannot be defined as a simple concept (Gordon, 2004). The definition of what constitutes heritage is a subjective matter that often relates not only to individuals but to regional, national or global historical, social and cultural circumstances (Aplin, 2002). One definition of heritage can be traced from the First Article in the United Nations Convention in 1972 that concerned the Protection of the World Cultural and Natural Resources in both the developed and undeveloped world (Uzzell, 1987). Hence it is stated that there is a need to conserve and preserve cultural heritage types in terms of monuments; (for example, architectural works or sculpture or that which has a distinctive distinguishing artistic or other significance), buildings (for example, groups of separate or connected buildings with its architecture that has significant values in history, art or science) and sites (for example, archaeological sites which have historic or scientific value) (Hewison, 1987b, pp. 15-16).

The definitional discussions of heritage have been argued about since the 1970s, especially in the 1990s when heritage was 'the buzz' word (Palmer, 1999). It is argued that heritage is much more than just tangible assets including buildings, sites or artefacts; it is the intangible heritage that has a variety of spiritual and symbolic meanings such as folk or customs that are kept and passed from one generation to the next (Richards, 1996; Timothy, 1997). Similarly, Prentice argued the term 'heritage' should not only be understood in term of landscapes, natural history, buildings and traditions kept and transmitted to future generation, but each should be differently promoted as tourism products in terms of built heritage, cultural heritage and natural heritage (Prentice, 1993). Similarly, for the purpose of conservation and preservation on an international scale, UNESCO (2005) defined heritage as built heritage

(including built environment and man-made structures, e.g., buildings), natural heritage (e.g., botanic gardens) and living heritage (e.g., festivals and language) (Kelly, 2009). In short, heritage is therefore suggested as something inherited from the past that is kept and transmitted to the present and future and generally is reported as being three types: built heritage, cultural heritage and living heritage, including tangible and intangible elements.

While the above discussions highlight the debate on the different meanings of heritage, there is little doubt that heritage is a complex phenomenon and has supply and demand side components, dimensions and connotations.

Indeed, such broad-based clarifications about the meaning of heritage has meant that it has long since moved away from being solely associated with a sense of inheritance or legacy, but is linked to broader concepts of identity, power and economy. Commentators such as Graham et al (2000, p. 1) assume that heritage is “any sort of intergenerational exchange or relationship”. As such, these interrelationship or associations are often made between history, heritage and culture (Timothy & Boyd, 2003). Hence heritage is not only part of our history but includes various dimensions of aspects such as culture, identity, language and locality (Timothy & Boyd, 2003). Similarly, it can be seen that heritage, like history, is subject to change and heritage can be defined as the intangible and tangible remains of the historical process (Herbert, 1997) that mark, contribute to and record the sense of belonging, identities and roots, even the order and continuity of our collective in the world (Smith, Messenger, & Soderland, 2010). On the other hand, while heritage can be said to comprise the components of these dimensions; specifically not all historical sites are about culture; not all cultural sites are primarily about history, but heritage as a whole has these components and associations as mentioned above.

Ashworth (2003) indicated heritage is a product or commodity reliant on the resource base of history, and specifically refers to historical or cultural heritage. As such, heritage has become a commodity to be sold or bought in a market place; or possibly it is the experience of the heritage site that is the commodity and which becomes a marketed product (Aplin, 2002). The supply based approach thus refers not only to the tangible and intangible nature of culture or heritage (Garrod & Fyall,

2001); for example the context of historic sites or museums that include attractions, relics, traditions, language (Apostolakis, 2003), but also the way in which they are interpreted and offered to the visitor. The demand-centred theme then refers to the perceptions and motivations based on the consumptions of heritage resources that enhance the inter-personal elements attached to a heritage activity (Chhabra et al., 2003). This thesis focuses on the demand- based theme as the primary research topic in terms of how heritage and historic sites in New Zealand are consumed, perceived and valued.

Clearly, heritage – those remains of historical process in a physical form that change over time in terms of its presentation (the supply aspect) and the way that presentation is received by the public (the demand aspect) is a dynamic process and is far from static. Key questions can be put: Whose heritage? How is it selected? How is it preserved? How is it interpreted? Heritage is a product of a commodification process in which patterns of selection are central (Ashworth, 1990, p.97) and interpretation is the process that converts historical resources into heritage, the commodity, and provides the connection between heritage and history (Aplin, 2002). As heritage is considered as a product, it is as subject to differences in validation of its importance, value, its selection and its interpretation as much as the historical process itself. For example, museums or heritage sites will have to adjust to these changes in visitor attitudes if they want to survive in the competitive leisure market. Is it possible to commercialise heritage without detracting from the attributes that attract people in the first place and retain the heritage values for those to whom the heritage belongs? On the other hand, if heritage is to be commercialised, its selection and its interpretation must be done with as much sensitivity and care as possible (Aplin, 2002).

Specifically, people are becoming more critical of what heritage is presented and interpreted to them and are much more outspoken in their opinions (Timothy & Boyd, 2003). Interpretation can be viewed as an essential process of communication or explanation to visitors about the significance of the place they are visiting with the main aim of assisting tourists to experience a resource in a way they might not have otherwise done so, and in a more meaningful way (Timothy & Boyd, 2003). Criticism of interpretation has risen over the years. For example, Moscardo (2000) points out

that interpretation might interfere with an experience when an overzealous interpreter provides propaganda instead of presentation. But in comments on the patterns of interpretation of the two battle sites: Rangiriri in New Zealand and Batouche in Canada, Ryan (2007) indicates that interpretations of past conflicts are not solely issues of assessing a factual record of what and when events happened – but a matter of interpreting why things happened, what are the consequences of those events and why some things are treasured and others are not.

2.2.2. Heritage tourism

Heritage tourism accounts for one segment of the tourism industry that focuses on heritage and cultural attractions and attributes importance to them as tourism products (Poria, Butler, & Airey, 2003). Heritage tourism in most studies has been considered as one way of expressing the inheritance, the past and “about the cultural traditions, places and values that . . . groups throughout the world are proud to conserve” (Millar, 1989, p. 10). In practice, the definition of heritage tourism is as complex as the notion of heritage. Balcar and Pearce (1996) stated that “... heritage tourism is at present largely characterised by an expanding range of concepts and definitions...if indeed it is a separate phenomenon or how it should be best be studied” . Prentice (1993) indicated that the overlap of cultural tourism and heritage tourism is so close that the application of these two terms is synonymous and interchangeable. Certainly any list of resources that form heritage and cultural attractions have much in common and include various forms of performances, museums, displays and archaeological sites (Sigala & Leslie, 2005). There have been studies to define these two concepts separately and debates have taken place among researchers trying to distinguish cultural tourism from heritage tourism. For example, Masberg and Silverman (1996) disagreed about the interchangeable usage of both notions with this statement: “...despite the growing interest in heritage tourism, there is a surprising lack of understanding of how visitors define a heritage site and what the activity of visiting a heritage means to them” . Zeppel and Hall (1991) clarify terminology by stating that “cultural tourism is experiential tourism based on being involved in and stimulated by the performing arts, visual arts and festivals. Heritage tourism, whether in the form of visiting preferred landscapes, historic sites, buildings or monuments, is also experiential tourism in the sense of seeking an encounter with nature or feeling part of the history of a place” . These discussions may offer a clearer

definition of cultural and heritage tourism and emphasise the experiential aspect and sense of seeking emotion at historic places in heritage tourism. Though there are some differences in clarifications of cultural and heritage tourism, Griffiths (2000) argues that Prentice's work (1993) combines these two terms somewhat by using cultural tourism as a sub-set of heritage tourism prior to producing a list of twenty-three types of heritage attractions. It can be seen from this list that historic buildings and houses are included, and such a view places this thesis in the position of heritage tourism, but as noted in Chapter Three, historic places have cultural dimensions and the relationship with culture is intimate and close.

Consequently the literature on heritage tourism is certainly marked by many academic researchers seeking to clarify what constitutes heritage tourism (Crang, 1996). Poria, Butler and Airey (2006) suggested an alternative perspective that sought to combine the characteristics of subgroups based on (a) the different motivations of visitors combined with (b) attributes of heritage sites, to generate a classification of different types of heritage tourism (Prentice, 1993; Timothy & Boyd, 2006). For example, heritage tourism could refer to religious tourism motivated for religious reasons including visits to religious ceremonies (Rinschede, 1992) or a visit to a winery could be classified into wine tourism, heritage tourism or a visit to heritage buildings that could be classified and revealed under "built heritage tourism" or simply as "heritage tourism" (Black, 1990). It is evident that heritage tourism may be further categorised into subgroups with specific titles such as indigenous heritage, built heritage, educational or ethnic heritage mainly based on consumer motivation.

In sum, heritage tourism is a broad concept that covers a diverse collection of phenomena (Tweed & Sutherland, 2007). For the purpose of this research thesis, heritage tourism is understood to be the experience sought and consumed by tourists at sites of heritage importance, specifically at historic places that have not only historic value at a national level but which also possess personal, emotional and symbolic value. This is discussed in the following sections.

2.2.3. Heritage tourism research

A review of published literature reveals that previous research on heritage tourism has predominantly focused on the preservation, educational value, economic,

consumer motivation and authenticity value of heritage. Examples include the work of Cohen (1988), Collins (1983), D'Amore (1990), Graham (2002) and MacCannell, (1976). These perspectives are discussed below.

Heritage tourism provides an economic rationale for the maintenance, conservation and restoration of historic sites. But in addition it has contributed significantly to the preservation and development of the heritage of a nation in terms of cultural values such as folkloric traditions, family patterns or social customs (Collins, 1983; D'Amore, 1990). It is, as noted above, intimately connected with culture. According to Graham (2002), in heritage tourism both intangible and tangible resources are considered as important resources for global tourism that can assist in achieving sustainable development whereby tourists can share and experience public goods that relate to their personal, regional or national heritage, which in turn are then safeguarded and prevented from damage. Heritage tourism is also important for its educational value because people can gain an understanding about history and traditions of a heritage place where knowledge and human interactions are respected, kept and strengthened (McArthur & Hall, 1993). This is recognised for example, as a function of museums as evidenced by the work of Ryan and Hsu (2011) at the 921 Earthquake Museum in Taiwan. Successful heritage tourism should therefore be managed in a way that maximises visitor enjoyment while preserving and conserving heritage resources for future generations in addition to any economic role it may have in the development of a local or regional tourism industry (Garrod & Fyall, 2000).

It is because of its economic significance that heritage sites are often regarded as an economic catalyst and a commodity to meet the increasing demands of current tourists when destinations seek to attract new tourism markets (D'Amore, 1990) and to raise the tourist profile of cities and regions (Ballou & Hartley-Leonard, 1993). The supply approach refers to the tangible and intangible resources being used in heritage tourism to appeal to visitors in the context of heritage sites, in particular, museums (Asworth & Larkham, 1994), attractions, relics, artefacts, together with traditions, languages and folklore (Apostolakis, 2003). Fyall and Garrod (2000) perceive heritage tourism as a means to develop a local economy being promoted by local and private businesses. In general, heritage tourism can be beneficial for both host communities and heritage sites in terms of generating economic growth from

tourism (e.g., creating jobs from travel and the service industries). For example, in the case of New Zealand, the International Visitor Survey for the year ending June 2011 indicates that heritage attractions were visited by 22 per cent of international visitors coming from the five key markets of Australia, UK, USA, China and Japan (Ministry of Economic Development, 2011). Additionally the April 2010 report on domestic tourism in New Zealand indicates that for the major market segment identified as those 'Being There', cultural and heritage tourism products were seen as one of the more important attractions (Ministry of Economic Development, 2010). One might also note that given that data for this thesis were collected from two sites in Rotorua, that Rotorua's tourism is primarily based upon natural and Maori heritage, and that region had six per cent of all visitor nights in New Zealand in the year ending July 2011 (Tourism Rotorua, 2011).

The demand approach to heritage tourism considers activities that involve and interact with interpersonal motivations and experiences at heritage sites (Chhabra et al., 2003), which means that heritage tourism is sought and triggered by visitors' experiences and thus there exist interactions between heritage settings and tourists. Richards (1996) states that heritage tourism is an experience consumed by visitors interactively; that is a product directed and performed under supply and demand rules (Richards, 1996).

Heritage tourism is also significant in terms of authenticity, which raises questions such as what is authenticity, who owns it and where can authenticity be found? The debate on authenticity arguably originated in the work of MacCannell (1976) when he conceived modernity to be inauthentic, thereby leading tourists to seek authenticity. He concluded that this search fails and as a result tourists consumed artificial or staged authenticity, which means heritage becomes a product subject to the processes of commodification (MacCannell, 1976). Some heritage products like cultural heritage festivals have become a main focus of heritage tourism in the postmodern period (Ryan, 1998) and, according to MacCannell (1976), such festivals, dress, and rituals may be described as authentic or inauthentic depending on local tradition. Authenticity implies the unique (Chhabra et al., 2003) and is considered a motivational factor facilitating demand and enhancing the quality of heritage tourism (Clapp, 1999; Cohen, 1988b). McIntosh and Prentice (1999) argue that whether in the

context of a museum or retail shop, what is presumed to be authentic depends as much on the presented interpretation of the displays as on the viewer. While the viewer interprets, it is the presentation that is the catalyst for the interpretive process. Thus what is and is not authentic is largely the consequence of replicated interpretations, which although contested by professionals, are commodified for mass consumption. Furthermore, the notion of “insightfulness” is presented, that is ‘insightfulness’ is defined as an affirmation of cultural authenticity through the “encoding” of a visit experience within the visitors’ own personal meanings. Indeed, visitors gained diverse experiences of authenticity due to the assimilation of newly acquired information with networks of existing personal meaning or significance (McIntosh & Prentice, 1999). The diversity of perceived authenticities derived from visiting cultural heritage attractions also shows the importance of experiential and emotive processes in interactions with attraction settings (McIntosh, 1999). Prentice (2001) indicates that heritage cultural tourism is viewed to a great extent as experiential consumption; it is therefore all about understanding tourists’ behaviour in a search for authenticity, sincerity in addition to motives of relaxation, social interaction with family and friends, and simply having a place to take children on a rainy day (Ryan & Hsu, 2011).

A debate about the nature of the demand for the ‘authentic’ in heritage tourism is both popular and longstanding (Grayson & Martinec, 2004). For example, from the ninth to the eleventh centuries, interest in authentic religious relics in Europe helped to generate significant retail and tourism revenues (Phillips, 1997); during the fifteenth and sixteenth centuries, a diversity in consumer standards for authenticity in China created a flourishing market for luxury goods in Europe as Chinese products slowly became more accessible to the European aristocracy (Clunas, 1992). Demand for authenticity persists and is reflected in the purchase of a wide variety of market offerings, including travel souvenirs (Harkin, 1995), travel to historical reconstructions (Handler & Gable, 1997) or personal possessions (Grayson and Shulman 2000). Specifically, in 2010, New Zealand promoted itself, under the banner, “100% Pure New Zealand”, as a country of “Real Places and Real People” (Ministry of Culture & Heritage, 2010): evidence that the ‘real’ is thought to possess value.

Prentice (2001) states that international heritage cultural tourism is increasingly driven by curiosity to see how others live, or have lived their lives. Thus, the issue of

authenticity in heritage tourism is important in developing heritage products that match the demands of contemporary and potential tourists with the needs of local communities. This thesis adopts the view that heritage tourism is a form of experiential consumption. It focuses on visitors' motives, satisfactions and behavioural outcomes as is subsequently described

2.2.4. Historic buildings and heritage tourism

2.2.4.1. Classification of historic buildings

Commonly, types of historic buildings are functionally classified (Henderson, 2002; Xie, 2006). Historic buildings are categorised as possessing one or more of six elements: namely Government, Kinship/family, Religious, Economic, and Social/Recreational (King, 1976). It is stated that historic buildings with these attributes are significant in terms of historical, social, cultural and economic values that are related, interdependent and associated (King, 1976).

Based on King's (1976) classification of types of buildings and the research of Warren and Taylor (2001) on developing heritage tourism in New Zealand, New Zealand's historic buildings are therefore categorised into the following: Historic trading and public (e.g., banks, post office, hospitals), Architectural significance (e.g., Colonial architecture, Rauto, Timber, Stone, Art and Deco), Kinship/family/social significance (e.g., Captain William Butler), Religious and Important Historical Events (e.g., the signing of the Treaty of Waitangi).

At present, the majority of historic buildings are owned and managed by the New Zealand Historic Places Trust (NZHPT). Others are privately owned and registered with the Trust for purposes of varying degrees of protection and for purposes of the Resource Management Act of 1991. The next section will briefly describe the NZHPT and its properties to help establish the New Zealand context of heritage which arguably differs a little from other countries in the sense that its recorded written and architectural history is but approximately two centuries.

2.2.4.2. New Zealand Historic Places Trust (NZHPT) and its historic properties

No review of historic properties in New Zealand would be complete without mention of the New Zealand Historic Places Trust (NZHPT). The Trust is New

Zealand's leading national historic heritage agency and main non-profit governmental organization for the recognition, protection and promotion of New Zealand's history, cultural heritage sites and historic buildings (New Zealand Historic Places Trust, 2009). The NZHPT was established by an Act of Parliament in 1954 and is supported by the Government and funded via Vote Arts, Culture and Heritage through the Ministry for Culture and Heritage. Its work, powers and functions are prescribed by the Historic Places Act 1993 (New Zealand Historic Places Trust, 2010). The national office for the NZHPT is in Wellington, with regional and area offices located in Kerikeri, Auckland, Tauranga, Wellington, Christchurch and Dunedin. Currently there are 24 active branch committees.

The priority of NZHPT is "to work in the manner that serves the greatest interests of heritage and manage assets as well as to resolve issues of financial sustainability" with the outcome that NZHPT is "to enable present and future generations of New Zealanders to experience and enjoy a sense of place, identity and belonging" (New Zealand Historic Places Trust, 2010). The strategic priorities for 2009-2011 aim to tell the stories of heritage places, to achieve results through partnerships, to enhance economic viability of heritage places and to achieve excellence through prioritisation. Briefly, NZHPT's significance is described in its vision and mission statements: "Our heritage is valued, respected and preserved for present and future generations" and the mission is "To identify, protect and promote heritage" (New Zealand Historic Places Trust, 2010).

NZHPT has run NZHPT's membership programme that brings its members benefits in relation to all properties owned by NZHPT in New Zealand such as free admission and 10 per cent discount on all products and services purchased at all New Zealand Historic Places Trust properties throughout New Zealand. A further benefit is free admission to hundreds of heritage properties overseas as a result of reciprocal visiting agreements in place between the NZHPT and other overseas heritage organisations, such as the National Trust of England, Wales and Northern Ireland, National Trust of Scotland, National Trust of Jersey, National Trust of Australia, and the Georgia Trust for Historic Preservation (USA) (New Zealand Historic Places Trust, 2009). Becoming a member of the New Zealand Historic Places Trust offers members/companies a number of tangible and intangible benefits such as sharing

responsibilities for keeping New Zealand's heritage places alive, empowering communities through the provision of a framework and a focus for heritage preservation, and playing a key role in giving a sense of place to communities and individuals. Currently, the Trust has more than 25,000 members that have provided a crucial source of funding for the preservation of its portfolio of around 5500 historic sites and buildings and have assisted the NZHPT to promote heritage conservation issues effectively (New Zealand Historic Places Trust, 2010).

The NZHPT's Register plays an important role as a historical information resource to inform property owners and the public about the significance of New Zealand's heritage places as well as to protect and conserve heritage places under the Resource Management Act 1991. The Register is divided into four types:

1. Historic Places that include “bridges, memorials, pa, archaeological sites, buildings, mining sites, cemeteries, gardens, shipwrecks, and many other types of places” (New Zealand Historic Places Trust, 2010).
2. Historic Areas are groups of related historical places such as a geographical area with a number of properties or sites, or a cultural landscape. Emphasis is on the significance of the group.
3. Wahi Tapu are “places sacred to Maori in the traditional, spiritual, religious, ritual or mythological sense”.
4. Wahi Tapu Areas are “groups of wahi tapu.” (New Zealand Historic Places Trust, 2010).

These four types in the Register account for 6030 different types of registered heritages items (e.g., the European buildings and Maori sites) (New Zealand Historic Places Trust, 2009). The focus of NZHPT's policies is to develop the Register in a reliable and nationally consistent way and develop nation-wide systematic evaluation of heritage assets to maintain the Register as being both representative and comprehensive (NZHPT, 2004). As described later the three sites used for data collection exist on the NZHPT register and are representative of Maori and colonial heritage and culture.

2.2.4.3. Historic buildings and heritage tourism

Historic buildings and properties present and reflect on a nation or region's image, origin, identity and belongings in ways that provide historical evidence linking successive generations while enhancing tourism and recreation (Aplin, 2002; Ashworth & Tunbridge, 1990; Gordon, 2004; Henderson, 2001; Tweed & Sutherland, 2007; Willson & McIntosh, 2007).

Consequently research has been conducted to emphasise the importance of the relationship between historic buildings and heritage tourism in terms of adding value to tourists' experiences (Howard, 2000) and such buildings continue to be a "powerful motivator in tourists' journeys" (Laws, 1998, p. 545). Furthermore, it is argued that the tourist gaze will not be the same amongst different cultures, or indeed social groups (Urry, 2002). As such, research grounded in the realities that tourists themselves describe, and which permits analysis of the differences in how tourists gaze upon heritage in different settings is of importance (Prentice et al, 1998).

It is also evident that different historic buildings can be attributed different values including historical value (Griffiths, 2000), economic significance (McIntosh & Siggs, 2005) or religious importance (Nolan & Nolan, 1992). Specifically, Griffiths's (2000) research on the management of eight public buildings and houses of Australia that were viewed as tourist attractions found that there was a strong belief that they have a role in the educative process (in particular of children) about the Parliamentary process, the Westminster system and government in general. Equally other buildings considered as religious attractions and which are endowed with high degrees of religious significance, also function as secular tourist attractions because of their artistic-historic significance, or their use in festive events (Nolan & Nolan, 1992). Boutique or specialist accommodation establishments in Nelson in the South Island of New Zealand highlighted the emotive aspects of the experiences gained by guests and the personal benefits that guests derive from their stay there. Findings revealed five key experiential dimension in terms of unique character, personalized, homely, quality, and value added as being important to the success of boutique accommodation product offered (McIntosh & Siggs, 2005). Recently, the role that historic buildings' architecture can play in shaping tourists' perceptions and the gazes of regions has

also been examined (Willson & McIntosh, 2007). Kuller (1980) has argued that the architecture of historic buildings can induce and facilitate a variety of individual emotions and perceptions. Similarly, Checkland and Schole (1999) state that the historic architecture of buildings is a crucial element that could make the UK a distinct and attractive destination for overseas tourists. A sense of authenticity is also argued as being present at historic buildings as visitors seek that authenticity which has remained in the buildings from the past until the present day, and it is that continuity that also possesses value to visitors. Consequently heritage tourism development is put at risk and becomes vulnerable if historic buildings and properties are ignored and not preserved (McIntosh & Willson, 2007).

Historic places and properties are important resources for heritage tourism in New Zealand and account for a large proportion of NZ's heritage tourism resource (Ministry of Culture & Heritage, 2010). In particular, historic buildings and properties are also seen and valued in terms of architectural significance, association, people and family value; important historical events and religious significance (Warren & Taylor, 2001). Lennon (2009) reported that an assessment of historic buildings undertaken in the last twenty years in New Zealand has emphasised the architectural value of European-inspired buildings and properties that have played significant roles in New Zealand's historical development; and 96 per cent of New Zealanders state that historic buildings and places should be protected and promoted (Ministry of Culture & Heritage, 2010). The New Zealand Historic Places Trust's (2010) statement of intent reported an increasing number of domestic and international visitors visiting heritage places managed by NZHPT, with visitor numbers defying tourism trends and increasing by 20 per cent in 2008, with properties hosting 188,373 visitors (New Zealand Historic Places Trust, 2010). Other sites of heritage such as museums and historic properties not owned by the Trust attract large numbers of visitors. In the year ending July 2010 609,624 overseas tourists visited museums and a total of 605,746 overseas tourists visited other heritage attractions (Ministry of Economic Development, 2011), namely about 23% in each case. Although these numbers of visitors to NZHPT's heritage places and properties are modest in international terms, it is obvious that historic buildings have a potential value for New Zealand heritage tourism development (see Table 2.1).

Table 2.1 International Visitor Numbers to New Zealand Heritage Sites

Activity	2009	2010	2011
Visiting Museum & Galleries	596,356	618,002	600,737
Visiting Heritage Sites	566,629	598,688	472,239
Visiting Maori /Cultural sites	318,334	335,503	325,403

Despite this perceived potential value, many historic buildings are reported to be neglected and under threat from urban planning, development pressures, natural disaster, wear of time and earthquakes (Ministry of Culture & Heritage, 2010; New Zealand Historic Places Trust, 2009; Tourism New Zealand, 2010). Furthermore, academic studies of tourists' behaviours at New Zealand's historic buildings have not received much attention until recent years, nor have issues relating to the tourists' loyalty at these properties. Instead, academic research has mainly focused on natural heritage and Maori culture. For example, there is research on the history and impacts of Maori involvement in tourism (Ryan, 1997), research on international tourists visiting New Zealand to examine tourists' motivations, perceptions and experiences of Maori culture (McIntosh, 2004); research on understanding the nature of the Marae Experience from hosts and visitors at the Nga Hau e Wha National Marae, Christchurch (McIntosh & Johnson, 2005), and research on identifying classifications of a primarily functional nature to list reasons why people visited the Maori Arts and Crafts Institute in Rotorua, and what it is they sought there (Ryan & Higgins, 2006). On the other hand, there is a lack of an understanding of why visitors desire to visit New Zealand's historic properties, what visitors experience from different types of properties; and what factors can make them willing to recommend such sites to others as a measure of becoming 'loyal' towards visiting historic properties. Timothy (1997) argued that people will have different experiences based on their different levels of connectivity to a site, which is determined by whether the heritage tourism attraction has world, national, local and/or personal significance. World heritage attractions that involve feelings of awe may draw large masses of tourists, but they probably do not invoke feelings of personal feeling. By contrast, national, local and personal attractions engender progressively stronger feelings of personal connectivity and different experiences. This thesis selected properties that potentially involved varying

degrees of personal feelings and experience, particularly for domestic tourists as described in the next chapter.

Briefly, the thesis will fill gaps in heritage tourism literature by investigating determinants of benefits gained by visitors and their loyalty at historic properties context through considering motivation, involvement, satisfaction and perceived value as predictors. The next sections will illustrate these dimensions.

2.3. Tourists' behaviours, benefits and tourist loyalty

The following text examines the literature relating to an understanding of tourist behaviour when visiting sites of heritage and cultural interest with reference to the benefits they obtain from such visits and the generation of loyalty in the sense that tourists would wish to recommend such sites and visit them again. A series of 'constructs' are thus identified where a construct is defined as a composition of themes specific to an attitude. The construct therefore covers cognitive, affective and conative perspectives.

2.3.1. Benefits as a construct

Heritage attractions can be seen as "experiential" products facilitating feelings, emotions and knowledge for visitors (McArthur & Hall, 1996). It is also argued that the approach of emotional involvement becomes important in heritage tourism to consider tourists' behaviours at heritage settings as heritage tourism is considered an experiential consumption that focuses on personal experience quality with heritage (Apostolakis & Jaffry, 2005). As Timothy (1997) concludes, a variety of types of heritage feelings and emotions exist as what "one person may (experience is) different from another, even if it occurs at the same location" and two people travelling for similar motives may have fundamentally different experiences based on their abilities to engage with the site (McKercher, 2002). Similarly, Prentice et al (1998) argued that the same product can be experienced in different ways, even a comparatively unitary product has shown to be differently experienced; and that different heritage tourists engage sites at different levels, some more intensely, some less so (McIntosh & Prentice, 1999).

A visit to historic buildings can comprise tangible and intangible services like exhibitions, brochures, leaflets, cafes or guides for interpretation and accessibility,

and guides can have some interactions and impact on the nature of tourist's experience and emotion as guides play roles of telling, interpreting and describing historic stories relevant to resources, and thus the service experience for tourists is affected by interactions with staff (Cohen, 1988). Such interactions and the means by which they are constructed has also been shown to have impacts on the retention of knowledge gained from the visit, as evidenced by the work of Ryan and Dewar (1995) at Fort Louisburg in an assessment of role play as a means of communication with visitors. Furthermore, the exhibitions of specific items and possessions of people who used to live and work at historic properties aid the creation of a sense of authenticity or personal attachment for visitors at these properties. Specifically, Hall and McArthur (1998) state that much of the overall tourist experience at heritage destinations comprises learning about a region's past and this is often best provided through on-site interpretation, in the form of detailed literature, displays, visitor centres, re-enactments and guided tours (Hall & McArthur, 1996). It is evident that heritage tourism research has tried to explore different experiences of different types of tourists at different heritage settings as tourists at any attraction seems to have and involve "a flow of experiences" (Beeho & Prentice, 1997, p. 75).

Many researchers conclude that a key distinction between heritage tourism and other forms of tourism is the learning experience present and the perception of a greater willingness to learn on the part of the tourist (Light, 1995; Prentice, 1993; R. Prentice et al., 1998). Moscardo (1996) noted that the key factor for the satisfaction of visitors is their state of 'mind-fullness': a knowledge consciously acquired during the visit. Similarly, Prentice (1998) indicates that the core product of tourism is the beneficial experiences gained and he argues that benefits can be measured in terms of enjoyment, satisfaction, recommendation or propensity to visit other heritage attraction. Hence this study incorporated an item on the willingness of visitors to recommend a visit to a given site, while also quantifying whether visits to heritage locations was a common feature of their travel experiences. Also, as previously noted, such a recommendation represents a conative predisposition that signifies attachment or loyalty to a given place.

Definitions of benefits are prevalent in the leisure and tourism literature where benefits usually refer to "gain" (Driver, Brown, & Peterson, 1991) which in turn

refers to, 'a change that is viewed to be advantageous - an improvement in condition, or a gain to an individual, a group, to society, or to another entity' (p. 4). 'Benefits' have been defined by Brown (1984, p. 235) as 'the advantageous outcomes which recreationists and society realize from people participating in recreational activities'. In this study, benefits are understood as the beneficial outcomes of experience which are perceived as important by tourists themselves after their visit at historic buildings. At the same time, given the tourist context of the study, one benefit of significance is the degree to which such a visit contributes to the overall sense of being on holiday.

In the context of heritage tourism, understanding benefits tourists gained from experiences at differing heritage attractions have been explored (e.g. by Beeho & Prentice, 1997; McIntosh, 1999; Prentice et al., 1998). For example, Prentice et al (1998) examined heritage site visitors' experiences and benefits gained at a single UK industrial heritage park, and claimed that the core product of tourism is the beneficial experiences gained (Prentice et al., 1998). This same study further identified motivations for the visit and examined the influences of these motivations and other selected socio-demographic attributes as a basis upon which to cluster visitors in terms of the similarities of their experiences and benefits.

Other research on the benefits tourists gain at heritage setting has been based on a hierarchal mode of recreation demand consisting of four levels (leisure activities, settings, experience, and benefit) to understand the museum service consumption context at three major British cultural heritage attractions. In undertaking this work McIntosh (1999) employed the concept of "insightfulness", which was defined as 'the end state of personal insight gained from heritage visiting' (p. 58) to describe the unique psychological outcomes or benefits gained from tourists' behaviour at, and assessment of, the heritage site. The author further suggested that insightfulness is appropriate to describing the core enjoyment and value attained through heritage consumption, encompassing experiential and interactive components as opposed to focusing on factual learning outputs (McIntosh, 1999). Additionally, these findings in terms of affective, reflective, cognitive processes can "outline the notion of 'insightful' tourism as an appropriate paradigm for the study of the essentially

personal, emotive and symbolic context associated with cultural tourism encounters, from which visitors derive valued insight, appreciation and meaning of life” (McIntosh, 1999, p.41).

The emotive appeal has certainly been found to be important in generating visitor satisfaction at museums. Chen and Ryan (2012) analysed visitor experiences at the Xi’an History Museum and noted the way in which interpretation and the ‘staging’ of exhibits through such devices as lighting could enhance visitor experiences and learning. This has been well recognised in a series of studies of museums, and the role of specific aspects of design such as that of differing forms of contextual and interactive signage is now an established part of museum exhibit design, including natural settings (Kim, Airey & Szivas, 2011).

Arguably, benefits can be measured directly in terms of satisfaction, or by proxies such as the willingness to make recommendations or the propensity to visit other heritage attraction, and yet it remains rare to find research on interrelationship between benefits and satisfaction and loyalty in heritage tourism. There are some recent studies on these dimensions in tourism; for example, Nowacki (2009) has attempted to verify a model of the relationship between motivation, quality of product of attraction, benefits gained, satisfaction and behavioural intentions of tourists who visited four attractions at Kyjaway. Specifically, Nowacki (2009) indicated that people’s decision to revisit or recommend is based on their assessment of specific benefits derived from the visit rather on a simple measure of satisfaction, and confirmed that “the key factor for future behaviour of visitors towards the attraction is the benefits gained by them during their visit to the attraction” and “benefits gained by visitors are strongest predictors of behavioural intentions at three studied attraction in Biskupin, Museum of Agriculture and Wielkopolsa (Nowacki, 2009, p. 305). Similarly, Oliver (1980) argued that the benefits and memories of visiting an attraction, not momentary satisfaction, affects subsequent decisions to revisit a site. These discussions confirm a hypothesis that the benefits tourists gained from their visit have a strong effect on their loyalty behaviour is important. From these gaps

discussed, this study considered benefits gained by tourists visiting historic properties that can affect visitors' loyalty.

The next sections will then present the understanding of tourist loyalty as a direct consequence of benefit gained at historic properties.

2.3.2. Loyalty as a construct

The concept of consumer loyalty emerged in the discipline of marketing in Copeland's study of loyalty in 1923; originally referred to as "brand insistence" (Jacob & Chestnut, 1978; M. Oppermann, 2000 et al). "Brand loyalty" has been a popular research topic among marketing scholars since it was first identified by Brown (1952). According to Jacob and Chestnut (1978), loyalty has been defined and measured in many different ways. Day (1969) first proposed that loyalty was a two dimensional concept comprising (a) attitudinal loyalty and (b) behavioural loyalty. Following from this, Jacob and Chestnut (1978) stated that the conceptualization of loyalty has traditionally adopted three major approaches: behavioural consistency, attitudinal predisposition and the composite (a combination of the two). Oppermann (2000) suggested that reliable composite measures of loyalty have yet to be operationalized in tourism while Petrick (2004) suggested that behavioural and attitudinal loyalty should be treated as distinct constructs and measured separately. Most researchers seem to agree that loyalty is therefore a multi-dimensional construct although it remains controversial as to what are the key dimensions (Rundle-Thiele, 2005).

In consumer behaviour studies, loyalty research is associated with the customer's purchase behaviour of specific brands and products. Specifically, customer loyalty is often measured by three differential indicators, including intention to buy the same product, intention to buy more product and willingness to recommend the product to other consumers (Hepworth & Mateus, 1994). Although it is not easy to conceptualise loyalty, both distinct components of behavioural and attitudinal loyalty are commonly applied to tourism, specifically, destination loyalty (Riley, Niininen, Szivas, & Willis, 2001). Hence, researchers often view loyalty not only in terms of repeat purchasing (behaviours), but also the customer's attitudinal state of intention towards the likelihood of a behaviour (Evanschitzky, Iyer, Plassmann, Niessing, &

Meffert, 2006). Convergent with this discussion, tourist loyalty has been assessed from two conceptual perspectives: one relating to tourist's consumption behaviour (Oppermann, 1998) and one pertaining to tourists' attitude toward a product (Pritchard & Howard, 1997). Regarding a tourist's consumption behaviour, a repeat purchase is often used as an indicator of tourist loyalty (Chen & Gursoy, 2001). However, consumption behaviour in terms of repeat purchase is criticised as it may not truly represent tourists' loyalty (Chen & Gursoy, 2001; Oppermann, 1998; Pritchard & Howard, 1997). Lehto, O'Leary, and Morrison (2004) argued that a repeated visitation to the same destination is different from regular product repurchases, because the prior trip experiences may never be duplicated exactly. Chen and Gursoy (2001) argued that a touristic product (for example, a visit to a festival or historic building in this thesis), which is tied to total trip experience and novelty, differs from the use of a manufactured product (for example, a packet of detergent). It may be true that loyal tourists are likely to use the same airline or stay at the same franchised hotel chain wherever they travel; however, the locus of the experience may not necessarily be at the same destination previously visited. For example tourists may want to seek different travel experiences in new destinations, for as Iso-Ahola (1980) stated, tourists tend to want to escape daily or past routines and seek something new. Yet tourism is often characterised by tourists maintaining loyalty to previously visited destinations (Chen & Gursoy, 2001). Ryan (2002) has argued that if the core of tourism is the experience of visit to a place, then repeated visits to a place are not repeated experiences, because each visit is built upon prior learning. Hence, for example, the initial experience of novelty may become a subsequent visit based on nostalgia. He also points out that destinations rarely remain static, while for overseas visits on the 'trip of a lifetime' repeat visits may simply not be practical. A further consideration is that a tourist maybe loyal to an activity rather than a place, and so searches for other destinations where the activity may be undertaken. Taken together, such considerations mean that the likelihood to repurchase or revisit the unique touristic product, a trip to a particular destination or historic building that has been visited previously, is not a clear and full indicator for loyalty dimension.

From these discussions it is likely that a non-repeat visit behaviour does not measure an absence of an individual's loyalty to a destination they previously visited,

while a repeat visitation to particular destination also be an imperfect measure of loyalty to that destination (Chen & Gursoy, 2001). Therefore, some have concluded that tourism researchers should carefully employ other relevant variables to assess tourist loyalty for a specific touristic product to prevent biased interpretation and invalid conclusions regarding tourist loyalty (Fay, 1994; Oppermann, 1998). The implications of this are discussed in more detail when considering the design of the questionnaire that was finally used.

There is evidence that, in relation to studies of heritage tourism, high proportions of tourists to heritage sites have visited heritage attractions in other destinations, and will do so again (McIntosh, 2004; Moscardo & Pearce, 1999). For example, research on examining tourists' motivations, perceptions and experiences of Maori culture has provided some evidence and findings to support anecdotal conclusions that visitors continue to make similar and repetitive demands of encounters with indigenous peoples (McIntosh, 2004). Tourists appear to demand opportunities for perceived 'authentic' and 'genuine interaction' or 'sincere' contact with indigenous peoples (Taylor, 2001). As such, tourists seek opportunities to visit indigenous communities to learn about the culture from the indigenous people themselves, albeit in a superficial manner (McIntosh, 2004). One implication for this study is that tourist loyalty derived from visiting historic buildings in terms of "revisit intention" exists not just in relation to solely physically revisiting specific historic buildings but also in the search for the same type of experiences at other historic properties at other heritage places. For example, international tourists who have visited historic properties in New Zealand are likely to seek the similar experiences at historic properties in the UK, Australia and the USA or elsewhere. Consequently, Prentice (1993) argued that repeat visiting would be better measured through repeat visits not to specific sites but to types of similar heritage sites, during leisure time or on other holidays. Prentice (1993, 1995) suggested that castles and museums would seem particularly popular. Given this it was thought important that one site for data collection should be a museum, and that a question relating to repeat visitation to other museums should be included in any questionnaire. Similarly, McKercher (2002) argued that the 'specialised cultural tourist' focuses his or her efforts on one or a small number of geographical sites or cultural entities; so this type of tourist revisits a particular city or country in search of a deeper cultural understanding of that place

or different cities and regions in search of exemplars of a specific kind of art or museum. As such, loyalty in terms of revisiting historic properties in this thesis is also understood as revisiting heritage attractions in other locations.

Additionally, given a view that loyalty is reflected in terms of ‘commitment’ to a product or service (Oliver, 1997), Prentice (1993) argued that the issue of the commitment of tourists to history and heritage can be investigated by reference to the memberships of historical and heritage bodies reported by tourists visiting heritage attractions. Prentice (1993) further suggested that membership of a heritage organization or historical society and the like, are “indicators of commitment” and thus of enthusiasm for heritage (p.226). On the other hand, membership commitment is likely to be just one dimension of enthusiasm and loyalty. A survey in 1990 at the Manx heritage attraction identified seven types of heritage organizations in which tourists were holding membership (Prentice, 1993). Research on Friends’ Schemes (also known as membership schemes, societies and associations) at UK heritage sites has shown that there has been a sustained and incremental growth in the memberships held in the UK since the 1970s. Specifically, English Heritage’s scheme has more than 465,000 members and the National Trust has more than three million members (Slater, 2010). Regarding the NZHP Trust, the number of members has risen to more than 30,000 members (NZHPT, 2011). Bhattacharya et al. (1995) and Knoke (1981) state that the use of membership communications infers involvement as membership schemes keep individuals in touch and, for some, are used as a substitute for a visit, for example to museums or galleries. Membership encourages individuals/members to visit more and view content on the organisation’s website (Slater, 2010). Similarly, a study into the behaviour of members of a US art museum concluded that those who perceive their membership to be prestigious consume more benefits, visit frequently, and attend more social events (Glynn, Bhattacharya, & Rao, 1996). In particular, the NZHPT’s membership permits tourist members free entry to all New Zealand Historic Places Trust properties throughout New Zealand and additionally some museums and hotels as well as properties operated by the overseas heritage organisations upon presentation of their Historic Places Trust membership card, such as the National Trust of England, Wales and Northern Ireland, National Trust of Scotland, National Trust for Historic Preservation (USA) (New Zealand Historic Places Trust, 2009). The purchase of membership is also viewed as a proxy for donation or a way of keeping in

touch for idealistic reasons and the personal development of members (Slater, 2010). Slater (2010) further indicates that members of Friends' Schemes in the UK are considered as potential volunteers, or people who make donations and act as advocates for museums and galleries (Slater, 2004). NZHPT seeks similar support as becoming a member of the New Zealand Historic Places Trust offers members/companies a number of tangible and intangible benefits such as sharing responsibilities for keeping New Zealand's heritage places alive, empowering communities through the provision of a framework and a focus for heritage preservation, and playing a key role in giving a sense of place to communities and individuals (NZHPT, 2011). As such, from these discussions, it can be assumed that a commitment to a heritage organisation or historic property agency, for example, the National Trust or New Zealand Historic Places Trust, can be seen as a measure of purchasing /consumption behaviour of loyalty toward historic properties. Particularly, for those tourists committed to a historic property agency, it also implies loyalty in terms of taking visits to other attractions, maintaining and developing long-term and stable relationships with the organization in question and an interest in advocating the conservation of their own heritage.

Other significant indicators of tourist loyalty implied by Oliver's (1997) work is the role of cognitive loyalty based on price, features, and attribute performance level, for example, the willingness to pay more and a willingness to recommend locations (M. Oppermann, 2000). Tourists who had a satisfactory experience are more likely to recommend the destinations they have visited to friends and relatives (Beeho & Prentice, 1997). Convergent with this finding, Hutchinson, Lai, and Wang (2009) further argued that tourists who have revisit intentions are also more likely to recommend the destination to others. Liu and Jang (2009) in their investigation of post-dining behavioural intentions used word-of-mouth, recommendation, and repeat purchase as indicators of loyalty.

While tourism research focuses on examining the usefulness of loyalty, studies on the constructs and variables relating to loyalty are still lacking (Yuksel et al., 2010) as are determinants of tourist benefit. Thus, this research includes the concepts of

motivation, enduring involvement, and perceived value as determinants of tourist loyalty as measured by the willingness to recommend a site to others in the context of heritage properties.

2.3.3. Motivation as a construct

In order to better understand benefits gained and the loyalty of tourists, it is arguably important to understand the main motivations for travel as researchers commonly agree that the fundamental importance of motivations are the driving force behind all leisure and tourism activities (Crompton, 1979; Hsu, Cai, & Mimi, 2010).

Generally, in order to clarify the role of travel motivation in the total picture of tourism demand, two questions must be answered: (1) “why do certain groups of tourists travel?” and (2) “why do people go to a certain place?” ‘The first question seeks to understand the individual psychology of the traveller, whereas the second requires us to describe the important features of a tourism destination and also to assess how well these features will satisfy the potential travellers’ needs’ (Pearce, Morrison, & Rutledge, 1998, p. 39). Numerous tourist motivation studies on travel motivation have been conducted. For example, the “push” and “pull” dichotomy, first presented by Dann (1977), has subsequently been studied by many researchers and continues to be so (e.g. (Crompton, 1979; Uysal & Jurowski, 1994). This theory is useful for explaining tourist motivations as the focus of this theory is that people are driven by internal motives (called push factors) and attracted to destination attributes (called pull factors) when making their travel decisions. Other research on motivation include: escape-seeking (Dunn Ross & Iso-Ahola, 1991), status-enhancement and prestige (McIntosh & Goeldner, 1986) or empirical tests of travel motivation measurements (Crompton, 1979; Ryan & Glendon, 1998).

Researchers are also classifying different concepts and dimensions when exploring tourists’ motivation at heritage settings. The literature suggests that historic places are visited for a wide range of reasons (Prentice, 1998; Timothy, 2003). For example, McCain and Ray (2003) identify the motives for engaging in genealogical endeavours – to search for information or simply feel connected to ancestors and ancestral roots. According to Uzzel (1996), the same historic location (battlefield) is visited for different reasons at various points of time as tourists from one generation

may come to pay homage and remember, while younger ones may view the visit as day trip or excursion. Another example is that given by Davies and Prentice (1995) who provided a theoretical background for understanding why people do not visit museums. They regarded a visit to a museum as a leisure activity, seeing museums as 'heritage attractions' (Davies & Prentice, 1995) while Kerstetter, Confer and Graefe (2001) suggested tourists visiting heritage sites are characterised by their interests in history *per se*. Prentice (1993) has suggested that the heterogeneity of heritage attractions would imply that it should not be assumed that the reasons given by tourists for visiting different types of heritage attractions are generally the same.

Similarly, it is argued that exploring reasons or motives for visiting heritage destinations is critical for better understanding heritage tourism. For example, one dimension is that heritage tourism should be understood based on the relationship between the individual and heritage site when the latter is presented as part of their own heritage or activity by tourists in a space where historic artefacts are on display (Poria, Butler, & Airey, 2004). It means that to understand the presence of people in places where, for example, religious artefacts are presented, there is a need to explore elements different from those used in the tourism literature (Poria, Reichel, & Biran, 2006b). Some studies are often based on spaces classified as 'heritage', but may have nothing to do with an individual's own heritage (Jansen-Verbeke & van Rekom, 1996). For example, Verbeke and Rekon (1996) in their research about the role of museums, identified motivations such as 'to escape from daily routine' and 'to be in the open air', but such motivations have nothing to do with the heritage that lies at the heart of the site. However, it is doubtful if such motives would apply for understanding visitation patterns of Jews to Nazi-related spaces or of New Yorkers to the memorial site built for those who were killed in the attack on the Twin Towers. In such cases any interpretation of the reasons for travel based only on concepts derived from leisure and recreation may not be relevant (Poria et al., 2004). Moscardo (1996) emphasises two main motivations at heritage attractions: educational and entertainment/social. Similarly, Poria (2004) states that it seems that the two most common reasons to visit a heritage site reported in the literature are education (i.e. the tourists' willingness to learn) and entertainment (i.e. the tourists' desire to be entertained). Poria et al (2004) further indicate that Prentice (1993)'s work on

motivations of tourists at heritage attractions: pleasure of viewing, education, information, relaxation, entertainment and exercise, may be applicable to any form of heritage. Additionally, Prentice (2004) indicated that not all tourists are mindless, nor are all primarily motivated by escape and the desire to consume unreal dreams as a form of self-delusion. Nor are all passive or accepting only of essentially visual experiences. Experiential learning has been frequently found as a motivator for tourists visiting heritage attractions, with processes of reflection prompted by spotting items familiar from a tourist's past or prompting conscience (Prentice 1993a; Prentice, Witt, & Hamer 1998; McIntosh & Prentice 1999; Herbert 2001). On the other hand, tourists to historic properties can mainly be motivated from educational, learning, entertainment, and social reasons or may be motivated by reasons of having interest or connection to historic properties as part of their own heritage.

A number of studies on the relationship between motivation with other variables have been conducted. For example, destination loyalty is influenced by push dimensions of motivation and satisfaction is influenced by pull motivation factors (Yoon & Uysal, 2005) such as in the case of attitudes to and perception of the Anne Frank House in Amsterdam (Yaniv Poria et al., 2006a). Despite the fact that motivation is a crucial element in travel consumer behaviour, studies on the relationships between motivation and other behavioural constructs, for example, benefits gained and the loyalty of tourists, are surprisingly rare in the literature pertaining to heritage tourism. One of the few exceptions was research undertaken by Nowacki (2009). Using structural equation modelling, that study explored the linkage between motivation, benefits gained and loyalty of 1770 visitors in four tourist attractions of Kujawy and Wielkopolska. Results revealed that motivation was removed from the model because of the impossibility of adjusting the model to the data. It seems that the main reason was the lack of correlation between recreation and social motivations with other variables of the model. It is probable that the measurement of motivation after completion of the visit is loaded with too large an error because of benefits gained and because it is benefits, not motives that are related most strongly to behavioural intentions. As such, the limitations of this research are a stimulus to search for other models that would link motivations with benefit gained and loyalty. Furthermore, McIntosh (1999) argued that an understanding needs to be gained of

which cultural products may be substitutable with one another to derive the same ends; such analysis is fraught with difficulty in studies which aim to elicit only those expectations or benefits sought (motivation) by visitors. In particular, those benefits sought (motivation) by visitors may not always be those gained from an encounter, and equally, additional benefits may be realized that were not expected (Shoemaker, 1994). Recent research evidences the relationship between specific motivations and repeat visits (Li, Lehto & Huang, 2010; Yoon & Uysal, 2005). These arguments remain to be tested and helped to inform the research design in this study.

2.3.4. Involvement as a construct

Reid and Crompton (1993) indicate that the concept of involvement was first introduced in social psychology (Sherif & Cantril, 1947), then within the consumer behaviour discipline (Krugman, 1965, cite in Reid & Crompton, 1993) and later in leisure behaviour (Jacob & Schreyer, 1980). The understanding of the concept of involvement varies (Arora, 1982). For example, Festinger (1957) defines involvement as concern with an issue. Freedman (1964) defines involvement as concern about, interest in, or commitment to a particular position on an issue. Howard and Sheth (1969) refer to the degree of involvement as another label for a variable's importance. Researchers have argued that although there does not seem to be a single precise definition of involvement, there is an underlying theme focusing on personal relevance found in the literature (Greenwald & Leavitt, 1984; Zaichkowsky, 1986). A definition of involvement, which was proposed by Rothschild (1984), has received wide acceptance (Reid & Crompton, 1993; Slater & Armstrong, 2010), namely involvement is an unobservable state of motivation, arousal or interest. It is evoked as a particular stimulus or situation and has drive properties. Its consequences are for types of searching, information-processing, and decision making. As such, researchers have concluded that when the purchase of a product or a leisure service is considered to be important to a participant's ego, self-esteem, or needs or when there is a high level of financial, social or psychological risk, then a high involvement state is likely to exist (Rothschild, 1984; Zaichkowsky, 1985). It means that, depending on their level of involvement, consumers will differ greatly in the extensiveness of their purchase decision process or in their processing of communications (Laurent & Kapferer, 1985); and involvement research has focused upon identifying possible differences between high and low involvement purchases (Reid & Crompton, 1993).

Researchers tend not to use the word “involvement” alone, but rather imply a distinction between types of involvement; in particular, they discuss different levels of involvement from ‘high to low’ and ‘situational and enduring’ (Houston & Rothschild, 1977; Laurent & Kapferer, 1985). For example, Houston and Rothschild (1977) make a distinction between enduring involvement and situational involvement. The latter, situational involvement (SI), is concerned with specific situations, such as a purchase occasion or election, which prompts arousal or interest. The former, enduring involvement (EI), stemming from the individual, reflects a general and permanent concern; in particular, enduring with a product derives from the product’s relatedness to a consumer’s need, values or self-concept (Houston & Rothschild, 1977). Vaughn (1980) distinguishes between “rational and emotional involvement” where the purchase of a holiday, for example, involves a higher level of emotional involvement as opposed to the purchase of an iron. Another differentiation is highlighted by authors who speak of “personal involvement”. Baudrillard (1970) indicates that there is involvement only when there is “sign”. This means that when product choice is perceived as the “sign of oneself”, involvement is present which is associated with sign value (Havitz & Dimanche, 1999). On the other hand, involvements can be understood and/or equated in terms of symbolic consumption (Baudrillard, 1970).

Though involvement was first applied to recreation behaviour by Bryan’s (1977) work in relation to leisure, recreation, and tourism research, enduring involvement has received intense attention in consumer behaviour research, with the number of involvement studies increasing notably during the 1980s. The origin of enduring involvement research in consumer behaviour can be traced to the early work of Sherif and Cantril (1947), along with the social judgment theory developed by Sherif and his colleagues (Sherif & Cantril, 1947; Sherif & Hovland, 1961). These scholars consider enduring involvement as an ego involvement to emphasize the personal and emotional nature of involvement (Laurent & Kapferer, 1985) because it presents an individual’s on-going attachment with the attitude object (Havitz & Howard, 1995).

Enduring involvement in the context of consumer behaviour refers to ‘the perception that the product is related to centrally held values, those defining one’s singularity and identity, one’s ego’ (Laurent & Kapferer, 1985, p. 42). This definition has been modified in leisure and tourism studies to focus on the personal meaning or affective attachment an individual has when it comes to a particular activity (McIntyre, 1989); or of a high degree of personal relevance attributed to a specific activity (Havitz & Howard, 1995; Wiley, Shaw, & Havitz, 2000); rather than hedonic outcomes or environmental contingencies (Green & Chalip, 1998). That is, the dimension of involvement is reflected in terms of personal or emotional connection an individual has at a given specific context or activity. In this sense, involvement reflects the degree to which a person devotes him or herself to an activity or associated product (Zaichkowsky, 1986). Additionally, it is considered enduring because the level of importance an individual ascribes to an activity is dependent on his or her personal values, which are less susceptible to variation induced by situational stimuli (Kyle & Chick, 2004).

In tourism involvement has been explored from various tourism contexts, for example, tourist involvement in Taiwan’s national park (Hwang, Lee, & Chen, 2005), tourists at five South Australian tourism regions or tourists (Gross & Brown, 2008) or at a Taiwanese cultural tourism destination (Hou, Lin, & Morais, 2005) and tourist experiences in South Australia (Gross & Brown, 2008). However, involvement has not been clearly explored from a heritage context (Slater & Armstrong, 2010). As discussed above, with the diversity of application and definitions of involvement, such as enduring involvement, there remains no basic common agreement on the concept but there are common characteristics including personal relevance. Therefore, a tourist buying a visit to historic property will tend to have some level of personal/individual significance and emotional involvement and symbolic values, connection with historic property, and that they will spend amount of time and effort in the search, evaluation and choice of a historic property attraction.

Csipak et al. (1995) suggest that there are four key issues in the involvement literature: (1) types, (2) antecedents and consequences, (3) the temporal nature of

involvement, and (4) measurement, suggesting that involvement is multi-faceted and complex. Regarding antecedents and consequences, most involvement research in leisure studies has focused on the causal relationship between involvement and related variables (Hwang et al., 2005). For example, Iwasaki and Havitz (1998), drawing on literature from consumer psychology and leisure disciplines, suggest that antecedents to involvement are just twofold, and comprise individual characteristics (such as values, demographics, motivations, interests, goals, and so on) and social-situational influences, which are vaguely reminiscent of enduring and situational components of involvement (EI and SI). This thesis considered involvement as the antecedent of tourist loyalty and benefits gained at historic properties which will be discussed in Chapter Three with reference to Figure 3.17.

The purchase process of tourism product and consumers' involvement is likely to differ from that of durable goods (Gursoy & Gavcar, 2003). In particular, their decision-making process used to purchase tourism products/services takes much longer than for many other products such as television sets (Gursoy & Gavcar, 2003). As such, they also deal with a high-level of perceived risk because of high personal investment of time, effort, and money (Teare, 1990). Similarly, Mountinho (1987) argues that consumers are likely to plan and save money to purchase tourism product/services over a longer time period than many other product purchases. It means that consumers are likely to be more involved in the decision-making, selection, and purchase processes of tourism product (Gursoy & Gavcar, 2003; Mountinho, 1987). Given the importance of enduring involvement for tourism participants, it can be expected that involvement also plays a substantial role in understanding tourists' loyalty in heritage tourism although it has received little attention in this context. Therefore, this study considers enduring involvement important because, as Kapferer and Laurent (1985) [citing Bloch & Bruce, 1984] suggest, enduring involvement is similar to product enthusiasm, also known as 'serious leisure' (Stebbins, 1992). It is this that shapes consumer loyalty. Accordingly, enduring involvement presents the baseline level of product because consumer enthusiasm for the product remains consistent without the stimulus of an immediate purchase (Havitz & Howard, 1995).

Laurent and Kapferer (1985) suggest that different facets of involvement are likely to influence differently specific behaviours such as loyalty and satisfaction. Hwang et al. (2005) found that involvement influenced satisfaction levels for interpretation services in national parks in Taiwan. Involvement levels were significantly related to revisit intentions and recommendation to others (Josiam, Kinley, & Kim, 2005). Park (1996) and Iwasaki and Havitz (1998) argue that involvement and attitudinal loyalty have a relationship and can contribute to the prediction of behavioural loyalty. Other research, such as Kyle et al. (2004) found that there was a relationship between involvement and behavioural loyalty mediated by psychological commitment and resistance for change in the context of hikers.

Kim et al. (1997) suggest that loyalty is subsumed within the notion of involvement. Therefore, visitors showing high levels of involvement should be more loyal towards a destination. This was also the case in Sparks's (2007) study of wine tourism vacation planning, where food and wine involvement significantly predicted intention to take a future wine trip. On the other hand, this thesis is consistent with (Iwasaki & Havitz, 2004) work as these researchers argued that becoming a loyal client is entailed by becoming involved in a leisure activity.

Arguably, tourists' level of involvement is also likely to be affected by whether tourists can gain a benefit from their visits. For example, Gursoy and McCleary (2004) suggest that the level of involvement, to a certain degree, determines whether tourists are going to utilize an intentional or an incidental learning from their visit. Regarding this issue in heritage attraction, Prentice (1993) and McIntosh (1999) indicate that learning while at an attraction is one benefit that can be measured when visiting heritage attractions. Prentice (1993) implies that tourists wish to benefit from their visit by learning and increasing their understanding of how people in the past lived and how those buildings that have survived and are presented as sites to visit, actually functioned. Though the relationship between the degree of tourist involvement and benefits has been identified, there is a paucity of empirical evidence in the heritage tourism setting to demonstrate this relationship although Ryan and Dewar (1995) specifically addressed this issue.

McKercher and Du Cros (2002) also provide a significant caveat to these concepts from a large scale study of visitors to Hong Kong's cultural and heritage attractions by adopting two continua of deep-shallow interest and purposeful-incidental visitation patterns. They argue from their evidence that only about 10 per cent of all visitors to such attractions are tourists specifically seeking heritage sites for intellectual motives. Given this, discussions about high levels of 'enduring' and 'situational involvement' take on a new practical meaning for the management of historic properties in that those interpreting such sites may have to recognise that pre-existing knowledge about such sites by the majority of their visitors may be quite low, and motives other than specific senses of cultural identity are the more common among the visitors.

2.3.5. Satisfaction as a construct

Within the published literature customer satisfaction has different conceptual definitions. For example, satisfaction is defined as "a function of the degree of congruency between aspiration and the perceived reality of experiences" (Lee, Graefe, & Burns, 2004, p. 74) or another definition is provided by Hunt (1977, p. 49): "customer satisfaction with a product refers to the favourableness of the individual's subjective evaluation of the various outcomes and experience associated with buying or using it". One of the more cited definitions is that satisfaction is the degree to which one believes that an experience evokes positive feelings (Rust & Oliver, 1994). As such, the common understanding of customer satisfaction refers to the positive feelings or favourable evaluation after he/she consumed and experienced a product or service. Tourist satisfaction also commonly implies a feeling or pleasurable fulfilment and can be seen as a tourist's post purchase assessment of prior expectation and perceived performance of the destination (Oliver, 1993). Satisfaction researchers have argued that a purely cognitive approach is not adequate in modelling satisfaction assessment and it is important to include emotional variables (Bigné, Andreu, & Gnoth, 2005; de Rojas & Camarero, 2008; Wirtz & Bateson, 1999). The affective approach has been proposed based on the views that emotion and feelings are important elements of the experience. Within recent research in tourism, satisfaction

is understood as “an individual’s cognitive-affective state from a tourist experience (del Bosque & Martín, 2008). Specifically, Martín and del Bosque (2008) noted that the cognitive component refers to the beliefs or knowledge a person has of the characteristics or attributes of a tourist destination, while the affective dimension is represented by the individual’s feelings toward the tourist destination. As such, satisfaction is not attribute-based but is ‘experiential’ (Baker & Crompton, 2000, p. 78) and “emotions may intervene or act as a mediator between performance and satisfaction’ (Otto & Ritchie, 1996, p. 39). Baker & Crompton (2000) argued that satisfaction refers to an emotional state of mind after exposure to the opportunity. It is recognized that satisfaction may be influenced by the social-psychological state a tourist brings to a site (mood, disposition, needs) and by extraneous events (for example climate, social group interactions) that are beyond the provider’s control, as well as by the programme or site attributes that suppliers can control (Baker & Crompton, 2000). As such, satisfaction is purely experiential; thus it is a state of mind that can be derived from visitors’ interaction with the historic properties. One implication is that satisfaction retains components, not only of a generalised state of well-being, but also factors specific to a place (Ryan, Zhang, & Zeng, 2011)

The importance of emotional responses in shaping the role of destination experience in the formation of satisfaction (and hence the individual’s overall response in the consumption process) is also confirmed in much research (e.g., (Bigné et al., 2005; Oliver, 1993; C Ryan, 1995). Similarly, researchers state that satisfaction research has recognized the need to incorporate emotional and affective components (Liljander & Strandvik, 1997; Wirtz, Mattila, & Tan, 2000). More specifically (and as a single example), in the sphere of tourist experiences there is a clear need to integrate cognitive and emotional concepts to explain satisfaction intentions and behaviour (Zins, 2002)

Thus, the cognitive-affective approach has recently been explored and recognised in the satisfaction process in the literature (Bowen & Clarke, 2002; de Rojas & Camarero, 2008; van Dolen, de Ruyter, & Lemmink, 2004). Research on tourist satisfaction at museums has also indicated that satisfaction is the sensations or

feelings generated both by cognitive and emotional aspects of totality of the visit experience – which involves not only the viewing of objects and the interpretation offered, but also the social interaction that such viewing gives rise to and the use of ‘hot’ and ‘warm’ spots that encourage such discussion – which spots include gift shops and café facilities (Chen & Ryan, 2012). In this thesis the understanding of satisfaction at historic properties is also based on the post-purchase attitudes that are measured by wider behavioural aspects that include souvenir purchasing (Baker & Crompton, 2000; de Rojas & Camarero, 2008).

The next section will present “perceived quality” as a construct in the relationship with benefit gained and loyalty of tourist in the context of historic properties.

2.3.6. Perceived value as a construct

It is evident that visitors can also be requested to indicate their feeling about the value for money of the attraction visited as this represents a good indicator for attraction managers of the balance between the price paid by the visitors and their feeling about the services offered in return (Frochot, 2004). One of the most commonly cited definitions of perceived value is that it is “the consumer’s overall assessment of the utility of a product based on perceptions of what is received and what is given” (Zeithaml, 1988, p. 14) and Zeithaml (1988) identified four potential patterns in this definitions, (1) Value is low price, (2) is whatever one wants in a product, (3) is the quality that customers receive for the price paid and (4) is what customers get for what they give. Similarly, this understanding of perceived value is suggested briefly in the concept of trade-off between perceived benefits and perceived cost (Lovelock, 2000).

However, other authors have also suggested that viewing value as a trade-off between only quality and price is too simplistic and have suggested that value dimensions other than only price and quality should define the construct and its usefulness (Bolton & Drew, 1991; Sweeney & Soutar, 2001). Woodruff (1997) indicates that visitors may perceive value differently at the stage of purchasing a product or service and during and after its use. Five dimensions of perceived value: social, emotional, functional, epistemic and conditional value was developed by Sheth

et al (1991) and is considered as a broader foundation of a theoretical framework of perceived value because it has been validated through an intensive investigation in a variety of fields including economics and social and clinical psychology (Bolton & Drew, 1991; Sweeney & Soutar, 2001). On the one hand, perceived value is understood as a construct configured by two parts, one of benefits received (economic, social and relationship) and another of sacrifices made (price, time, effort, risk and convenience) by the consumer (Sánchez, Callarisa, Rodríguez, & Moliner, 2006). As such, an approach based on the conception of perceived value as a multidimensional construct, and not one only based on simple- dimension of trade-off, has been gaining ground (Sánchez et al., 2006).

This study argues that based on the literature, customer perceived value has both functional and symbolic dimensions. Functional value is therefore defined in this study as an overall assessment of value incorporating quality, the traditional value for money, and convenience characteristics. This type of value represents the customer's perception of quality in terms of services received from visiting historic properties, the price paid for the visit, and the time taken to pay the visit. Symbolic value here is understood as an overall representation of experiential value perceptions from the social, emotional, the aesthetic, and reputation aspects. This value represents the visitors' impression of others, perception of delight or pleasure, enjoyment of the visual appeal, and reputation of the visit that are all involved with the consumption experience. Consistent with discussions of perceived value, this thesis considered perceived value of tourists at historic properties not only in terms of functional value (including price for the entrance fee, time available for a visit, perception about quality of NZHPT organization and at historic properties) but also symbolic value (including the social, emotional, aesthetic, and prestige derived from a visit at historic properties).

Research on the effects of perceived value on loyalty has been identified in different findings. For example, studies suggest that perceived value may be a better predictor of repurchase intentions than either satisfaction or quality (Cronin et al., 2000; Oh, 1999). In research on tourist behaviour at a festival in Conroe, Texas, it is

concluded that it is important to establish what role perceived value has in affecting tourist's loyalty in terms of "what and how it was delivered and how they felt with money's worth" (So Yon, Petrick, & Crompton, 2007, p. 405).

Though the published literature review has confirmed that perceived value is considered an important predictor of and key determinant of visitor satisfaction and loyalty (Lee, Yoon, & Lee, 2007), research on perceived value as related to behavioural intention has not been given much attention in the tourism literature (Chen & Chen, 2010; Lee et al., 2007; J. F. Petrick, 2004), specifically in heritage tourism (Chen & Chen, 2010), and it seems that only Chen (2010)'s work has identified this relationship at a heritage site context in these terms. On the other hand there are a number of museum studies that have adopted 'willingness to pay' approaches with reference to the museum practice of not only having a permanent exhibition, but also a series of 'special' or 'touring' exhibitions that require patrons to pay an additional entrance fee (e.g. Chen & Ryan, 2012; Plaza, 2010; Tomho, 2004).

Additionally, researchers have argued that benefits will have positive effects on perceived value; specifically consumers are more likely to stay in a relationship when the "gets" (specific benefits) exceed the "gives" (monetary and non-monetary costs) (Chen & Hu, 2010; Lovelock, 2000). Chen and Hu (2010) state that the more benefits the customer received, the greater is the value customers received. However, surprisingly, there is little research on this relationship between benefit and perceived value in tourism literature, especially in heritage tourism.

Additionally, it is stated that social-demographics variables seem to be a factor in benefits gained and loyalty as the level of education and age influence the choice of destination (Goodall & Ashworth, 1988; Heung, Qu, & Chu, 2001; Kawashima, 1998). For example, Kawashima (1998) states that well-educated tourists are more likely than others to join arts and cultural activities, while well-educated and high income women are also attracted to cultural attractions (Burton & Scott, 2003). Goodall and Ashworth (1988) suggest that age, occupation and income are important factors influencing perceptions of the travel experience.

2.4. Chapter summary

This chapter has reviewed a series of concepts that are applicable to the experience of visiting places of historic value. First it was noted that the concept of tourism based on historic places or properties is not itself as simple as first appears. Historic places are part of a country's heritage, and that of its citizens, each of whom may have their own understandings of the meaning of a place. Equally a place may have a global significance to a greater or lesser degree, while visitors themselves may be local, regional, national or international. Each category of visitor thus has its own set of references through which interpretations are made.

The interpretation and the visitor experience may also be filtered through the information provided at the site, and such information involves selection on the part offering an interpretation. Consequently there are silences that also help shape the articulation of the place and its historic significance. Historical significance is also filtered through people's cultures and the context of their own times, and thus inter-generational differences of meaning may be associate with any given place.

Historical landscapes are thus human constructions filtered through culture, context and time. Additionally it has been noted that visitors come to a place with an array of motives and degrees of interest in a historic place and the heritage it represents. These interests can range from visits being motivated by a simple wish to take children to an interesting place on a rainy day to a sustained involvement expressed by membership of trusts or associations dedicated to the preservation of heritage places and museums.

The next chapter commences by describing the sites used for data collection, the reasons for their selection. It then progresses to a description of the questionnaire and the process that gave rise to its final shape.

CHAPTER THREE

DATA COLLECTION, QUESTIONNAIRE DESIGN AND RESEARCH PROPOSITION

3.1. Introduction

The previous chapter provided a review of the literature that will be used to inform the research design and which in turn will establish parameters against which results can be assessed. The purposes of this chapter are to outline and justify the research methodology selected for the study, and then to justify the questionnaire design by reference to a series of hypotheses derived from the literature. This approach has been adopted because the epistemological approach is premised on post-positivism and a collection of empirical data. Given this, the questionnaire is required to not simply reflect the literature, but also the research method chosen, as the statistical methods being used impose constraints on questionnaire design and sample size. In short, questionnaire design must be such so as to create the forms of dataset that permit the use of the statistical techniques that can support hypothesis testing. In addition there is a need to justify the location of the places from which data were collected.

Driving this process are the objectives of the study. These can now be listed as:

1. To gain an empirical understanding of the benefits that visitors gain from their visits to sites of heritage and historical importance in New Zealand, and how this influences their 'loyalty', that is, their intention to make future visits to heritage sites and make recommendations to others.
2. To identify the relationship between benefits gained and visit behaviour, and specifically to do so with reference to levels of recommendation being made to visit the sample sites – such recommendation being judged to be a proxy for 'heritage visiting loyalty'.

3. To assess to what extent differences may be discerned between clusters of visitors based on psychographic and demographic factors, and the manner in which these impact on the loyalty and benefits gained by visitors to New Zealand's historic properties.

Therefore, this chapter is divided into three sections. The first section discusses the research paradigm guiding the thesis. The second provides a description of the research context. The third section lists the hypotheses, discusses the implications of these for statistical analysis and the consequences for questionnaire design.

3.2. Research paradigms

3.2.1. Overview of research approach taken

In order to select the most appropriate methodology with which to achieve any given set of research objectives, it is crucial that researchers understand the philosophical underpinnings and research paradigms of the study (Holden & Lynch, 2004, p. 398). In this study, the focus is to enable understanding of benefits gained by tourists and their loyalty in the specific context of historic properties with the view of permitting generalisation of the results.

A paradigm is defined as an “interpretive framework or as basic sets of beliefs that guides action” (Guba, 1990, p. 17). Clearly, a paradigm relates to a disciplined inquiry. Researchers have selected paradigms as a guide in philosophical assumptions about the research and in the selection of tools, instruments, participants and methods used in the study (Denzin & Lincoln, 2000). Furthermore, the philosophical approach underpins the methodology, as it allows the researcher to ascertain the most effective approach needed to meet the objectives of the study. It provides a foundation for the research and the research paradigm “encompasses a set of ontological and epistemological premise as well as methodological assumptions which regardless of ultimate truth or falsity become partially self-validating” (Bateson, 1972, p. 314). This also implies understanding of how ontology, epistemology, human nature and methodology are defined, for “whatever sociological stance the researcher chooses to adopt, these assumptions are consequential to other, that is, their view of ontology

effects their epistemological persuasion which, in turn, affect their view of human nature, consequently, choice of methodology logically follows the assumptions the researcher has already made” (Holden & Lynch, 2004, p. 398).

Ontology is defined as “the study of being”, concerned with “what kind of work we are investigating, with the nature of existence, with the structure of reality as such” (Crotty, 2003, p. 10). It is also indicated that the ontological assumptions are those that respond to the questions; “what is there that can be known” or “what is the nature of reality” (Guba, 1990, p. 18). Epistemology is concerned with the relationship between the researcher (the would-be-knower) and the subjects, objects and researcher participants (the knowers or sources of information). A methodology refers to the process and procedures of the research and is defined as “a model, which entails theoretical principles as well as framework that provides guidelines about how research is done in the context of a particular paradigm” (Saratakos, 1998, p. 32). The methods are the specific tools of data collection and analysis a researcher will use to gather information on the world and thereby subsequently build “theory” or “knowledge” about that world (Jennings, 2001, p. 34). Naturally, the nature of research flows from one’s position on ontology and epistemology (Ponterotto, 2005).

In short, three questions are used to organise the description of each paradigm presented by Guba (1990); namely: How is the world perceived? What is the relationship between the researcher and the subjects or objects of the research? And how will the researcher gather data/ information? (Guba, 1990, p. 17). These three questions are clearly helpful to aid researchers identify a suitable research paradigm.

Newman (2003) identified three major paradigms guiding research, namely positivist, interpretive and critical. Jennings (2001) suggested that there are six theoretical paradigms that a researcher can use in undertaking tourism research: a positivist approach, an interpretive social sciences approach, a critical theory approach, a feminist perspective, a postmodern approach and a chaos theory orientation. Alternatively Creswell (2001) identified four sets of assumptions concerning knowledge claims in the social sciences, namely: post-positivism, constructivism, advocacy/participatory, and pragmatism (Creswell, 2001).

Table 3.1 Assumptions of the Four Alternative Paradigms

Alternative Paradigms	Positivism	Post-positivism	Critical theory	Constructivism
Ontology: The reality that the researcher investigates.	Realism: Truth exists and can be identified and discovered. Reality is real.	Critical realism: Truth exists but can only be comprehended partially. Reality is real. Imperfectly/ probabilistically.	Value laden realism: Truth shaped by social processes. Can be known.	Relativism: Knowledge is socially constructed, local and specific. Is constructed in people's minds.
Epistemology: The relationship between reality and the researcher.	Objectivism: Unbiased observer. Findings are true.	Objectivism is ideal but can be approximated. Findings are probably true.	Subjectivism: Values influence inquiry. Findings are mediated by values.	Subjectivism: Knowledge created and co-produced by researcher and subject. Findings are created.
Methodology: The technique used by the researcher to investigate that reality.	Hypothesis testing, falsification controlled conditions. Primarily quantitative methods.	Modified quantification, field studies, and some qualitative methods. Triangulation of quantitative and qualitative methods.	Interactive process that seeks to challenge commonly held notions. Any with a critical stance Dialogical/ Dialectical	Process of reconstructing multiple realities through informed consensus. Primarily qualitative methods.

Source: Adopted from Guba (1990); Denzin & Lincoln (1994, 1998); Riley & Love (2000); Ryan, (2000); Al-masroori (2006).

However, most on-going social research is derived and based on two major approaches: positivism and interpretivism; and “within positivism the key idea is that the social world exists through objective methods, rather than being inferred subjectively through sensation, reflection or intuition” (Milliken, 2001, p. 74). The objectivist/positivist is the oldest and most widely used approach. Denscombe (2003) describes positivism/objectivism as “an approach to social science research that seeks to apply the natural science model of research to investigations of social phenomena and explanations of the social world” (p.20). In contrast to positivism, interpretive/subjectivism/phenomenological researchers see the goal of social research as developing an understanding of social life and discovering how people construct meaning in natural settings (Newman, 2003). They argue that ordinary people use ‘common sense’ to guide them in daily living. Therefore, one must first grasp ‘common sense’ (Newman, 2003). Consumer behaviours are also generally characterised by these two broad perspectives of objectivists/positivism and subjectivists/phenomenology (Schiffman et al., 2001). In practice these two

philosophical perspectives have come to incorporate a number of labels as described in Table 3.1.

This discussion simplifies the debate by suggesting that positivist and post-positivist approaches, which are primarily quantitatively based, are the opposite of a phenomenological/interpretivist approach that predominately examines situations from a qualitative perspective (Crossan, 2003). In fact, neither 'common sense' nor scientific law have all the answers (Newman, 2003). Notwithstanding this, Phillimore & Goodson (2004) argued that each paradigm provides flexible guidelines that connect theories that help determine the structure and shape of any inquiry. In general, the choice of paradigm/approach may be dependent on the context of the study and the nature of the questions/hypothesis being asked. The researcher's experience and personal beliefs may also have an impact on the methods adopted (Crossan, 2003; Denzin & Lincoln, 2000).

Based on the nature of the thesis objectives, that is, to investigate determinants of benefits gained and loyalty of visitors at historic and heritage properties, the research adopted a post-positivist, empirical paradigm as a guide for the current study. The justification for this is discussed below.

3.2.2. Justification of the selection of the post-positivism paradigm

"Tourism is strategically placed at the interface of so many disciplines that inherently tourism is an interdisciplinary field" (Oppermann, 2000b, p. 145). This means that tourism research is a study that involves and requires a multidisciplinary approach including disciplines such as economics, psychology, sociology, science and anthropology.

Jennings (2001) contends that tourism research has historically been centred on positivist paradigms and this may continue to be the mainstream. While others may contest the historical importance of the positivist approach, noting for example the early contributions of sociologists and anthropologists such as MacCannell, Cohen, Dann, Graburn and many others, it is certainly true that the advent of affordable, powerful computing has seen statistical methodologies dominate the field for much of the period since 1995 until quite recently when qualitative paradigms are again being

embraced (Ryan, *pers comm*). The positivist discourse has its roots in the work of Rene Descartes and his Cartesian paradigm as well as the work of Isaac Newton and embraces a view of the world as being guided by scientific rules that explain the behaviour of phenomena through causal relationships (Jennings, 2001). Positivism has evolved to encompass different approaches including logical empiricism, post-positivism, and behaviourism (Newman, 2003).

From an ontological viewpoint, positivism is founded in the physical sciences where the natural world is perceived as being organised by universal laws and truths and the social world is similarly perceived as being organised by universal laws and truths (Jennings, 2001). In such a world, human behaviour is therefore predictable, because it is governed by external forces, and subsequently human behaviour can be shaped and controlled once causal relationship has been determined (Jennings, 2001). Positivism is based on the assumption that the researcher is independent of, and neither influenced by, nor influences, the study setting/ subject (Remenyi, William, Money, & Swartz, 1998 et al). Particularly, the positivist tradition mainly holds the view that: “what can be upheld as reliable knowledge of any field of phenomena is that which can be experienced using the senses” (Harrè, 1981). Therefore, positivism is affected by an ontological belief that “there exists a reality out there, driven by immutable natural laws and that the role of science is to discover the true nature of how it truly works” (Guba, 1990). In other words, the researcher is a completely objective, impartial observer of a tangible social reality, and cannot influence that reality.

Relying on the hypothetical–deductive method, positivism focuses on efforts to verify *a priori* hypotheses that are most often stated in quantitative propositions that can be converted into mathematical formulas expressing functional relationships (Guba & Lincoln, 1994), for example, by adopting structured surveys in which the items regarding travel behaviours include the travel motivations, activities, destination choices and so on (Phillimore & Goodson, 2004). With reference to the post-positivist position, it adopts the positivist stance within the context of human behaviour, accepting that while human behaviour is complex, and thus ‘truths’ may be at best only imperfectly understood, consensual social patterns can be discerned in such a

way that it becomes possible to make generalisations about human behaviours when people are considered as larger social groups.

Therefore post-positivist research is generally based on quantitative data and derives from an objective perspective and endeavours to explain and predict occurrences in society by identifying regularities and causal relationships between events (Newman, 2003). Jennings (Jennings, 2001) stated that: “The collected data would be analyzed using a computer. Samples would be selected to be representative of the population being studied as well as randomly selected. Results would be recorded in numerical representations and statistical tests would be used to determine the veracity of the hypothesis and its applicability to the wider population or tourism phenomenon under study” (Jennings, 2001, p. 36). Regarding this positivist approach, Gale (2005, p. 345) stated that “most” tourist satisfaction and loyalty studies follow this paradigm. For example, Moutinho’s (1987) Vacation Tourist Behaviour model takes a positivistic approach and takes into account stages of post-purchase evaluation and determination of tourist satisfaction as well as the probability of repeat-buying behaviour (Decrop, 1999). Similarly, Kozak (2001) states that the tourist satisfaction and loyalty literature has mainly used the quantitative research method to collect and analyse primary sources of data. This method is suggested because it is difficult to quantify qualitative data and personal bias would affect the analysis of the findings (Pizam, Neumann, & Reichel, 1978).

In particular, the quantitative approach can be subject to a series of statistical tests that permit generalization of degrees of probability and define “rules” that may apply to other situations (Riley & Love, 2000). This means that quantitative research methods are used to test theories and hypotheses, and involve the initial identification of dependent and independent variables fixed throughout the study and tested to establish cause and effect. Such testing, underpinned by valid and reliable statistical analysis, is used to develop generalizations that may enhance theory in order to better predict, explain and understand some phenomenon (Creswell, 1995). Similarly, Zikmund & Babin (2010) indicate that although quantitative methods are unable to provide in-depth explanations available through qualitative methods, quantitative methods can be used to test hypotheses and determine reliability and validity; and a

quantitative approach enables a researcher to establish statistical evidence as to the strengths of the relationships between variables.

However, the post-positivist approach does not preclude the use of data collection techniques other than the statistical. The premise upon which it is based is that objectivity, however imperfect, remains an ideal. Additionally the boundaries between it and constructionism are fuzzy if the 'objective' is a social construct upon which there is a consensus, or which represents a majority belief. There is therefore nothing inherent to the post-positivist paradigm that inhibits the use of non-statistical data, and such data may be textual or pictorial. However, the issue lies in the modes of analysis, as the post-positivist would tend to avoid an intuitive interpretation but rather seek one based upon credibility. This requires an external testing of the data by reference to the consensual 'truths'. Accordingly post-positivists have tended to the use of mixed methods research wherein both statistical and non-statistical data are captured. Additionally each type of data are examined to ascertain degrees of congruency between the data sets. Finally the post-positivist would seek to avoid reporting simply of the isolated interesting comment, but seek the representative view, and in doing so will often avail him or herself with textual analysis software.

In general, consistent with these discussions and based on the nature of this research, which is seeking a predictive truth that can be generalised from a hypothesis-testing sample to a larger population within a historic properties context, this thesis used post-positivism as an overall paradigm to guide the research design. The basic justification of the approach is briefly based on based on a few key assumptions: (1) the world is external and objective where the observer is independent; (2) researchers should base assumptions on fact and seek causality from variables to generalise fundamental laws; and (3) positivist research should be specific and hypothetically tested using quantitative methods on large samples in order to increase objectivity (Jennings, 2001). It therefore permits prediction which is relevant to this thesis's objectives.

Briefly, this thesis takes the post-positivist position as a relevant guide to investigate and understand determinants of benefits gained and loyalty of visitors in the context of tourism based on historic properties.

Nonetheless, it is recognised that a danger exists within the purely empiricist position, and that danger is within the debate of the emic and etic. By practice, if not definition, the post-positivist position tends to the etic, and the research agenda is thus determined not by the subject of the research, but by the researcher who adopts a position based upon observation and an understanding of the literature. Hence the importance of the literature reviews in informing research design. The emic represents the insider's position, what is it that the researched actually thinks. Thus, while the researcher may ask a respondent to indicate the importance of an item, and while the respondent may indicate that the item does possess some importance, a question remains as to what extent does the respondent generally think of the item, would they give the same answer on another occasion, and what is the level of information possessed by the informant in supplying that answer. Cresswell (2009) and other authors have espoused a mixed methods approach wherein qualitative methods are combined with the quantitative in varying forms of triangulation as a pragmatic approach to research. Cresswell (2009) suggests that it is a pragmatic form of research that is problem led, but one which also permits the researcher to check and recheck the validity of findings by re-iterative processes. Ryan and Gu (2008), in the context of the heritage of the Buddhist Festival at Wutaishan, China, write thus of the importance of observation in their own research: "It is a form of validation of narratives able to persuade, and it is the telling of the story that offers its own validation as much as the content. In a post-modernistic critique, the lens of the observer is as much empowered as a research tool as is the detached objectivity of a scientific experimenter – indeed in the social constructions of space, events and meaning, the dialogue between the gazer and that which is gazed upon is a dynamic of uncertain outcomes" (p. 169). They additionally argue that effectively mixed methods leads credence to empiricism and effectively places interpretivist approaches into a subordinate position. In this study the mixed methods are indeed subjected to a post-positivist paradigm in that a conventional sequential pattern of an initial qualitative study of observation aided the questionnaire design while the open-ended textual data were tested against quantitative data to derive potential generalised social truths in the context of New Zealand's tourism heritage product.

Nonetheless, in this situation, where the researcher is not from New Zealand, and where English is not her native language, it was felt that a purely qualitative research project would not be appropriate. Additionally it was felt that a mixed methods approach had value, and to that extent, as described below, to avert the criticism of the research being dominated by a researcher led agenda, a series of open-ended questions were used on the first page of the questionnaire.

3.3. Research design and methodology

Research design is defined as “the logical sequence that connects the empirical data to the study’s initial research questions and ultimately its conclusions” (Yins, 2001). The research design acts as a blueprint that directs the researchers on what methodology is needed to achieve the objectives of the research, and specifically a clear research design outlines in detail each phase of the research process and ensures that the data gathered is relevant (Creswell, 1995). On the other hand, research design and research methodology differ in that the methodology has to do with principles and designs are concerned with more concrete operational aspects of a study (Sim & Wright, 2000) and ‘methodologies cannot be true or false, only more or less useful’ (Silverman, 2001, p.2). Thus, the selection of research design involves decisions having determined the nature of the research problem, its objectives, modes of analysis and relates to the sequencing of the research stages that permit the desired outcome to be achieved. Simply stated, the research design serves as a blueprint that outlines the overall research program and guides the investigator in collecting, analysing and interpreting observations; while the research method(s) chosen must be based on the nature of the research problem and data, its collection and the level of knowledge and conceptualisation that may be gained, and subsequently determines the research design.

There are three categories of research: exploratory, descriptive and casual (Malhotra, 2002), but any given research project may include all three forms. The research within this thesis was descriptive in nature as this study identified variables thought to possess importance for visitors, and exploratory in that it suggested relationships between motivation, perceived value, satisfaction, benefits gained and

loyalty. Hence one aim is to describe and quantify these relationships, and as described below, to test hypotheses that include a quantification of tourists' evaluations of historic sites and subsequent behavioural outcomes. The research was also causal with the aim to examine the cause and effect relationships that exist between variables thought to be independent and others thought to be the effect or outcome (dependent variables) of the phenomena. In general, both descriptive and causal research are generally quantitative, more formal, very structured, produce hard data and use larger samples than exploratory research which may be either qualitative or quantitative (Malhotra, 2002).

Indicative of both causal and descriptive research is the predominant use of surveys as a data collection tool (Bryman 2004), and, given the descriptive and causal nature of the research objectives, a visitor survey was used with a large number of responses as being necessary to test this study's hypothesised relationships (Hair, Black, Babin, Anderson, & Tatham, 2005). Specifically, there are many modes in which to administer surveys such as telephone, face-to-face, mail, and electronically (Domegan & Fleming, 2007). Considering the objective of this research was to test hypotheses, a large sample size was required, and so a self-administered questionnaire was deemed suitable as it has some advantages suitable for this research. Self-administered questionnaire surveys are those in which respondents assume the responsibility for reading and responding to the questions (Zikmund, 2003). They are a quick, relatively inexpensive, and accurate method to investigate a research phenomenon (Zikmund, 2003, p.168) and are used when it is necessary to collect a large number of responses (Creswell, 2001). Sekaran (2003) explained that questionnaires were an efficient data collection mechanism when researchers were aware of what information was required and sought to measure variables of interest. Additionally, an effective survey design can provide information about respondents' beliefs, attitudes and motives (Burns, 2000).

Huang (2010) argued that within the positivist tradition, data are collected by mailing questionnaires or through other survey methods, and then various statistical techniques, such as factor analysis, ANOVA, and regression, are adopted to generate results (Huang, 2010). However (and as noted above), it is argued that the use of a

predetermined set of items is problematic because there is no way to guarantee that the dimensions selected by the researchers are the factors actually considered by respondents (Jewell & Crofts, 2002). Hair et al (2005) recommend that, when possible, researchers should use scales that have been used as reliable indicators to overcome doubts as to the validity of the items on questionnaires. Therefore, in order to reduce some limitations of purely quantitative methods, this research adopted a two- stage approach within the questionnaire design.

The final decision in the research design concerned the collection of the data. Two broad types of design were considered pertinent here: a cross-sectional design and longitudinal. In the cross-sectional study a questionnaire based survey is conducted to take a snapshot of the population at a point in time with existing visitors who visit historic properties. These kind of data learn about the relationship among variables by studying differences across people during a single time period (Stock & Watson, 2007). This thesis utilised cross-sectional data due to the constraints of time and resource.

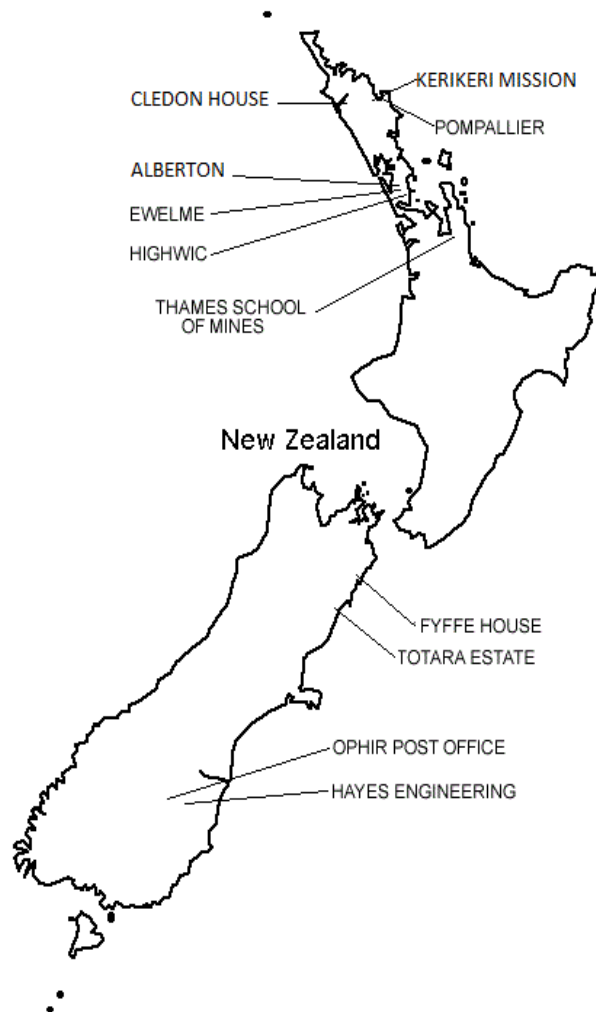
Briefly, this current thesis is guided by quantitative method, utilising cross-sectional data, and adopting a self-administered questionnaire survey to collect data for this thesis.

3.4. Data collection sites

There were two rounds of data collection. The first, a preliminary round that obtained qualitative data and the second, a more focused round of data collection that formed the major component of the study. The purpose of the preliminary round is described below, and was designed to enable the researcher who comes from Vietnam to become more familiar with New Zealand and the nature of its historic and heritage sites, while second to also elicit in a comparatively open-ended and conversational manner the views of visitors as they were leaving sites after completing their visits. This again enabled the researcher to become familiar with processes of research in New Zealand, and to help establish items and concepts that could be incorporated into the formal questionnaire that was finally used for the study.

For the preliminary study there was some homogeneity among these properties as to managerial aspects so as to avoid any bias that might arise on those grounds. All the properties selected had similar features such as being open to the public, having exhibition rooms, displays, guides, gift shops, entrance fee, gardens or car parks. All were managed by the New Zealand Historic Places Trust (NZHPT), and thus all had a similar marketing strategy. As such, some types of similarities needed to be present across the properties selected in this thesis. Some of the properties in North Island are considered to be “must see” among visitors due to their historic significance as a heritage tourism product offering, and their location being known for their beauty and climate.

Figure 3.1: Location of properties visited for the preliminary survey



Third, in terms of the locations, these properties were selected at different sites as it was considered that the location can influence the types of visitor markets attracted. It was important to allow for these aspects to be represented in the properties' selection. Three properties were located in the centre of the biggest city, Auckland. Three other properties were located in a rural area in Bay of Islands. One was conveniently located for the researcher at Thames, in the Waikato. The other four properties were located in the South Islands. The locations of these properties are illustrated in the map shown in Figure 3.1.

This stage was certainly found instructive in helping the researcher to better understand the nature of heritage and historic properties in New Zealand, and in helping to formulate the list of items used in the questionnaire that is described later in Table 3.3. But it was also concluded that the more formal stages of data collection would need to be at sites that:

- a) Contained places at which people would stay long enough to complete a questionnaire. Simply put, experience showed that once people had finished visiting a site, their main concern was to move to their next destination;
- b) Had high flows of visitation to better gain the size of sample required; and
- c) Was within easy access of the researcher's home town and her family.

It was these reasons that dictated the choice of the three sites selected for the major part of the data collection.

Data for the main survey were therefore collected from three sites, namely the Rangiriri Battlefield site, Te Puia and the Rotorua Bath House Museum. Specifically, these sites represent New Zealand's heritage and history in the period of the Maori Land Wars and the Colonial period at the latter part of the nineteenth century. The description and locations of these three sites is briefly described below.

The first site to be described is that of Rangiriri Battlefield. There were numerous wars and skirmishes on New Zealand soil between Maori groups prior to European settlement, and later colonial wars between Maori and European forces in the nineteenth century. Each battle affected the history and development of New Zealand to varying degrees and, in some aspects, left tangible evidence on the landscape such as Maori pa, European fortifications and cemeteries. Historic battlefields evoke strong emotions of patriotism, sacrifice, valour, brutality and humanity (Ryan, 2007). Unfortunately, the evidence of past battlefields was disappearing as urban development and modern farming practices modify the landscapes that dictated troop manoeuvres and positions, and ultimately, the outcomes of battles, campaigns, and wars. One of the major turning points in New Zealand history took place at Rangiriri Battlefield over three days in November 1863. Little remains to be seen there of the battle-ground of the 20th November, 1863 – a site of swamps and lagoons and a forest of weeping-willows bordering the Waikato River – and one site but a little distance north of the current small café that serves as an interpretation centre and where one may see remains of the pa where the engagement was fought. Interpretation at the site is minimal and the Pa itself has but three main notice-boards.

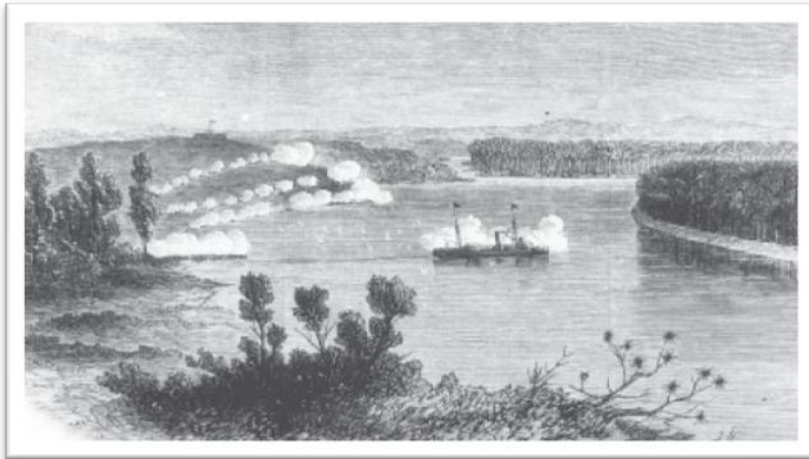
Rangiriri Battlefield is considered to be the site of one of the more important battles of the New Zealand Wars. The British victory here in November 1863 opened the way for an advance into the Waikato heartland of the King Movement, an alliance of Maori tribes who were fighting to hold onto their land. There is a cemetery in Rangiriri township containing the graves of British soldiers and memorials. Across the road from the cemetery is the Rangiriri Battle Site Heritage Centre and teashop which has a model of the Pa and an audiovisual presentation of the battle. The Battlefield Heritage Centre contains displays, artefacts and information about the site including the battle. This centre was the location used for the collection of data from visitors.

Some photos of this site are illustrated in Figures 3.2 to 3.7

Figures 3.2 Nineteenth Century Drawings of the Engagement



Figure 3.3 Contemporary Drawing of River Action at the Battle



Figures 3.4 and 3.5

Air View of Pa Remains and Drawing of the Original Pa of 1863.



Source: From NZHPT's website

Figures 3.6 and 3.7 Pictures of the Rangiriri Cemetery



HMS Curacoa memorial, Rangiriri, New Zealand/ British Navy Memorial, Rangiriri - Photo by Brian Cross.

Figure 3.8 Author at the Pa Site



The second heritage site, the Rotorua Bath House Museum, was originally erected in 1885 and is a rare example of a Spanish Mission-style bath house. The visual appearance of the building alluded to exotic pleasures as well as democratic modernity through the use of a Spanish Mission style and elements of modern architecture. Its break with tradition was underlined through its contrast with the nearby timber-framed Bath House, and by incorporating radical new elements such as arc lamps and underwater lighting. Its design is significant for reflecting a move in

public buildings from British architectural models to those incorporating American and international influences, itself part of a broader cultural shift. It also incorporates Maori influences, such as in a carved face above its main door, which was one of the first times the Crown made reference to Maori in the design of a public building. The building is unique as a Spanish Mission-style geothermal baths in New Zealand, and highly unusual in an international context. Indeed, the Blue Baths building is nationally and internationally significant for its associations with the history of tourism, and for its rarity as a building type. The structure has considerable value for its associations with government involvement in leisure and health, and demonstrates important changes in the development of the spa concept. The building is extremely valuable for its well-preserved nature, embodying changing social attitudes to class, gender relations and family life, as well as 'active leisure' and sport. Specifically, with family activity encouraged, the baths saw a number of social and sporting events, including Christmas carnivals and swimming championships. Furthermore, the building enjoys considerable public esteem as a prominent and aesthetic landmark, located in a public park. It is important as part of a late nineteenth- and early twentieth-century landscape and registered historic area - the Government Gardens - which includes associated structures, buried archaeological remains, historic plantings and geothermal features. It is of particular value for its proximity to the Bath House - constructed early in the twentieth century - demonstrating changing attitudes to tourism and health, and their relationship to architecture over a comparatively short space of time. Some photos of the Museum are illustrated below in Figures 3.9 and 3.10.

Figure 3.9 The Frontage of the Rotorua Museum from a 19th Century Print



Figure 3.10 The tea room at the Museum – author collecting data



The last heritage site is Te Puia, the premier Māori cultural centre in New Zealand, initially called The New Zealand Maori Arts and Crafts Institute. Created by an Act of Parliament as a pan-tribal centre to maintain Maori carving and weaving traditions, the carving school opened in 1967. It was built in the reserve of Te Whakarewarewa Geothermal Valley where tourism had been thriving for more than a century. To this day, it is visitor revenue that allows the continued training of young Maori in carving, weaving and the performance arts. Figures 3.11 to 3.14 show facets of the site.

This site inherits the cultural performers in daily concerts during Maori cultural tours in Rotorua, New Zealand. Akin to the pictures of a book, arts and crafts are the pages of the Maori culture. The traditional Maori arts and crafts were the chronicles of the culture, carving and weaving centuries of history, recording families, language and every facet of every tribe as is evidenced in Maori meeting houses. It is how stories were told and passed down through generations; how traditions and genealogy were preserved. And it is here where the descendants of past generations still live today, walking and guiding tourists through a land found when Maori waka (canoes) arrived. Specifically, as direct descendants, the site's guides offer an insight into lives, activities and their land that few other tours in New Zealand can match. Many guides are the sons and daughters, grandchildren and great grandchildren of the guides of old. They tell stories that have been told for generations and share their own.

The special connection guides have with the land and its history ensures tours at Te Puia are unlike any other in New Zealand.

By coming to Te Puia, visitors also contribute to the survival of Kiwi, New Zealand's national icon. In 1986 Te Puia began receiving injured kiwi, often found in traps or on roadsides. It became a haven and achieved the highest rate of recovery and survival for the injured birds. This is the only place on the site where photography is not permitted because they are extremely sensitive.

Figure 3.11 Carver at Te Puia



Figure 3.12 Geysers at Te Puia



Figure 3.13 Performance at Te Puia



Figure 3.14

Performer interaction with the audience including the researcher



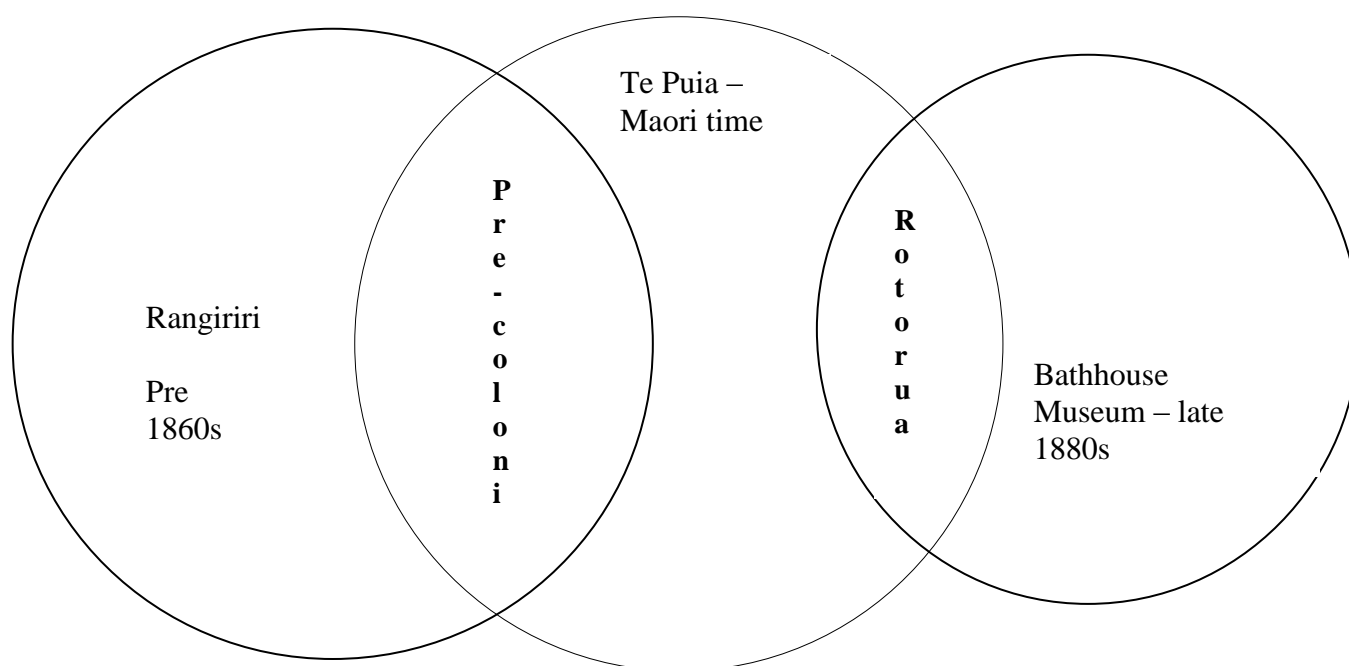
Figure 3.15 Location of Main Data Collection Points



The locations of these heritage sites are illustrated in Figure 3.15. Taken together the three sites describe key aspects of New Zealand's history and heritage. Rangiriri represents a key historical site where the colonial government and Maori came into conflict. The Bath House Museum represents the history of the latter part of the 19th century and early twentieth century. Te Puia represents not only Maori culture, but a site of significance as a tourist heritage site where Maori and Pakeha met in happier circumstances than those of Rangiriri.

The linkages between the three sites can be partly shown through the use of Venn Diagrams, and this is done in Figure 3.16 below.

Figure 3.16. Relationship between the sites of data collection



The left hand circle indicates that Rangiriri has a history relating to the early period and the Maori Land Wars, while the right-hand side shows the Bathhouse Museum that dates from the 1880s. The link between Rangiriri and Te Puia lies in the Maori culture, while the link between the Bathhouse Museum and Te Puia lies in the volcanic nature and site of Rotorua. Te Puia with the comment of ‘Maori time’ draws links across time as in Maori cosmology there is a seamlessness of time where identity is rooted in the land, and generations are part of a continuing relationship that bind all members of the tribal society to the land.

3.5. Survey and Questionnaire design.

3.5.1. Preliminary Work

In the present study, a preliminary semi-structured survey was conducted with visitors as they left historic properties in the ownership of the New Zealand Historic Places Trust. As previously noted this survey sought primarily to explore in the tourists’ own words their own visits to help develop the constructs selected in this thesis. Specifically, this survey was like a brief conversation to ask visitors their

motivations, perceived value, satisfaction, involvement, benefit gained and loyalty towards these historic properties; the purpose was to form the basis of identifying those variables that would then be incorporated into a structured questionnaire to be tested on a larger sample. This section therefore, discusses the selection of items, the design of a preliminary semi-structured survey and data analysis method.

A semi-structured individual face-to-face survey is generally regarded as an adequate tool to capture how a person thinks of a particular domain (Fontana & Frey, 2000, p. 648). It is used either as part of the more quantitatively oriented structured interview model, or of the qualitatively in-depth interviewing model (Jennings, 2001; Minichiello, Aroni, & Hays, 2008). This approach was used because researchers on either side of the two ‘poles’ of this continuum use this strategy when it helps to identify and answer research questions. While a fully unstructured interview allows flexibility in terms of exploring, through probes, themes presented by respondents to enable the capture and recording of the personally valued experiences sought and gained by respondents as expressed by the visitors in their own words; usually, a shortened qualitative study in the form of semi-structured survey is often undertaken before designing and using a large-scale questionnaire survey. As such, this approach was adopted as the first phase of the research process to collect tourists’ responses in their own words to incorporate this information as items when designing the structured questionnaire (Prentice et al., 1998).

The author selected this type of brief initial survey that involved offering topics and questions designed to elicit the interviewees’ ideas and opinions on the topic of interest, as opposed to leading the interviewee toward preconceived choices (Fontana & Frey, 2000) in a conversational manner for two reasons (a) to check on the literature and to elicit items for the subsequent construction of a questionnaire, and (b) to gain confidence in conducting questioning in English. Flick (2009) suggested that the semi-structured survey “might be interesting for designing other forms of interviews” , but it was not used for detailed information collection because (a) the author’s ability to probe in a detailed manner was not yet established due to a need to develop conversational English, and (b) it had been decided to adopt a primarily quantitative approach.

Certainly it is true that semi-structured surveys are recommended in tourism research because they can give researchers “the chance to react to individual circumstances to collect extremely rich information” (Kumar, 1996, p. 109), and it is possible to re-order the sequence of questions to gain data from different people, or to leave out questions that seem inappropriate for a particular interviewee, or to include additional questions as well as to encourage free expression of interviewees’ thought (Robson, 2002). The author had an outline of topics or issues to be covered, but was free to vary the wording or order of the questions to some extent in this preliminary stage of the research.

Within the field of heritage tourism previous research has adopted semi-structured interviews with open-ended questions and conversational styles at different heritage settings (Beeho & Prentice, 1995, 1997; McIntosh, 1999; McIntosh & Prentice, 1999; McIntosh & Siggs, 2005; Willson & McIntosh, 2007). For instance, Prentice (1998) assessed tourists’ experiences at a mining heritage attraction in the Rhondda Valley, Wales; and Prentice and Beeho (1997) conducted a semi-structured survey with domestic tourists as they left the New Lanark World Heritage Village to explore tourists’ motivations, satisfaction, experiences and the benefits they gained from their visit. Similarly, Otto and Ritchie (1996) captured key dimensions, creating a set of scales through preliminary interviews, to test service experience. Similarly, some researchers have argued that this method is appropriate because it reveals the attitudes and emotions of respondents that are essential to identifying and describing the customer experience in relation to loyalty (Bowen, 2001; Domegan & Fleming, 1999; Ryan, 1995). In short, this current research adopted a preliminary semi-structured survey in terms of brief conversations with visitors who finished their visit at historic properties; and this helped to shape and aid the content of structured questions contained in the final questionnaire.

As the main objective of this preliminary study was to measure factors affecting tourists and the benefits gained and loyalty formed, this was, therefore, best achieved by interviewing visitors upon leaving the properties shown in Figure 3.1. Visitors were approached as they left the property, which guaranteed that they had fully experienced their visit there, and a convenience sample acquired.

Each survey lasted between 10-15 minutes. Surveys were conducted on different days of the week and at different times of the day and week to reduce bias and to ensure a wide range of people as possible could be included in the sample (Altinay & Paraskevas, 2008).

All surveys were conducted by the researcher in order for consistency of style and exploration of themes. In addition, Bowling (2002) suggests that it is not always possible to conduct a survey in the perfect settings but, if at all possible, aim to find a place that is neutral, informal and easily accessible – for example, sit around the dinner table or coffee tables. This is because, when they are comfortable, interviewees are more willing to share comprehensible information related to the questions raised by researchers.

From the primary observation before conducting formal semi-structured survey, it was felt that tourists were willing to take a rest, walk and talk in gardens of properties or at gift shops or café nearby as they finished their visit. The initial surveys were therefore held at various outdoor locations of these historic properties such as gardens of properties, car parks, or nearby cafés nearby or places of accommodation as many of the smaller NZHTP properties did not possess a café or restaurant. On the other hand, it was felt that these locations would allow for a wide range of different respondents to be sampled, and provide a suitable place of comfort for respondents.

The nature of sampling for the main phase of data collection was that tables were identified as places where potential respondents could be sitting, and at peak times people sitting at such tables were approached. At quieter times if that table was not occupied, some-one sitting at an adjacent table was approached. Potential respondents were asked two filter questions which were had they seen the venue, completed their visit or were close to completing their visit to the site, and whether they were prepared to spend about 10 minutes on completing the questionnaire. A form indicating the nature of the research was also provided to them. A second check was that after approximately 500 responses had been collected the socio-demographics of the sample were checked and compared with observations and data held by the sites to assess whether respondents' profile appeared to match that of

tourists visiting the sites. This appeared to be the case other than at Te Puia where the sample under represented Chinese visitors. These tended to arrive as part of a tour group and such groups did not use the café facilities. Given this apart from a slight correction to obtain a slightly older group of visitors at the BathHouse Museum, the sample appeared to be a representation of independent tourists attending the three sites. At the same time this mode of data collection collects responses from respondents while the visit experience is fresh in their mind and avoids the costs associated with postal surveys and their potentially low response rates. The issue of sample sizes is discussed in more detail from page 92 on. At this point it can be briefly stated that the total number of respondents at each site is provided on page 104 in Table 4.2. Using the conventional statistics for adequacy of the sample it can be found that the Kaiser-Meyer-Olkin statistics indicates that the sample is adequate for analysis, and this was further supported by the reliability alpha coefficients that are provided in the future chapters. Using formula for assessing sample size where the population is unknown provides a figure of about 400 respondents needed – the sample is twice that size. However, statistical regimes impose their own requirements as to the power of the data and the use of the Westland (2010) algorithm did indicate that a higher sample would be appropriate. These issues are discussed in the results section of the thesis.

The survey questions were designed based on the research's objectives. As such, under this method, a list of questions had been pre-determined and based on key variables identified above to which the respondent was invited to offer responses and opinions. Prior to the main phase of data collection a pilot study was undertaken at Te Puia and the Museum and questions posed during the interview with tourists included those which related to six key themes of motivations, involvement, perceived value, satisfaction, benefits gained, and loyalty of visitors who were visiting NZHPT's historic properties. For example, what is the main reason for your visit here today? Or what are your main beneficial experiences in visiting this property today? Some basic demographic and travel information were also gathered.

The researcher controlled the pace of the survey, following interview questions in a standardized manner, albeit with an occasional use of supplementary questions to clarify points made by respondents. Basically, the interviewer must instil confidence in the respondent so that the opinions expressed were perceived as simply

being recorded rather than judged (Reynolds & Gutman, 1988). The researcher both recorded and took notes the interview for accuracy of data collection and later transcribed as author took advantages of each interview material recording. For example, note-taking in front of a respondent is also thought to reinforce a feeling on the point of the respondent that the answers they provide are important and also provides an “insurance” that not all data is lost should any recording prove to be faulty or indistinct (Ryan & Higgins, 2006). Furthermore, Silverman (Silverman, 2001) also noted that transcripts of audio-recording provide superior accounts of the natural interaction within an interview. Similarly, it is suggested that the golden rule for any researcher must be to record the answer and not depend upon memory although writing responses down as soon as possible while the memory is fresh is deemed to be good practice in case of technical difficulties in recordings or of background noise making it difficult to hear responses (Ryan, 1995).

As previous studies indicated, a sample size of 15 to 25 within a population will frequently generate sufficient constructs to approximate the “universe of meaning” regarding a given domain of discourse (Ginsberg, 1989; as cited by Tan & Hunter, 2002, p. 50). For example, McIntosh’s (2004) study that examined and explored international tourists’ perceptions, their experiences and appreciation of Maori culture at the end of their visit to New Zealand did so with a sample size of 24 respondents in semi-structured survey. McIntosh (2004) argued that though the sample sizes are small, they are consistent with other studies employing a two-stage approach to research design incorporating initial interviews (Beeho & Prentice, 1997; McIntosh & Prentice, 1999). As such, approximately 20 to 25 willing participants were selected on a convenience basis for this initial preliminary study, and saturation was observed.

Content analysis was carried out as it was perceived to be appropriate in terms of eliciting information pertinent to the research aims. Content analysis “involves determining the importance of certain features or characteristics in a text, and then carrying out a search for them in the text” (Hay, 2000, p.125). As such, key words or phrases emerging from the data were used to identify the key dimensions of experience described by the respondents; which allows consistency with inductive analysis. Manual content analysis was employed which involved disaggregating the

mass of text into meaningful themes. All the interviews were later transcribed, analysed and compared as well as discussed by both author and the then first supervisor separately to minimise subjectivity in an analytical process and to attempt a form of analytical triangulation (Patton, 1990). As such, it ensured the validity and further familiarised the researcher with the recorded information (Willson & McIntosh, 2007). The transcripts were analysed through content analysis to ensure that themes/ variables were developed from the words of the tourists themselves. Ideally, more than one researcher should carry out content analysis, so that no themes are missed (Patton, 1990). However, data were analysed multiple times by the researcher, and it was felt that because the data had been collected and transcribed solely by the researcher, she was close to the data, and thus familiar with all themes. Indeed, Carney (1972) argues that the more familiar a researcher is with their data, the deeper they will be able to see the implications of their findings. From the manual content analysis, a number of themes pertinent to the various aims were uncovered as discussed below in the next section.

3.5. 2. Final questionnaire design

For the major period of data collection at Te Puia, Rotorua Museum and Rangiriri it was thought that a well- designed survey was paramount as it is intimately related to the achievement of research goals. Survey design attempts to answer such questions as: Which variables should be measured? What kind of sample will be drawn? Who will be questioned, and how often? and so on (1996; Thompson, 2000). The nature of a questionnaire can be drawn from these research objectives.

This part of the thesis now details the various steps followed in designing the survey instrument and elaborates on the sample design. There are no scientific principles that guarantee an optimal or ideal questionnaire but various authors (Churchill, 1979; Jennings, 2001; Newman, 2003) have presented broad guidelines to researchers in designing questionnaires. The essential outcome of this process should be a survey instrument that maximises reliability and demonstrates face, content, criterion and construct validity (Newman, 2003). But most importantly, the questionnaire needs to collect data that fulfils the aim of the study (Jennings, 2001).

Briefly, the nature of this survey enabled the researcher to examine each variable in affecting benefits gained by visitors and how this builds visitor loyalty from a visitor's perspective. As discussed in an earlier section, this research utilised a self-administered questionnaire approach to empirically examine the study's hypotheses. The self-administered questionnaire was developed based on the constructs described conceptual framework in Figure 3.17. The constructs included motivation, enduring involvement, perceived value, satisfaction, benefits gained and loyalty.

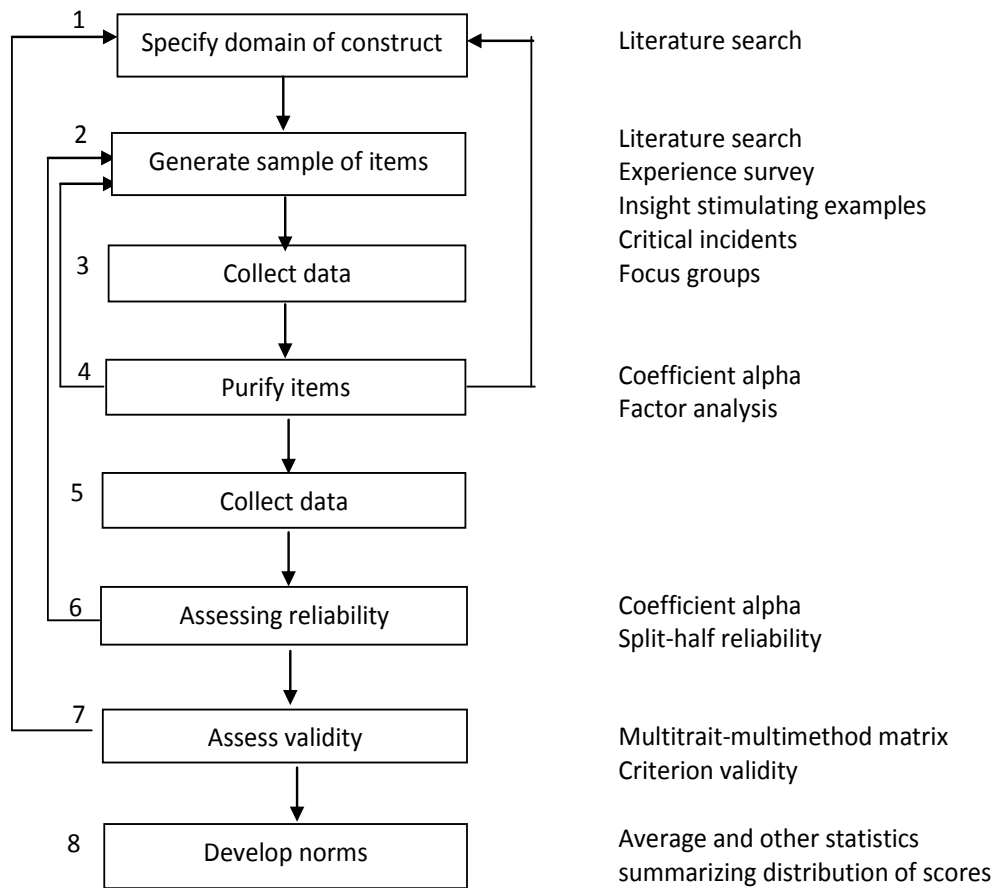
Much of what is written about questionnaire design is about the development of appropriate scales to measure specified constructs. While criticisms abound with respect to this process, it is widely accepted that Churchill's (1979) approach is reliable and valid. Churchill (1979) suggests eight steps namely: specify the domain of the construct, generate sample of items, collect data, purify measure, collect data again, assess reliability, assess validity, and develop norms, which is only applicable to multi-item measures.

This research's process followed Churchill's (1979) approach for developing measures of multiple-item constructs (see Figure 3.17 below) and Gerbing and Anderson's (1988) for establishing measurement reliability.

3.5.3. Variable Measurement

According to Churchill (1979), the first step in the procedure for developing better measures involves specifying the domain of the construct. The importance of clearly identifying the constructs in the measurement process is critical if an appropriate level of specificity, distinctiveness, and accuracy is to be achieved in the generation of items (Churchill, 1979; DeVellis, 2003).

Figure 3.17: Procedures for developing better measures



Source: Adapted from (Churchill, 1979).

In this step, the researcher is required to delineate accurately what was included in the definition and what should be excluded (Churchill, 1979). It was imperative that researchers referred to the literature when conceptualising the constructs and specifying the domains (Churchill, 1979) while also considering the outcomes of the preliminary stage of the research.

In the development of a survey instrument to measure a construct, Hair et al. (2005) recommend that, when possible, researchers should use scales that have been tested as reliable indicators to overcome any problems of validity or if the literature

has provided a sufficient discussion on a certain topic, that literature can be used to operationalise the construct. Hair et al. (2005) further indicate that, a researcher needs to develop their own construct measurement if there is no adequate previous research on the topic. The adoption of existing variable measurements which are reasonably strong in the literature should enhance the content validity of the measurements (Gentry & Kalliny, 2008). Consequently the researcher sought to develop valid and reliable measures of the theoretical constructs through synthesizing the existing literature described in Chapter Two with the lessons derived from the preliminary study described above.

Reviewing the literature study and the constructs studied, namely benefits, loyalty, motivation, involvement, satisfaction and perceived value, the researcher went back to the original articles and examined the items being used in the questionnaires. As might be expected, overlaps were found, but after consultation the following list shown in Table 3.2 was developed as being both the core of the reviewed literature and consistent with impressions gained from visits to the properties of the New Zealand Historic Places Trust and the conversations had with visitors. It was this list that formed the foundation of the subsequent questionnaire as it was evident that asking all these questions could easily induce respondent fatigue. In addition, from the outset it was realised that potential overlap between the constructs was possible, and as is described subsequently, this became an issue for the research, with the result that the study became data driven as the constructs failed to adhere together in a comprehensive manner.

Table 3.2**Potential Questionnaire Items derived from Literature and Preliminary Study**

1. Tourist motivation items

No	Scale items	Source
1	For an interest in its historic background of this property	Prentice (1993), Prentice, Witt & Hamer (1998), Davies & Prentice, (1995), Kerstetter, Confer & Graefe (2001), Poria, Butler & Airey (2004), Poria, Reichel & Biran (2006a, 2006b), Ryan & Hsu (2011).
2	To learn about this property's historic background.	
3	To see how people worked and lived in other times in this property.	
4	As part of a holiday	
5	For pleasure in viewing gardens and surroundings of this property.	
6	Just as an exercise in walking.	
7	As part of a day out	
8	To show this property to my children or family members.	
9	To spend time with my family.	
10	Because this property is part of my own heritage	
11	Because this property relates to my identity.	
12	For a particular interest in old items, paintings and furniture of this property.	

2. Enduring involvement items

No	Scale item	Source
1	Visiting this property is important to me	Vaughn (1980), Laurent and Kapferer (1985), Reid & Crompton (1993), Csipaket et al (1995), Green & Chalip (1998), Hwang, Lee & Chen (2005), Gross & Brown (2008).
2	I give myself pleasure by getting involved in the various things to do in this property.	
3	Visiting this property is a bit like giving a gift to oneself.	
4	That I visit this property gives people an indication of the type of person/family I am.	
5	Where I visit a property says something about me.	
6	You can really tell a lot about a person/family by whether or not they visit this property.	
7	It is extremely annoying to choose a visit to this property that is not suitable.	
8	When I visit this property, I am never sure of my choice	
9	It's rather hard to choose this property as a holiday destination.	

3. Perceived value items

No	Scale items	Source
1	This property had an acceptable level of quality.	Howard & Sheth (1969), Sanchez et al (2006), Apostotolakis & Jaffry (2005).
2	The tour in this property was well-organised	
3	The entrance fee is reasonably priced.	
4	I think that given whole services features, my experience was an acceptable value for the money, time, and effort I spent.	
5	I feel that this visit would make a good impression on other people	
6	This property is a place where I want to visit	

4. Satisfaction items

No	Scale item	Source
1	Dissatisfied- satisfied	Baker & Crompton (2000), de Rojas & Camarero (2008), van Dolen et al (2004).
2	Displeased- pleased	
3	Negative – positive	

5. Benefits gained items

No	Scale items	Source
1	I had an insight into how people used to work and live	Ryan & Dewar (1995), McIntosh (1999), Bigné et al (2005), Kim, Airey & Szivas (2011), Chen & Ryan (2012).
2	I was able to show children how people used to live	
3	I learnt about social history.	
4	I enjoyed reliving memories.	
5	I shared memories or life experiences with others.	
6	I draw comparisons between life then and now.	
7	I had fun	
8	I spent time with family or friends.	
9	I spent time in pleasant surroundings.	

6. Loyalty items

No	Scale items	Source
1	I would like to revisit this property.	Prentice (1993), Behoo & Prentice (1997), Oliver (1997), McKercher & Du Cros (2002a, 2002b), Chen & Gursoy (2001), Petrick (2004), Evanschitzky et al (2006).
2	I would like to recommend this property to my friends or my relatives.	
3	I would like to commit to be a Trust's member.	
4	I would like to visit other similar historic properties at other places.	
5	I would like to seek similar experience as this property at other places.	
6	I would like to visit other destinations nearby this historic property in this region.	
7	I am willing to pay a higher entrance fee to preserve this property.	
8	I would like to make donation to preserve this property.	
9	I would be interested in doing volunteer work for any historic properties.	
10	I would like to buy souvenirs at this property's gift shop	

3.5.4. Measurement scale

Regarding measurement scales, there are four types of scales that can be utilised in questionnaires: nominal, ordinal, and interval or ratio scales (Gill &

Johnson, 2002). Additionally, Hair et al. (2005) notes that a scale containing more than four response categories can be treated as an interval scale as if the variables are continuous. Zikmund (2003) defined a Likert-type scale as “a measure of attitudes designed to allow respondents to indicate how strongly respondents agree or disagree with carefully constructed statements ranging from highly positive to highly negative toward an attitudinal object” (p. 738). Churchill (1979) reported that a Likert-type scale could help researchers to improve the content validity of a measure because the various parts should complement each other in representing the construct. The advantage of using Likert type scaling is that it enables attitudinal responses to be summated and facilitates researchers to examine trends in responses to particular responses (Bryman & Bell, 2007). In addition, Sarantakos (1998) showed that a Likert-type scale was useful for measuring attitudes, perceptions and other complicated issues. In particular, interval scales (likert-type) can facilitate the data collection process and enable researchers to reveal the intensity of loyalty, for example, extreme disloyal or extremely loyal; and this gradation of loyalty scales could provide a deeper analysis such as the prediction of customer future behaviour (Odin, Odin, & Valette-Florence, 2001); an approach that is suitable for this research.

Schall (2003) also suggested that the term “scale” had two meanings. First, the scale is the ‘ruler’ used to measure a response, as when a question used a seven-point Likert-type scale that ranged from “very little agreement” to “very high agreement.” This ruler was generally termed a response scale. Second, the scale referred to the questions used to measure something specific, as in a 10-question scale that measured extroversion. Schall (2003) argued that a seven-point Likert-type scale is the optimum size when compared with five- and 10-point Likert-type scales. Items to measure the study’s concepts were selected from previous studies as presented in the published literature review. These measures utilised interval (most were Likert-type) employing either five or seven scale points in the original articles but for this study a seven-point scale was selected for the reasons now discussed.

Certainly the literature has a debate about the use of five point and seven point Likert scales. For example, five point Likert scales are advocated by Yoon, Gursoy & Chen (2001) as generally easy to use by respondents, and tend to encourage less respondents to ‘select the middle option’, which can be a problem with even-

numbered Likert scales (Fink, 1995). McIntosh's (1999) research on benefits gained by tourists at three major British cultural heritage attractions indicates that following piloting of the structured survey, it was deemed inappropriate to adopt seven-point Likert scales as used in most North American leisure behaviour research in order to measure the extent or importance of each benefit reported. Respondents found the seven-point scales difficult to use. This may reflect cultural differences noted between U.K. and North American respondents (Prentice et al.1998). Though five - point Likert scales seem to be acceptable, a consensus emerged that future research should employ instruments with larger scales, for example, seven-point scale would provide a normal spread of observations (Gupta and Chen, 1995) and carry out an effective comparison and clearly show the differences between scores (Kozak, 2001). Indeed, in the last version of the well-known ServQual scale Parasuraman, Zeithaml and Berry (1994) suggested that a nine-point scale be used.

It is also important to note that the seven-point scale permits greater discrimination and supports the notion that the items constituent an ordered scale and not series of nominal categories. These issues are discussed in a number of papers. For example, with specific reference to applications of structural equation modelling Chang, Ryan, Tsai & Wen (2012, p.173) state:

It needs to be noted that while this method is suitable for large samples, it sometimes attracts criticism because it assumes the scale of observed variables are continuous, and some authorities argue that Likert scaled items are categorical in nature. However the current study tended to a view that latent continuous variables are not likely to arise from categorical data, and so chose to treat the variables as continuous. For discussions of this issue see specifically Finney and Di Stefano (2006) and more generally Hancock and Mueller (2006).

This thesis adopts the same standpoint, especially given the adoption of the recommendations made by Westland (2010) that are discussed below.

Additionally, other arguments exist about respondents' level of agreement or imputed importance on a series of items or statements (Huang, 2010). The agreement-rating emphasizes respondents' self-perception of the statements or whether respondents think the statements apply to them personally. Huang's (2010) findings indicated that both approaches were highly reliable in terms of internal consistency but respondents tended to rate more positively in the agreement scale than in the importance scale (Huang, 2010).

Empirical studies on motivation, perceived value, involvement, satisfaction, and benefits gained, loyalty constructs adopted Likert-type scales, ranging from "strongly disagree- strongly agree", (Chen & Chen, 2010; de Rojas & Camarero, 2008; Hwang et al., 2005; Nowacki, 2009; Oom do Valle, Correia, & Rebelo, 2008; Sánchez et al., 2006). The 7 point Likert-type scale allows greater differences between the opinions of people and this scale is commonly used in tourism research (Back, 2005; Han & Back, 2008).

Consistent with previous research, each item was measured on a seven-point Likert scale ranging from (1) "no interest" to (7) "extremely important".

3.5.5. Questionnaire Format

Sekaran (2003) outlines some guidelines that should be considered when designing the questionnaire:

1. The wording of the questionnaire in terms of type and sequencing of questions; the content and purpose of questionnaire and the language used in the questionnaire.
2. The principles of measurement, reliability and validity, coding and questionnaire scales.
3. The appearance of the questionnaire in terms of length and instructions to respondents.

The self-administered questionnaire shown in appendix three was developed to obtain the responses from visitors to the heritage properties identified above to elicit opinions on various research variables. The construction of the final questionnaire is now discussed.

3.5.6. The Final Questionnaire

When the items in Table 3.2 were examined and discussed it was concluded that (a) the list would mean that a questionnaire would be too long for most respondents and (b) the items would mean overlaps existed between the dimensions. The initial framework that was being considered from the items in Table 3.2 is illustrated in Figure 3.18. After the initial exploratory studies the framework was simplified to provide the potential set of relationships shown in Figure 3.19

Figure 3.18: Initial model for measuring benefits gained and loyalty of tourists at heritage locations

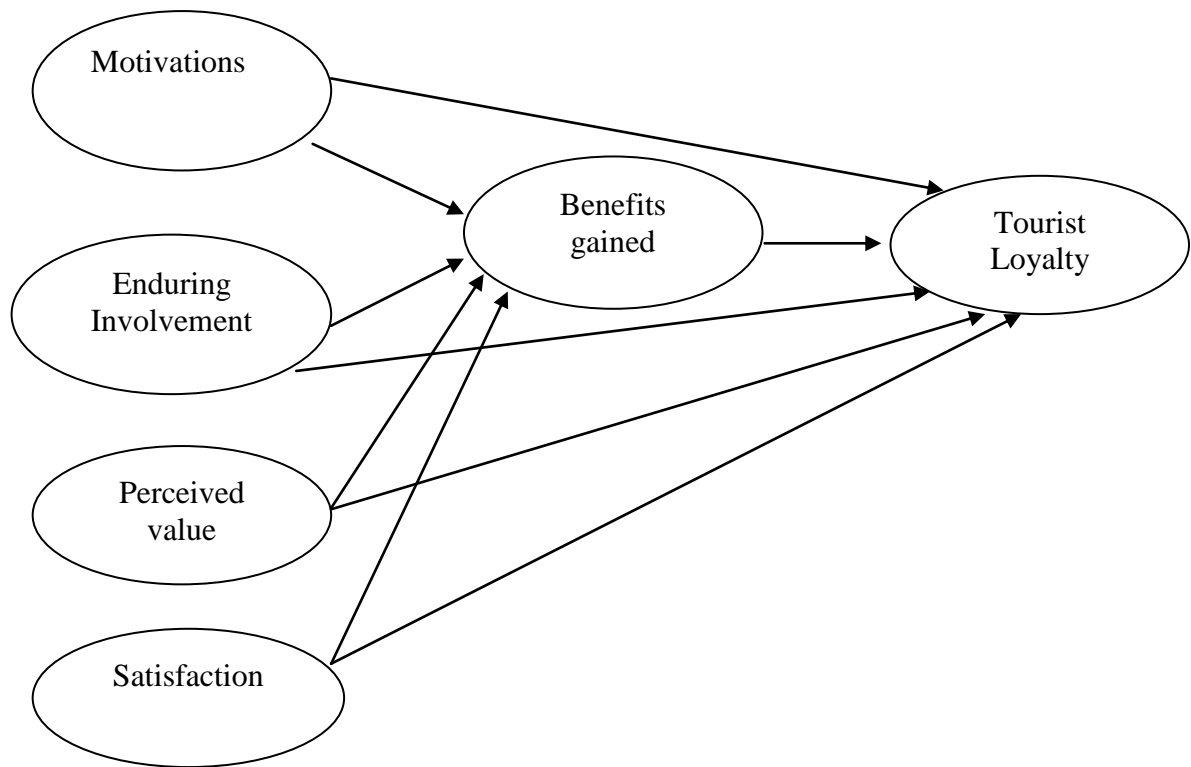
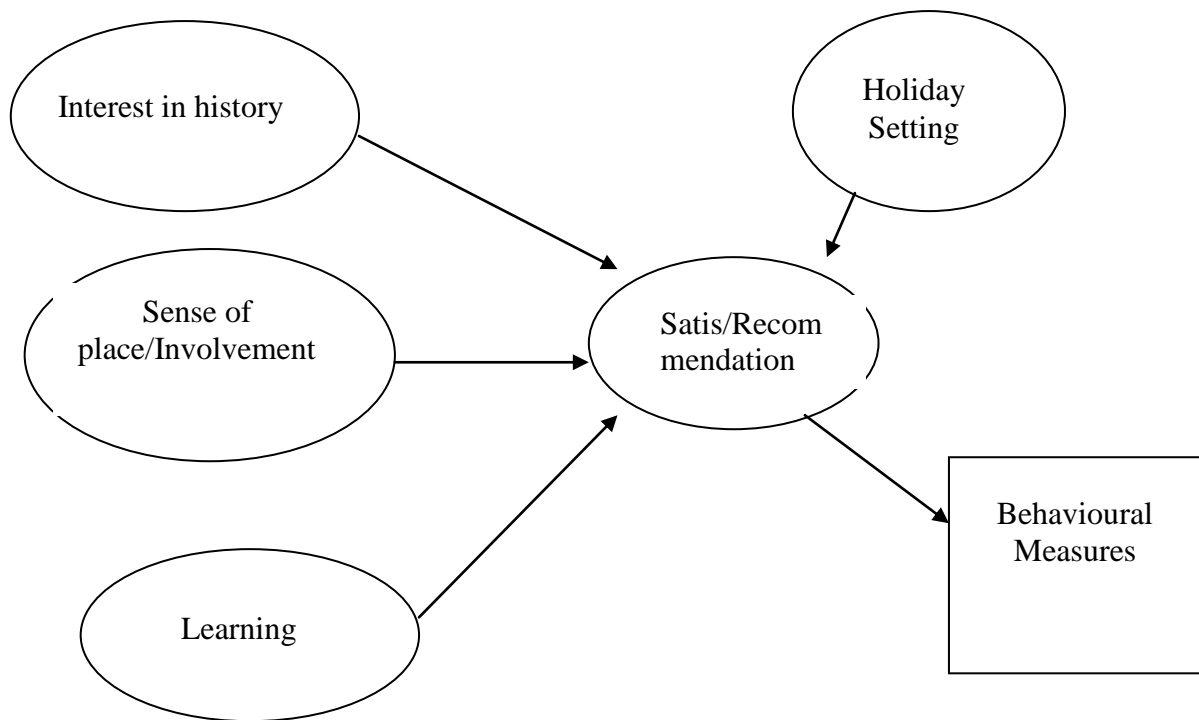


Figure 3.19 Reconsidered model



While Figure 3.18 was based upon the past literature the initial conversations at the locations of the New Zealand Historic Places Trust and the interviews conducted during the pilot study stage revealed that many respondents used mixed terminologies and indicated confusion between ‘benefits gained’ and degrees of satisfaction and the reasons for that satisfaction. It was concluded that the concept of benefits gained is, it is suggested, primarily drawn from a marketing literature that relates to the purchase of physical goods where operational gains or benefits occur – e.g. a faster computer reduces the time waiting for boot up or permits better games to be played, or the purchase of a drink satisfies a thirst or cools one down. When seeking to assess an experience affective terms tend to dominate – e.g. ‘it was good’, ‘I enjoyed the visit’ and personal respond in terms of the affective sense of being ‘satisfied’. Delving further find that a visit to a heritage site may be satisfying but the link between satisfaction and subsequent behaviour in weak – e.g. long-haul international tourists may be very satisfied but not return. There is also satisfaction

with place and satisfaction with activity. These issues are discussed more fully in the chapters that analyse the results and in the final discussion of those results.

The model proposed in Figure 3.19 thereby permits a series of hypotheses to be examined. The initial latent constructs of motivation and involvement were reduced to interest in history and sense of place while perceived benefits are subdivided into intellectual motives of learning and those of the holiday setting that include items such as seeing different places and things. The visit satisfaction is thus determined by the meeting of general holiday needs, learning new things, meeting needs of obtaining a sense of place and identity and being able to meet the more general demands of having an interest in history. It was initially considered that satisfaction would then lead to potential subsequent outcomes such as a willingness to recommend a visit to a specific site, and/or an increased willingness to become a member of the New Zealand Historic Places Trust. However, given that it was considered that a link needed to be established between an outcome that possessed the conative on the one hand, and, on the other hand, consequent behavioural measures such as membership of the NZHPT or visiting other sites. Hence it was concluded that the degree to which a respondent is willing to recommend visitation to a site became the proxy measuring satisfaction because it provides that conative link.

The research questions can thus be stated in a series of hypotheses, namely:

- H₁: The willingness to recommend a site has a positive relationship with, and is determined by the tourists' level of interest in history.
- H₂: The willingness to recommend a site has a positive relationship with, and is determined by the tourists' desire for a sense of place that informs a sense of self.
- H₃: The willingness to recommend a site has a positive relationship with, and is determined by the tourists' wish to acquire learning about a place.

- H₄: The willingness to recommend a site has a positive relationship with, and is determined by the setting of being on a holiday.
- H₅: Visitor intent as to future behavior has a positive relationship with, and is determined by the tourists' level of interest in history, sense of place, holiday setting and desire for learning moderated through the mediated variable of tourist satisfaction as measured by a willingness to recommend a site.

As just noted an amended and shorter questionnaire was developed and the next stage was to test the questionnaire both as to its effectiveness, reliability and consistency. The items used in this questionnaire are shown in Table 3.3.

3.6. Pre-testing and piloting the questionnaire

A further pre-test was conducted in order to establish face/content validity and to check whether the format and question wording was comprehensible to respondents and to check that no additional problems were raised by the compilation of different questions into a single questionnaire (Malhotra, 2002).

Regarding the stage pre-test, Ruane (2005) proposed that researchers should conduct a pre-test after a good solid questionnaire was developed to assess adequacy of the questionnaire. As such, in this study, a pre-test was conducted involving discussion with the researchers' supervisors, other lecturers and fellow doctoral students. Each participant was asked in turn about his or her interpretation of the questions, this was to ensure they understood the measure of the question in the same manner for reliable responses. They were encouraged to comment on the questionnaire critically and spelt out any problems they could identify in the questions as if they were the respondents. If problem areas were detected, all the participants were then encouraged to comment alternatives for handling the identified problems. From their comments, some questions were rephrased.

Once the pre-test was completed, the researcher worked on the text editing, spelling, legibility, instructions, layout space for responses, pre-coding, scaling issues, and the general presentation of the questionnaire.

In the next stage, a pilot test was then undertaken among visitors who finished their visit at the selected three historic properties. This ensured they had a fresh memory to complete the questionnaire. Pilot tests were conducted to increase the reliability and to assure the appropriateness of the data collection instrument (Zikmund, 2003; Wong & Ko, 2009). A two stage approach was adopted, first with a small sample of 20 and then followed by collecting a further sample of 216 respondents. This sample of 236 met various statistical requirements relating to the numbers of respondents required for a questionnaire comprising 22 items. Thus, to conduct both exploratory and confirmatory factor analyses, Hinkin (1995) suggested ratios of items to responses from 1:4 to 1:10. As noted, traditionally a ratio of 10 respondents per parameter is considered most appropriate (Hair, Black, Babin, Anderson, & Tatham, 2010). Netemeyer et al (2003) argued the effect of sample size is a more sensitive issue for some evaluative criteria of CFA than for EFA. Issues relating to sample size for CFA are further discussed in due course.

A further advantage of this approach was that it complied with the approach espoused by authors such as (Diamantopoulos, Reynolds, & Schlegelmilch, 1994). As Jennings (2001) suggested, “most pilot studies should involve at least 50 participants in order to determine the effectiveness of the tool and its implementation, as well as its analytical capability” (p.253). There is also a debate in the literature with different perspectives being held as to whether it is appropriate to use the same sample for both EFA and CFA (confirmatory factor analysis), and eventually a conclusion was reached that using the same sample for both exploratory and confirmatory analysis seemed oxymoronic, and thus the total sample was divided in numbers that took account of the proposals made by Westland (2010) regarding sample sizes for CFA as is also discussed later in the section in this chapter on confirmatory factor analysis. The initial sample of 236 thus met all of these considerations as to sample size.

The smaller sample, in association with the initial discussion helped to establish the face validity of the questionnaire. Content or face validity, is the assessment of the correspondence of the variables to be included into a summated scale and its conceptual definition (Hair et al., 2005); it involves the systematic and subjective evaluation of the scale's ability to measure what it is supposed to measure, based on the judgements of a small number of potential respondents and experts; thus, content validity is a subjective validity test (Ruane, 2005). Therefore, the judgments are essentially made whether the chosen empirical indicators can truly represent the full content or facet of a concept (Ruane, 2005). Content validity of each of the variable scales was conducted and assessed item-by-item in this study. Anastasi and Urbina (1997) note that a test has content validity established through the careful selection of the items needs to be included.

Consequently the researcher also conducted a factorial validity analysis on each of the variables examined in the questionnaire. Factorial validity, also known as construct validity, is also an analysis of what the scale is supposed to measure (Hair, J.F. Babin, Money, & Samouel, 2003). In other words, factorial validity measures the degree to which the items within the scale actually measure the same variable. Factorial validity incorporates two types of control processes, namely convergent and discriminant validity. Convergent validity refers to where the results acquired from one scale are correlated with those of a different measure of the same variable: and if the results are high, convergent validity has been achieved. Conversely, discriminant validity involves correlating the results of a measure to a different variable and in this case a low result indicates discriminant validity (Hair et al., 2003).

Therefore, the next step in the refining procedures in assessing the set of measures intended in the study was the use of exploratory factor analysis (EFA) to explore and identify the underlying dimensions of each construct. In particular, an exploratory factor analysis (EFA) was employed in order to probe the dimensionality of each construct and reduce the number of variables to a more manageable size for model testing. Through the EFA technique, all measured variables are related to every factor by a "factor loading" estimate. The "factor loading" was defined as "correlation between the original variables and the factors, and the key to understanding the nature of a particular factor" (Hair et al., 2005, p. 102). Simple structure results occur when

each measured variable loads highly on only one factor and has smaller loadings on other factors (Hair et al., 2005).

This EFA analysis is to make sure that the individual items were loaded on corresponding factors as intended. Items below 0.4 should be deleted (Hair *et al.*, 2005). There are two basic methods used for extracting factors in EFA, i.e., common factor analysis and principal component analysis. “The main difference between common factor and PCA models is in their purposes. The purpose of common factor models is to understand the latent (unobserved) variables that account for relationships among measured variables; the goal of PCA is simply to reduce the number of variables by creating linear combinations that retain as much of the original measures’ variance as possible (without interpretation in terms of constructs)” (Conway & Huffcutt, 2003, p. 148).

Principal components analysis reduces data dimensionality by performing a covariance analysis between factors (Agilent Technologies, 2005). This method frequently involves a mathematical procedure that switches a (larger) number of (possibly) correlated variables into a (smaller) number of uncorrelated variables called principal components (Boersma & Weenink, 1999). According to Boersma and Weenink (1999), there are two objectives of principal components analysis: (1) to discover or to reduce the dimensionality of the data set, and (2) to identify new meaningful underlying variables. In summary, principal components analysis considers mainly the total variance and makes no distinction between common and unique variance. Therefore in this study, the data were subjected to exploratory factor analysis using principal component analysis and orthogonal (varimax) rotation (Hair et al., 2005).

Prior to undertaking the factor analysis the standard tests for data reliability were calculated. Bartlett's Test of Sphericity is a statistical test for the presence of the correlations among the variables (Hair et al, 2003). The main purpose of this test is to examine whether the correlation matrix is different from an identity matrix, that is the diagonal values are all one, and all off-diagonal values are zero. In practice, no correlation matrix will consist of off-diagonal values of zero, but the test will measure the degree of difference from zero. In the resultant correlation matrix the test value

was large for sphericity (2370.609) and the associated significance level was low ($p < 0.001$), which rejects the hypothesis that the correlation matrix forms an identity; thus implying that the dataset is appropriate for factor analysis.

Table 3.3 Factor Analysis of Initial Sample

	Factor					
	1	2	3	4	5	6
I often visit historical sites	0.877	-0.048	0.132	0.132	0.064	-0.029
I often visit museums	0.764	-0.094	0.167	0.145	0.109	0.014
I enjoy learning about a place's history and heritage	0.760	0.323	0.135	0.103	0.074	0.007
I like to have a sense of the past	0.760	0.372	0.018	0.034	0.002	0.215
I have an interest in visiting historical places	0.760	0.210	-0.032	0.094	-0.039	0.145
Historic places help you to capture a sense of the past	0.690	0.451	0.070	0.013	0.011	0.223
Because visiting historic places helps create sense of place	0.686	0.249	0.073	0.092	0.085	-0.273
Because visiting historic places helps create sense of self	0.681	0.116	0.128	0.303	0.065	-0.226
I thought the interpretation offered here was interesting	0.202	0.682	0.301	0.085	0.124	-0.200
I actually learnt a lot by coming here	0.230	0.669	0.404	0.166	-0.055	0.012
This location enables me to imagine the past	0.467	0.629	0.126	0.026	-0.089	0.183
I thought the displays here were interesting	0.156	0.625	0.457	0.200	0.061	-0.052
I think this place represents good value	0.056	0.124	0.849	0.044	0.070	0.016
I find the service here to be very good	0.112	0.281	0.670	-0.046	0.164	-0.013
The prices here are quite reasonable	0.055	0.085	0.642	0.247	-0.147	0.154
I would recommend this place to my friends	0.345	0.409	0.480	0.081	0.059	0.095
I would like to be a member of the NZ Historic Places Trust	0.075	-0.041	0.218	0.771	-0.089	0.053
Based on my visit here I will visit other historic locations in NZ	0.237	0.148	-0.015	0.532	0.119	0.084
Coming here gave my group interesting things to talk about	0.066	0.493	-0.032	0.500	0.089	0.102
My interest in history is especially specific to this place	0.303	0.262	0.151	0.430	0.175	-0.135
This is just a place to see while on my holiday	0.071	-0.168	-0.013	0.043	0.833	0.145
This visit helps me to enjoy my holiday	0.096	0.389	0.132	0.085	0.707	-0.042
This is just a pleasurable place to visit	0.042	0.012	0.137	0.113	0.115	0.831
Percentage of variance explained	33.8	10.3	5.8	5.2	4.8	4.5
Eigenvalue	7.78	2.37	1.34	1.19	1.09	1.05
Alpha coefficient	0.91	0.83	0.70	0.47	0.40	na

The Cronbach Alpha Coefficient, a test of reliability, was 0.87 for the total scale, which is deemed to be satisfactory (Ryan, 1995). Split half coefficients exceeded 0.72 with separate half alpha coefficients again being in excess of 0.8. Additionally, The Kaiser-Meyer-Olkin statistic tests used for the adequacy of the sample. The index

ranges from zero to one when each variable is perfectly predicted without error by the other variables. Kaiser (1974) suggests that:

KMO > 0.9 are 'marvellous'

KMO in the 0.8s are 'meritorious'

KMO in the 0.7s are 'middling'

KMO in the 0.6s are 'mediocre'

KMO in the 0.5s are 'miserable'

KMO <0.5 is 'unacceptable'

From the findings in the table, the KMO value in this study was 0.882. According to Kaiser (1974), the value is 'meritorious' which implied that the variables belong together and are appropriate for factor analysis.

Using PASW the EFA generated first a series of communalities that are measures of the variance that the latent factors 'explain' within an individual item having identified the presence of six factors that 'explained' 64 per cent of the variance within the scale. The communalities were generally in excess of 0.50. The emergent factors and the items comprising those factors are shown in Table 3.3.

The first factor, explaining 33.8 per cent of the variance combines visiting museums and historic places with a sense of the past. The second factor relates to interpretation while the third factor relates to evaluation of the visit. The fourth factor includes the subsequent behavioural components, but with two current aspects of behaviour while the final two factors relate to the holiday experience.

The questionnaire was therefore found to work and possess reliability and discrimination to satisfactory levels permitting the development of various relationships to be explored. These relationships will now be outlined and the issues of desired sample size is first discussed because of an intent to use structural equation modelling as a means of analysing the data and testing the propositions inherent in the questionnaire construction.

However, while the questionnaire worked in terms of generating data and respondents being able to answer the questions, in looking at the data and considering

the discussions had with respondents, some unease about the items and the factors began to emerge. Just how independent were the constructs? For example, satisfaction seemed to be bound up with degrees of involvement and past use of the historic sites and museums as places to visit while on holiday. Satisfaction could not be simply seen as both an outcome and as a determining variable, and hence one had to introduce a time component between past and present satisfaction. Equally, satisfaction lacked a specific conative component with itself and hence the researcher began to consider the literature on loyalty – could that perhaps have a role to play? But in the consumer literature loyalty was often associated with repeat purchasing, but tourists from afar were unlikely to make repeated visits to the sites. Moreover, conversation showed that repeat visitation for some at Rangiriri and Te Puia was in part habitual as much as anything else – e.g. Rangiriri was a convenient stopping place on State Highway One. Thus again it appears that the concept of ‘willingness to make recommendations’ as a suitable outcome variable as it covered the cognitive, affective and conative components of attitude, and overseas tourists could make such recommendations. Another issue that also clearly emerged was that while visitors talked about learning about Maori culture at Te Puia, a factor shaping that learning was attendance at the Maori cultural performance. This seemed to encapsulate concepts of situational involvement, learning and entertainment – aspects that create a sense of ‘edutainment’. The benefits also seemed to be judged against whether the site was worth the entry fee, and hence benefits became more a value for money visit.

Revisiting the literature revealed that such questions were not unique to this research. It can be concluded that academic discussions of satisfaction have recognized the need to incorporate emotional and affective components in the model of consumer satisfaction (Liljander & Strandvik, 1997; Oliver et al., 1997; Wirtz & Bateson, 1999; Wirtz et al., 2000). More specifically (and as a single example), in the sphere of tourist experiences there is a clear need to integrate cognitive and emotional concepts to explain satisfaction intentions and behaviour (Zins, 2002) .

In the market research literature relating to consumer satisfaction, Giese and Cote (2000) provide a thorough review of conceptual and operational definitions. The lack of agreement among these definitions, they argue, hinders research into consumer satisfaction. After the literature review, the authors outline three general components

shared by the definitions: (1) consumer satisfaction is a response, an emotional or cognitive judgement (the emotional response predominating); (2) the response refers to a specific focus (the object of the consumer satisfaction); and (3) the response is linked to a particular moment (prior to purchase, after purchase, after consumption, etc.). Giese and Cote (2000) point out that specific definitions of consumer satisfaction need to be made according to the context, taking into account the above dimensions. Another point to consider in the definition of consumer satisfaction is to distinguish overall satisfaction from satisfaction with individual attributes. Attribute-specific satisfaction is not the only antecedent of overall satisfaction (Spreng, ManKenzie, & Olshavsky, 1996). Overall satisfaction is a much broader concept implying holistic evaluation after purchase (Fornell, 1992; Gnoth, 1994) and not the sum of the individual assessments of each attribute. It is precisely this notion of overall satisfaction that is adopted in this study.

Satisfaction is used as a common measure elsewhere, but has proven to be unreliable in tourism primarily because most people express high levels of satisfaction even if they have no intention of returning (Bowen & Shoemaker, 1998; Hsu, 2000, Pearce & Kang, 2009). Moreover, the relationship between satisfaction and repeat visitation is non-linear (Bowen & Chen, 2001; Campo & Yague, 2008).

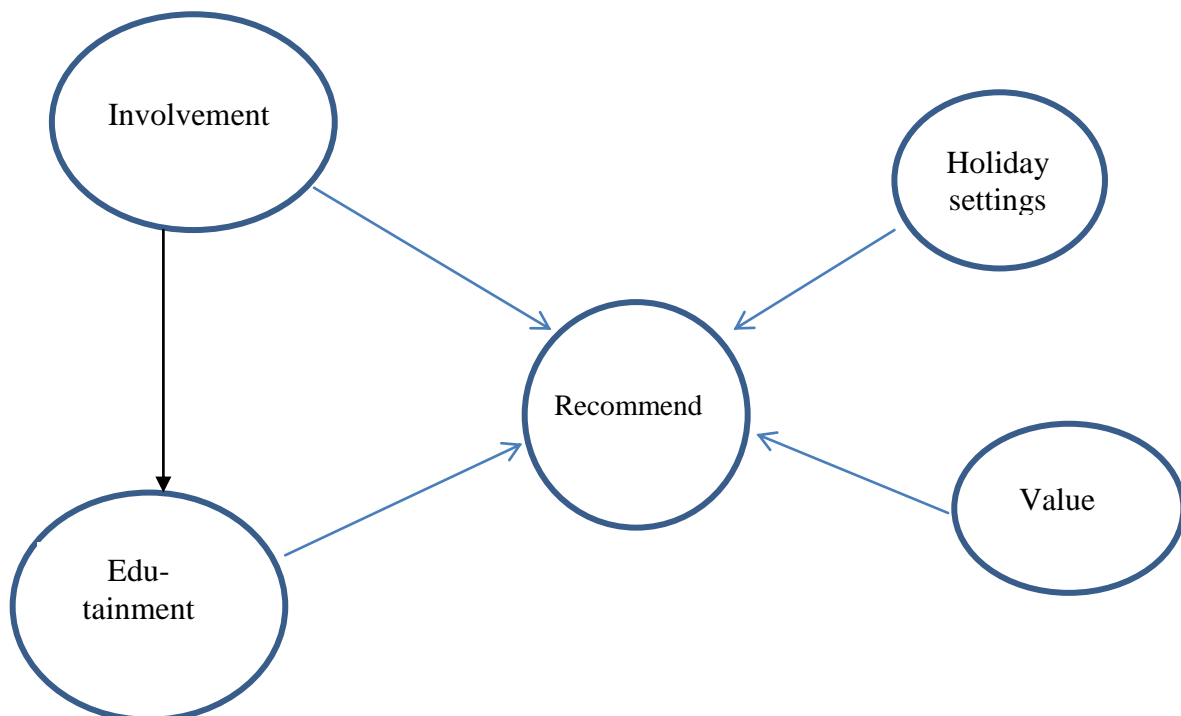
It may be stated that the influence of satisfaction on an ‘intention to return’ cannot be precisely measured or generalised and while it may be claimed that further research could be necessary, within tourism studies, there remains an issue that such research will continue to be significantly contextualised within specific places and times. Certainly while consumer satisfaction has been widely debated in marketing literature (Bowen, 2001; Oliver, 1980, 1993; Yuksel & Yuksel, 2001) there is no clear consensus as to what the determinant variables are.

This suggests that the nature of satisfaction is ambiguous. Traditionally satisfaction was considered to be (i) a cognitive state, (ii) influenced by previous cognition, and (iii) has a relative character (the result of the comparison between a subjective experience and a previous base of reference) (Bearden & Teel, 1983 ; Churchill & Surprenant, 1982 ; Oliver, 1980; Oliver & Desarbo, 1988). Recently, however, there has been an increasing recognition amongst researchers of satisfaction

that a purely cognitive approach may be inadequate in modelling satisfaction evaluations. The need to understand satisfaction from a more affective perspective has been underlined, although always in connection with cognitive influence (Oliver, Rust, & Varki, 1997).

To note however that satisfaction has a dual character based upon the cognitive and affective is not a new finding. If satisfaction is simply regarded as another form of an attitude, the psychological literature has long divided attitudes as possessing three aspects, namely the conative is also added to the cognitive and affective. In short a process emerges whereby expressions of satisfaction are incomplete unless it leads to an intention to further action at the very least, and possible behaviour modification or adoption at the most. This is, for example, evident in the work of Kelly's (1955) theories of personality wherein personality is not simply construed attitudes but also processes of actions.

Figure 3.20 **A Model for Testing**



Slowly therefore a new model began to emerge as is shown in Figure 3. 20. In this model involvement covers sense of place and an interest in history, while learning is located within 'edutainment'. Recommendation replaces 'satisfaction'. These

issues are discussed in more detail in Chapter Seven, and they obviously had implications for the initial sets of hypotheses set out above.

There are certainly grounds for the adoption of the variable ‘willingness to recommend’ as an appropriate measure in surveys such as that used in this study. On the other hand, a large body of literature has indicated that measures such as repeat purchase propensity and repeat purpose intention used commonly elsewhere have proven difficult to apply in tourism. For example, Poria, Butler and Airey (2003) comment that while repeat visitation is not a satisfactory measure, and willingness to recommend may be better, nonetheless that willingness to recommend may itself be determined by a series of variables such as the nature of those to whom a recommendation is to be made, and the degree of commitment made to the respondent’s own heritage. On the other hand Crofts, Mason and Davis (2009) in their survey of guest and tourists note that the consumer concept of delight is strongly correlated with making recommendations to others. Certainly recent tourism research and stream has focused on attitudinal metrics including satisfaction, psychological attachment, engagement, allegiance and specifically, attitudinal loyalty means a sense of emotional attachment to a good or service (McKercher et al 2012). Given the debate that focuses on psychological engagement and involvement, this study has adopted the “willingness to recommend” as a relevant indicator to measure tourist loyalty at heritage settings for the reason that it not only involves the affective and cognitive, but goes one stage further in requiring an intent toward a subsequent behaviour, namely the act of recommending.

Certainly for their part McKercher, Denizci-Guillet and Ng (2012) have examined the concept of loyalty, arguing that simply adopting a concept derived from the fast moving consumer goods marketing literature is inadequate. They reason that loyalty in tourism is measurable along two main dimensions – a vertical dimension that represents degrees of loyalty to organizations in a chain of distribution, and horizontal loyalty that can represent loyalties to providers at one tier of the tourist system. Overlaying this may be an experiential loyalty. Thus, tourists may be loyal to the experience of visiting heritage locations because of an involvement with history, heritage or culture, or be loyal to visits to a specific location. In this instance, considering many of the sample lived some distance from the locations, involvement

with heritage was thought more important than the latter loyalty to a given place. Such involvement has a conative component, which was thought to be an intention to recommend a place or visit other similar places. Hence this study followed McKercher et al (2012) in that choices of measures of loyalty have metric implications. For the reasons just noted above, repeated patterns of behaviour are an inadequate measure of loyalty (McKercher et al., 2012; Oppermann, 2000; Riley, Niininen, Szivas, & Willis, 2001). Equally satisfaction is a poor measure because many will express high levels of satisfaction but have no intention to return (Pearce & Kang, 2009). Intention to repeat is also an unreliable indicator, for intent to re-turn is often a proxy for satisfaction, and not a genuine indicator of the likely probability of repeat visitation (Um and Chon, 2006). An additional reason for wishing to retain a deliberate conative component in any measure of loyalty is that repeat behaviour may be simply habitual with little emotive involvement. Hence McKercher et al (2012, p. 729) note “In particular, metrics that reflect personal attachment such as expressions of trust and preference are more meaningful than external measures”. It is argued here that a recommendation to a third party is such a statement of trust in the quality of the experience, as those making a recommendation have invested a personal investment of their own status, or friendship, in making such a recommendation. In particular, metrics that reflect personal attachment such as expressions of trust and preference are more meaningful than external measures, such as recommendations and positive word-of-mouth delivered to third parties.

Another reason why this study uses ‘willingness to recommend’ as a relevant measure for loyalty is the clichéd response that the dynamic nature of the any business environment suggests that new customers/ tourists are vital to almost every supplier/ tourist destinations. Tourists’ need for variety may reflect true wanderlust, where they seek different experiences with each trip (McKercher et al, 2012). As such, while debate on measures such as repeat purchase propensity and repeat purpose intention used commonly elsewhere have proven unreliable in tourism, referrals and willingness to recommend become an important means to recruit new tourists. From a tourist standpoint, experience occurs when visitors enjoy the multiple factors, products and services that make up what the destination has to offer (places, natural environment, heritage, atmosphere, hotels, information services, restaurants, transport, shopping facilities, etc.) (Chen & Chen, 2010; Meyer &

Schwager, 2007), in other words, it spans a number of areas and is dynamic (Um et al. 2006). Raymond and Tanner (1994) stated that perceived referrals or willingness to recommendation can be considered to be the most important method of obtaining new customers. Similarly, recommendations may represent the most effective and efficient way to search for new customers to replace those that defect (Pell, 1990). For these reasons therefore the study adopted the willingness to recommend as an indicator to measure tourists' loyalty at heritage sites of New Zealand.

3.7. Sampling and Sample Size

According to Cooper (1998), a sample has to represent the target population of the study. Population as defined by Bryman and Bell (2007, p. 182) is “the universe of units from which the sample is to be selected” and “the segment of population that is selected for investigation is defined as the sample” (p. 182). Sarantakos (1998) has indicated that a sample could be constructed through self-selection or, as was common, could be determined by researchers.

In order to achieve representation, sampling procedures should follow certain standards and methodological principles (Sarantakos, 1998). Based on the objectives of the thesis, a non-probability sampling procedure that was convenience based was initially utilised. The initial intention was to follow this by a period of quota sampling to permit meaningful sub-group analysis based on socio-demographic data, but after the collection of 600 respondents no need for this was found as all sub-samples based on socio-demographic variables were considered to be of sufficient size. Zikmund (2003) and Cooper & Schindler (2006) note that convenience sampling was element selection based on accessibility, that is “the selection of participants for a study based on their proximity to the researcher and the ease with which the researcher can access the participants” (Jennings, 2001, p.139); and it was such considerations that supported the selection of the chosen data collection sites. Furthermore, Zikmund (2003) illustrated that researchers generally adopted convenience sampling to obtain a large number of completed questionnaires quickly and economically, which factor

was important because of the use of structural equation modelling for analysis. This form of sampling has been used in a number of studies of tourist experiences (Lau & McKercher, 2004; Willson & McIntosh, 2007).

The target population for this research was tourists who were visiting the historic sites of Te Puia, Rotorua Bathhouse Museum and Rangiriri Battlefield Interpretation Centre.

Sample size

There is no exact answer to the question of the sample size, i.e. how many participants are enough to ensure that findings from surveys are valid and can be generalized? The sample size depends on several factors such as the level of analysis and reporting, the richness of the individual cases, and whether the participants have similar demographic attributes (Ritchie & Goeldner, 1994). In the preliminary stage the sample selection was terminated at the point when no new information was forthcoming, for as (Lincoln & Guba, 1985, p. 233) stated “a qualitative informational isomorph” is achieved – that is, when “redundancy with respect to information occurs”. This is referred to as theoretical sampling, essentially a cyclical process of data collection and analysis that continues until no new data are found, only confirmation of previous theories (Punch, 1998). In other words, one continues as new information is uncovered, but the sample size is terminated at the point of redundancy; that is when it is felt no new information was forthcoming. It is suggested that the quality of data that determines the sample size rather than the quantity with qualitative research (Sarantakos, 1998).

Kumar (1996) stressed that the size of the sample is not independent of the hypothesis or the association being tested and thus sample size and design are important factors that should be considered by researchers (Sekaran, 2003). However, the choice of an appropriate sample size is dependent on a number of issues such as the type of sample, the homogeneity of the population, the degree of accuracy required, the number of variables being examined and the time, budget and personnel available for a study (Churchill & Lacobucci, 2005; Newman, 2003).

There has been considerable debate over what constitutes an acceptable sample size with no simple and definitive rule to define an appropriate sample size (Flynn & Percy, 2001). Different authors have suggested different sample sizes as appropriate. The sample size of this research was decided with reference to the desire to use structural equation modelling.

Hair, Anderson, Tathan and Black (1999) noted that a minimum sample size of 200 is required by statistical analysis and Schumacker and Lomax (2010) found that many researchers used a sample size from 250 to 500 respondents. Kline (1998) suggested that the sample size should sufficiently be large; that is, approximately 200 or more observations (Kline, 2005). Green (1991) and Ryan (1995) both indicated the usage of traditional rules of thumb for sample size of 5 to 10 subjects for each item in a questionnaire. (Tabachnick & Fidell, 1989) conducted studies that showed a high probability of results not being significant unless the sample size is large, but there is then a danger of spurious significance being found (Ryan, 2010). In contrast, researchers who follow the recommendations of Nunnally (1978) and collect data with a minimum of 300 or 400 subjects have likely collected more data than necessary if the number of predictors are few and normality of distribution exists.

A small sample size causes non-convergence and improper solutions, such as negative variance estimates (Anderson & Gerbing, 1988). This makes parameter estimation impossible to interpret (Ding, Velicer, & Harlow, 1995). Moreover, according to Netemeyer et al (2003), although CFA sample sizes should be large, the “more is better” strategy might not always be appropriate. An excessive number of samples may show slightly significant differences between the observed and implied covariance matrices (or parameter estimates). Hair et al (2005) suggest that previous guidelines such as ‘always maximize your sample size’ and ‘a sample size of 300 is required’ are no longer appropriate. They mentioned five considerations affecting sample size in SEM. First, ‘multivariate distribution of the data’, in the case of non-normal data the ratio of respondents to parameters needs to be higher, i.e. 15:1. Second, ‘estimation technique’, sample size should be between 150 to 400 responses if using the Maximum Likelihood (ML) method. Third, ‘model complexity’, Hair et al (2005) provide suggestions on sample size based on model complexity as follows: SEM with five or fewer constructs can be estimated with a small sample size 100–150,

if each construct is measured by more than three items and the item communalities are higher than 0.6. If any of the communalities are modest (0.45–0.55) or the model includes a construct with fewer than three items, the required sample size is 200. When the number of factors in the model is larger than six, and some constructs are measured by less than three items and the communalities are low, then a large sample size that may exceed 500 is required. Fourth, ‘missing data’, if more than ten percent of missing data is expected, the sample size should be increased. Fifth, ‘average error variance of indicator’, larger sample sizes are required when the constructs communalities are smaller than 0.5 (Hair, 2005).

For the purpose of this research, the paper by Westland (2010) was taken as being significant in its advice and findings. Westland (2010, p.476) makes the following important observations:

To this day, methodologies for assessing suitable sample size requirements remain a vexing question in SEM based studies. The number of degrees of freedom consuming information in structural model estimation increases with the number of potential combinations of latent variables; while the information supplied in estimating increases with the number of measured parameters (i.e., indicators) times the number of observations (i.e., the sample size) – both are non-linear in model parameters. This should imply that requisite sample size is not a linear function solely of indicator count, even though such heuristics are widely invoked in justifying SEM sample size. Monte Carlo simulation in this field has lent support to the non-linearity of sample size requirements, though research to date has not yielded a sample size formula suitable for SEM. This paper proposes a set of necessary conditions (thus lower bounds) for SEM sample adequacy.

Based on a series of statistical tests Westland calculates the required sample sizes for given numbers of observed and latent variables and applies the formulation to past published results, from which he concludes that in most cases the samples being used are far too small. Using the table reproduced in appendix A of his paper, and assuming 24 indicator variables with a potential for 6 latent constructs a desired sample size of about 700 was thought to be sufficient, even allowing for the nature of skewed data that is common in tourism studies. This was in addition to the

respondents required for the initial EFA, thereby permitting such an analysis on a sample independent of CFA as suggested by Ryan (2012).

3.8. Confirmatory Factor Analysis (CFA) and measurement model: SEM

Structural equation modelling (SEM) is a multivariate technique that combines factor analysis and multiple regressions. The Structural Equation Modelling (SEM) technique, known as 'path analysis with latent variables' (Bagozzi, 1984), is often today employed to test a theoretical model. It was thus thought necessary to use this technique in this study (Bollen, 1989). SEM can simultaneously examine a series of relationships between dependent and independent variables, especially when a dependent variable in one relationship becomes an independent variable in another relationship (Hair et al, 1995). Additionally, SEM is thought superior to other multivariate techniques because it incorporates both observed and latent variables simultaneously, thereby providing explicit estimates of measurement errors, and allowing hypothesis testing for inferential purposes (Bagozzi, 1984). Anderson and Gerbing (1988) consider SEM a comprehensive technique to assess and alter a theoretical model.

There are two widely used approaches in performing SEM: one-stage and two-stage. The one-stage approach (also called a single-stage approach) permits the analysis of both the measurement and structural models simultaneously (Kline, 2005; Schumacker & Lomax, 2004). In the two-stage approach, the measurement model and structural model estimation are separated (Hair et al., 2010). Compared to the one-stage approach, the two-stage approach avoids interaction that is unnecessary between constructs during testing of the structural model (Anderson & Gerbing, 1988). Thus, the two-stage approach was used to test the hypothesized research model in this research.

There are two types of estimation techniques for Structural Equation Modeling (SEM). The first type is the Maximum Likelihood (ML) based covariance structure analysis method that is documented in software such as LISREL, Amos and EQS. Another type is the Partial Least Squares (PLS) based variance analysis method, which is implemented in such programs as LVPLS and PLS-Graph. SEM techniques

such as LISREL and PLS are second generation data analysis techniques that can be used to test the extent to which the research meets recognized standards for high quality statistical analysis (Gefen, 2000). This research sought to use Maximum Likelihood, AMOS 6.0 as this software provides an informative and comprehensive model picture, and is user friendly. More importantly, as the indicators of this research reflect the underlying nature of a latent variable (reflective rather than formative), using Amos to test the confirmatory model is suitable (Blunch, 2008). However, as discussed in Chapter Seven, the results gained did not meet normal fit indices.

The way in which a theoretical model postulates links between constructs and measures is referred to as correspondence rules or epistemic relationships (Bagozzi 1984, p.23; Fornell & Bookstein 1982, p.445). In causal modelling, the two basic kinds of epistemic relationships can be described as reflective and formative:

In the [reflective] case, indicators (measures) are believed to reflect the unobserved, underlying construct, with the construct giving rise to (or ‘causing’) the observed measures. In contrast, formative indicators define (or ‘cause’) the construct. A defined construct is completely determined by a linear combination of its indicators (Hulland 1999, p.201).

Theoretical and empirical research on SEM has considered the distinguished reflective constructs from formative constructs and models (Anderson & Gerbing, 1988; Coltman, Devinney, Midgley, & Venaiik, 2008; Wilcox, Howell, & Breivik, 2008). Wilcox, et al (Wilcox et al., 2008) stated that if constructs are inherently either formative or reflective, the researcher would be obliged to measure them accordingly . The distinction between formative and reflective measures is important because the proper specification of a measurement model is necessary to assign meaningful relationships in the structural model (Anderson & Gerbing, 1988; Coltman et al., 2008). The decision on the constructs being studied was based on broad theoretical and empirical considerations discussed by (Coltman et al., 2008). Those considerations can indicate that the measurement model of the current study is reflective based on discussions of reflective and formative constructs of Coltman, Devinney et al (2008) is illustrated in Table 3.4.

On the other hand, the study followed a two-step approach as recommended by Anderson and Gerbing (1982) because this methodology is more consistent with the dual purpose this study. The first step in this approach is to develop an acceptable measurement model before building on this model to predict causal relationships among the study variables. In this approach, the validity of the constructs is examined

Table 3.4

A framework for assessing reflective and formative models: theoretical and empirical considerations

Considerations	Reflective model	Formative model
Theoretical considerations		
1. Nature of construct	Latent construct exists	Latent construct is formed
	Latent construct exists independent of the measures used	Latent constructs is a combination of its indicators
	Latent construct exists independent of the measures used	Latent constructs is a combination of its indicators
2. Direction of causality between items and latent construct	Causality from construct to items	Causality from items to construct
	Variation in the construct causes variation in the item measures	Variation in the construct does not cause variation in the item measures
	Variation in item measures does not cause variation in the construct	Variation in item measures causes variation in the construct
3. Characteristics of items used to measure the construct	Items are manifested by the construct	Items define the construct
	Items share a common theme	Items need not share a common theme
	Items are interchangeable	Items are not interchangeable
	Adding or dropping an item does not change the conceptual domain of the construct	Adding or dropping an item may change the conceptual domain of the construct
Empirical considerations		
4. Item inter-correlation	Items should have high positive inter-correlations	Items can have any pattern of inter-correlation but should possess the same directional relationship
	Empirical tests: assessing internal consistency and reliability by Cronbach alpha,	Empirical test: no empirical assessment of indicator reliability possible; various preliminary

	average variance extracted, and factor loadings (e.g., from common or confirmatory factor analysis)	analyses are useful to check directionality between items and construct
5. Item relationships with construct antecedents and consequences	Items have similar sign and significance of relationships with the antecedents/consequences as the construct	Items may not have similar significance of relationships with the antecedents/consequences as the construct
	Empirical tests: establishing content validity by theoretical considerations, assessing convergent and discriminant validity empirically	Empirical tests: assessing nomological validity by using a MIMIC model, and/or structural linkage with another criterion variable
6. Measurement error and collinearity	Identifying the error term in items is possible	Identifying the error term is not possible if the formative measurement model is estimated in isolation
	Empirical test: identifying and extracting measurement error by common factor analysis	

Source: Adapted from Coltman, Devinney et al (2008)

by confirmatory factor analysis (CFA), i.e. measurement model assessment and the relationship between the constructs also examined (the structural model). The measurement model represents constructs or latent (unobserved) variables and their set of observable variables (measures). In the second stage, the structural model fit was assessed. The structural model describes the ‘set of one or more dependence relationships linking the hypothesized models constructs. The structural model is most useful in representing the interrelationships of variables between constructs’ (Hair et al, 2005, p. 710). CFA is used because it is a theoretically-driven approach in which the factors need to be specified beforehand compared to EFA which is a data-driven (exploratory) approach where the factors are unknown (Anderson & Gerbing, 1988; Hair, 2005). The structural model is estimated with a maximum likelihood method and a correlation matrix as input data.

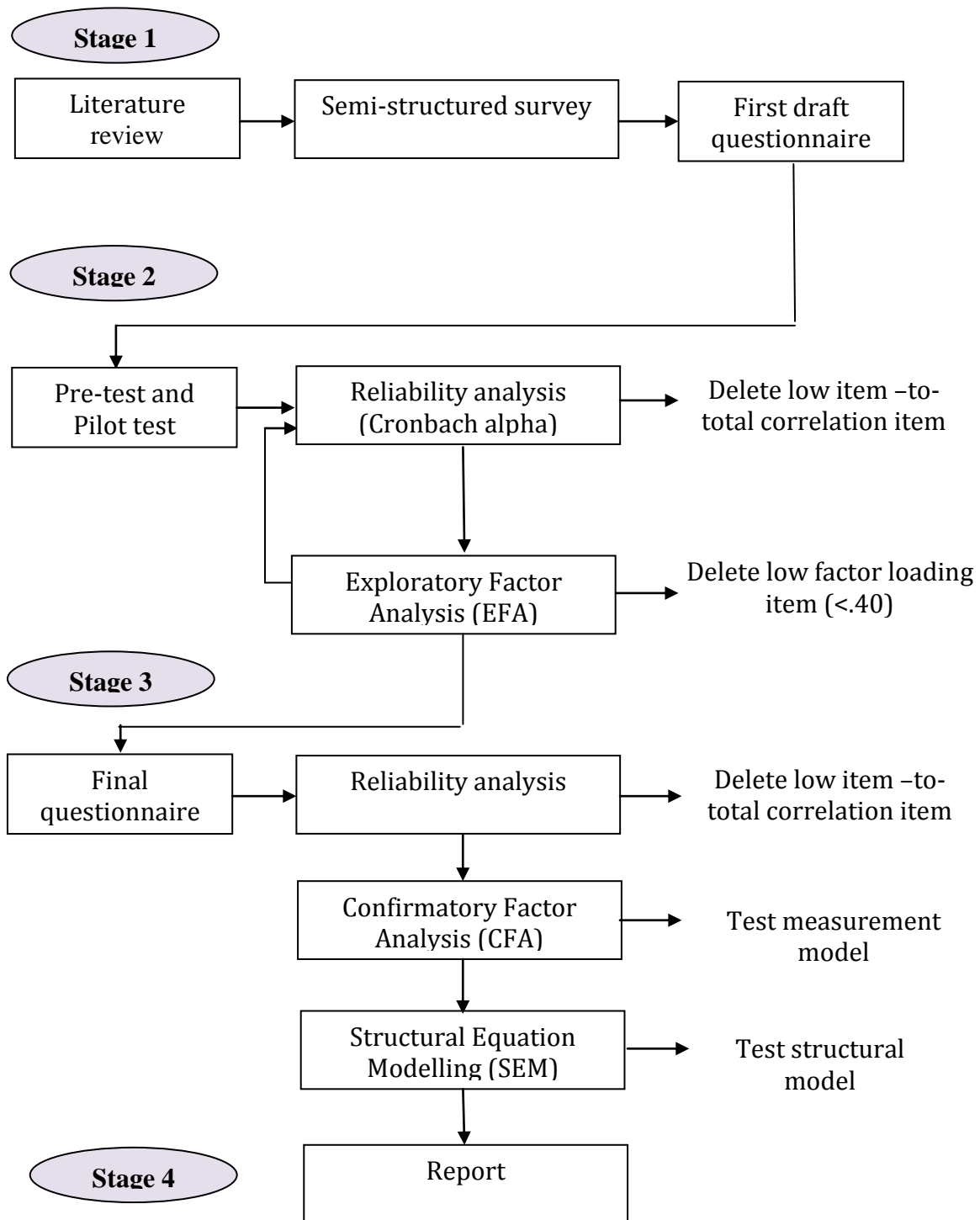
Table 3.4 summarises the above discussion and issues relating to the identification of latent variables and distinguishes between the reflective and formative models. In practice many studies that use SEM may incorporate elements of both approaches, but most tend to the reflective model and this is consistent with the

models described above. However, as will be discussed in Chapter Seven, problems of discriminate validity were found to exist. Indeed, as will be described in the subsequent chapters the initial model was found to ‘dissolve’ as the data did not support the conceptualisation. The thesis became increasingly data driven in that the original conceptualisation derived from the literature review and the identification of potential items for the questionnaire was found to be invalid due to issues of multi-collinearity where the variables were not independent variables. By being data driven it is meant that analysis was propelled by the relationships found within the data rather than personal intuition or judgement, although toward the end as discussed in chapters seven and eight, some relationships were found to meet the requirements of statistical tests. It was unfortunate that the paper by Pearce and Kang (2009) was not found until revisiting the literature, but that paper informed much of the discussion in chapter 8 and the data, it is suggested, permitted the elaboration of their theory which is advanced in the final discussion. In that sense a circle is completed between the original review, the actual data and a meaningful contribution in that chapter finds a way of overcoming the problems found in the lack of independence between the variables identified in the early stage of the research. It was, it is suggested, the rigour of the analysis that discovered the problems, and found a way of solving the issues.

3.9. Chapter summary

The stages followed in the research design process for this study is hence shown in Figure 3.21. Consequently, as described the data were collected at Rangiriri, Te Puia and the Rotorua Museum over the period October 2011 to the end of January 2012. The sample characteristics are now described in Chapter Four. The forthcoming chapter essentially commences with a description of the sample followed by descriptive statistics for individual scales and dichotomous behavioural variables. The next stage is to assess the impact of socio-demographic variables, both separately and together before moving to hypothesis testing.

Figure 3.21 The Research Process



CHAPTER FOUR

THE NATURE OF THE SAMPLE

The aim of this chapter is to provide a description of nature of the sample and the role of socio-demographic variables in determining heritage visitors' activities within two years prior to the completion of the questionnaire.

4.1. The nature of the sample

The socio-demographic data collected from respondents related to their gender, age group, educational background, usual place of residency, income levels and the presence of children when visiting the heritage site. The demographic characteristics of the respondents can be seen in Table 4.1 below.

The sample was one of convenience, but has the advantage of being comparatively large, comprising 1,076 respondents. It will be noted from Table 4.1 that there were times when respondents failed to respond to a question, and in subsequent analysis such respondents are identified as recording missing data and are excluded from the statistical analysis unless otherwise stated. Surveying was undertaken across all days of the week, but for the most part was undertaken during Thursdays to Mondays in order to catch the busier part of the weekend. It should also be noted that international representation may be higher than normal of some nationalities (e.g. Argentinians) as the early stages of data collection coincided with the 2011 Rugby World Cup. On the other hand this possessed the advantage of permitting a better analysis of domestic vs. overseas perceptions. The sample is not representative of total international visitation because, for example, Australians account for about 31% of all international visitors to New Zealand.

Table 4.2 complements Table 4.1 by generating the same data by each of the data collection sites. While this means a replication of data, this mode of presentation has the one advantage of clearly displaying the nature of the total sample. Both tables show that the number of female respondents (586) was higher than male respondents (476), representing a ratio of 55.2% and 44.6% respectively. In terms of age, the majority of respondents are between 46-65 years of age, accounting for nearly 40% of

the sample, and respondents aged between 56-65 years account for 21.1 %. This implies that tourists interested in heritage and historic attractions are more likely to belong to an older age group, which is not inconsistent with findings by, for example, Chen & Kerstetter (2001).

Table 4.1 Demographic Characteristic of Respondents

Demographics	Frequency Count	Valid %
Gender (N= 1062)		
Male	476	44.8
Female	586	55.2
Age group (N=1062)		
<18 years old	76	7.2
19 - 25 years	107	10.1
26 - 35 years	180	16.9
36 - 45 years	167	15.7
46- 55 years	194	18.3
56 - 65 years	224	21.1
>66 years old	113	10.6
Presence of children under the age of 16 years on this visit (N=1044)		
Yes	167	16.0
No	877	84.0
Educational background (N=1017)		
Primary school	45	4.4
High school	323	31.8
Under-graduate	261	25.7
Post graduate	388	38.2
Income levels		
Below average	72	7.0
Average	535	52.1
Above average	307	29.9
Significantly above average	112	10.9
Usual place of residents (N=1063)		
United Kingdom	172	16.2
New Zealand	414	38.9
North America	62	5.8
Australia	169	15.9
South Africa	4	0.4
South America	7	0.7
Europe	170	16.0
China	24	2.3
Middle East	4	0.4
Other Asian	32	3.0

In terms of education, respondents were mostly well educated as more than 60% respondents had completed an under-graduate degree and strikingly 38.2% completed a postgraduate degree. With regard to income levels, Table 4.1 indicates that the highest percentages perceived themselves as earning an “average” income, followed by “above average” and “significantly above average” income (52.1%, 29.9% and 10.9% respectively). To overcome the problem of overseas visitors having to convert incomes to and from their own currencies people were simply asked to report whether they had above, average or significantly above or below average incomes. In this manner one tends to catch respondent-perceived relative income differentials.

In terms of the presence of children under the age of 16 years on this visit, 84% of the visitors were unaccompanied by children. Table 4.1 also reveals that international visitors account for 61.1% of the sample, reflecting the choice of Te Puia and Rotorua as sites of data collection. The majority of international visitors came from the UK, Australia and Europe (16.2%, 16.0% and 15.9% respectively) while the Asians are under-represented, comprising only 5.7 % of the sample. This was expected due to the mode of data collection at Te Puia in the café area as most Chinese visiting that site tend to do so as part of coach parties and do not use the café facilities, while their coach parties also tend to avoid the museum.

The characteristics of the sample can also be described in detail according to the different three sites of the thesis as shown in Table 4.2 below.

As shown in Table 4.2, 47% of visitors to Te Puia were male as against 41% of the visitors to the Museum (excluding one informant who did provide details) while male visitors are comparatively equal in number with females at Rangiriri (49.5%, and 50.5 % respectively).

Specifically, Table 4.2 shows that Te Puia attracted about 85% of its visitors from outside of New Zealand, while New Zealanders accounted for 55% of the visitors to the Museum. Nonetheless the Museum was able to attract visitors from the UK, Australia and Europe, while the majority of Chinese visitors to Te Puia are

thought to be under-represented for the reason provided above. Strikingly, nearly 90% of the sample collected at Rangiriri is comprised of New Zealanders.

Table 4.2 Demographic characteristic of respondents at three research sites

Demographic	Collection site						Total	
	Te Puia		Rotorua Museum		Rangiriri		Count	%
	Count	% within site	Count	% within site	Count	% within site		
Gender (N=1062)								
Male	232	47.3	191	41.1	53	49.5	476	44.8
Female	259	52.7	273	58.9	54	50.5	586	55.2
Age group (N=1062)								
<18 years old	28	5.7	47	10.1	1	1.1	76	7.2
19 - 25 years	46	9.4	53	11.4	8	8.6	107	10.1
26 - 35 years	100	20.4	75	16.1	5	5.4	180	16.9
36 - 45 years	83	16.9	78	16.8	6	6.4	167	15.7
46- 55 years	88	18.0	87	18.7	19	20.3	194	18.3
56 - 65 years	109	22.3	76	16.4	39	41.7	224	21.1
>66 years old	36	7.3	49	10.5	29	31.0	113	10.6
Educational background (N=1017)								
Primary school	15	3.2	28	6.3	2	1.9	45	4.4
High school	135	28.8	136	30.8	52	48.6	323	31.8
Under-graduate	110	23.5	112	25.3	38	35.5	260	25.6
Post graduate	208	44.4	166	37.6	15	14.0	389	38.2
Income levels (N=1026)								
Below average	21	4.5	48	10.7	3	2.8	72	7.0
Average	233	49.5	236	52.7	65	60.7	534	52.0
Above average	161	34.2	119	26.6	28	26.2	308	30.0
Significantly above average	56	11.9	45	10.0	11	10.3	112	10.9
Usual place of residents (N=1063)								
United Kingdom	115	23.5	53	11.4	4	3.7	172	16.2
New Zealand	67	13.7	255	54.9	92	86.0	414	38.9
North America	32	6.5	29	6.2	1	0.9	62	5.8
Australia	109	22.2	52	11.2	8	7.5	169	15.9
South Africa	2	0.4	2	0.4	0	0	4	0.4
South America	7	1.4	0	0.0	0	0	7	0.7
Europe	116	23.7	52	11.2	2	1.9	170	16.0
China	22	4.5	2	0.4	0	0	24	2.3
Middle East	2	0.4	2	0.4	0	0	4	0.4
Other Asian	16	3.3	15	3.2	0	0	32	3.0
Presence of children under the age of 16 years on this visit (N=1044)								
Yes	76	15.7	71	15.7	19	17.8	167	16.0
No	408	84.1	378	83.6	88	82.2	877	84.0
Total Respondents	493		467		107			

With reference to age, the distribution between Te Puia and the Museum was found to be statistically significant. However, when examining the observed as against the expected frequencies it was concluded that the Museum attracted a higher number of visitors in the younger age groups, and this was initially thought to reflect a situation where parents tend to take children to museums, a feature noted in many research projects. Consequently it was found that of those visiting the Museum, 10% were less than 18 years of age as against 6% of those at Te Puia. On the other hand the dominant age group at Rangiriri is older (more than 56 years old). It is possible that the Rangiriri site has typical historic features that can attract the older aged New Zealand respondents due to a number of reasons that include:

- a) It is not heavily promoted to an overseas market on the premise that there is less to see there;
- b) Possibly local knowledge is required prior to making a visit in terms of identifying why it should be visited; and
- c) A higher degree of involvement in the history and heritage of New Zealand is required than for the other two sites.

In terms of education, of the 1067 who responded to the question on educational attainment, over 60% of the visitors to each site had a university education or equivalent. While Te Puia had a slightly different profile in terms of 44% of its visitors having a post graduate qualification, it was thought this may have been due to the much higher proportion of overseas visitors that Te Puia attracted. A number of reasons might account for this, one being that the socio-demographic variables are not wholly independent of each other. For example, older people with higher qualifications are more likely to have higher incomes that allow them to undertake international travel, and thus such people may be more likely to frequent iconic tourist attractions based upon heritage. This issue is subsequently discussed when analysing the data using logistic regression. At Rangiriri the older aged sample tended to fall into two groups. Those with graduate qualifications accounted for 50% of the respondents, the greater part of the remaining sample (48.6%) having high-school leaving qualifications. This in itself is not without some interest in terms of both assessing involvement (the higher educated being more interested in the site),

and the patterns of past educational opportunities then being open to older New Zealanders at an earlier age.

When respondents were asked if they were accompanied by children under the age of 16 years, no statistically significant difference emerged. However 19 respondents did not answer this question.

From Table 4.2 one can see that 40% of the sample recorded themselves as having above or significantly above average income – a feature again reflecting the incidence of overseas visitors and their ability to travel to New Zealand. Regarding income levels, Table 4.2 shows the income levels for each group of visitors who answered this question. For example, 35% of New Zealand respondents stated they were above or significantly above average income, while 62% of North Americans, 42% of UK visitors, 46% of Australian visitors and 47% of European visitors so designated themselves.

While the total samples are categorised into two sub samples in terms of domestic and international tourists, Table 4.2 also shows that of the 1067, domestic respondents (414) were fewer in number than international respondents (653), representing a ratio of 38.2% and 61.2 % respectively. However given the numbers that form the sub-samples of residents of the United Kingdom and Australia (and, although perhaps less effectively from Europe and North America) there is an opportunity to subsequently test the degree to which place of normal residency may generate differences in activities and perceptions.

Finally, it can be noted that very few Maori visited the sites as tourists. Assessment of the responses to the open-ended questions indicated that possible as few as 15 visitors were Maori. The reasons provided by Maori respondents indicated that Maori would attend these sites for special tribal events, and they otherwise rarely visited the sites as ‘general tourists’.

4.2. Nature of activities undertaken

Table 4.3 provides the actual activities respondents have undertaken in the last two years with reference to behaviours at heritage and historic sites. The purpose behind these items was two-fold, namely: a) to test degrees of involvement with heritage sites, and b) to test for correlations between attitudinal and behavioural variables. The first column of the table indicates the numbers of respondents who have not undertaken the activities listed on the table and the third column indicated the valid percentages who stated that they have undertaken those activities within the last two years. The two most popular forms were visiting a museum and visiting historic places outside of New Zealand with 75.2% and 73.5% respectively, followed slightly by visiting sites of Maori culture (65.0%), and taking photos at these locations (63.3%). Other activities were undertaken less frequently, for example, “staying longer than I thought I might” or being “a member of the New Zealand Historic Places Trust” was nominated by only 4.2% of the sample. Furthermore, in terms of modes of communication that respondents used to know about and visit these sites, “picking up brochures about this place” was more preferred than “looking for information on the internet” (54.3% and 24.8% respectively).

Table 4.3. Activities taken in the last two years

Activities undertaken within last two years	No	Yes	% Yes	Total
Taken photographs at this location	391	675	63.3	1066
I have visited a museum	264	802	75.2	1066
I have talked to the local staff here	506	560	52.5	1066
I have visited heritage sites in New Zealand	398	668	62.7	1066
I have visited sites of Maori culture	372	694	65.0	1066
I have visited historic places outside of New Zealand	282	784	73.5	1066
Picked up brochures about this place	487	579	54.3	1066
Looked up the internet about this place	801	265	24.8	1066
Stayed here longer than I thought I might	818	248	23.3	1066
I am a member of the New Zealand Historic Places Trust	1021	45	4.2	1066
Purchased souvenirs of historic/heritage places	738	328	30.7	1066
Visited an historic enactment performance	637	429	40.2	1066

The research also aims to highlight some differences among social demographics in terms of age, income, nationality, gender, the presence of children with their visit and education with each activity among 12 activities undertaken by respondents with last two years. These issues and the role of socio-demographic variables in determining perceptual and attitudinal issues are the subject matter of the next chapter.

4.3. Chapter Summary

In summary, this chapter provided the main description of the sample (1,067 respondents) used in this thesis in terms of their social demographics and the activities undertaken by respondents within the last two years at three New Zealand historic and heritage sites. These descriptions will be the basis for further analysis in the next chapter, namely Chapter Five. Specifically, the next chapter will analyse the role that socio-demographics have in determining attitudes and behaviours of visitors as well as the reliability and validity of the scales of attitudinal items used in the survey.

CHAPTER FIVE

THE ROLE OF SOCIO-DEMOGRAPHICS AS A DETERMINING VARIABLE

5.1. Introduction

This chapter follows the previous one by first considering the link between activities and socio-demographic variables. There are three main sections to the chapter. The first comprises two parts that:

- a) Undertake chi-squared tests for both a behavioural variable and a given separate socio-demographic variable. This assumes that each socio-demographic variable is independent of another – that, for example, the level of income is independent of age or level of education; and
- b) Undertake a binary logistic regression where the binary determined variable is the behaviour (is it undertaken or not) and the determining variables are the nominal classifications of socio-demographic variables. This is thought legitimate because, to use the above example, income may be in part dependent upon age and education.

The second section of the chapter then looks at the descriptive statistics of the perceptual scale and uses t-tests and analysis of variance (ANOVA) to again determine the role of socio-demographic variables as a determinant of the score achieved on each item. Finally, based on the previous arguments that recommendation of a site is an appropriate measure of the conative implicit in the link between satisfaction and future action, logistic multinomial regression is undertaken to assess the extent to which socio-demographic factors may play in role in determining a willingness to recommend a site.

The rationale for this process is based in a literature that shows that, at least in some instances, that socio-demographics can help identify market segments. For example, Kastenholz (2005) found relationships between age, nationality, interest in heritage settings and expenditure in a study of 2,280 tourists in Portugal. Age, marital status and the presence of children may also be proxies for identifying life stage,

which has also be shown to be a determinant of not only behaviours but also tourist concerns. For example in a series of papers Yiannakis and Gibson have examined links between age and tourists roles (e.g. Gibson & Yiannakis, 2002). In another example Hudson (2000) found differences existed between skiers on the basis of gender. In examining socio-demographics a number of factors arise. First, the variables of age, income, gender, and education are not wholly independent in that, for example, better educated older males will often tend to have higher incomes than less well educated younger people. Second, it needs to be noted that, again for example, intra-gender or intra-group differences may be just as great as inter-group differences. Nonetheless in a world where it is claimed that inter-generational differences may exist between ‘baby boomers’ and ‘Generation Y’, an analysis of socio-demographic potential differences can be seen as a required initial step in assessing possible market segments.

5.2. Socio-demographic variables and behaviours.

This part aims to highlight relationships among social demographics in terms of age, income, nationality, gender, the presence of children while making a visit and education with various behaviours undertaken by respondents in the past two years as recorded by those respondents.

The relationships and variables being looked at this section are those indicated in Table 5.1. Chi-squared tests were used because all the variables are nominal in nature. To avoid unnecessary repetition only statistically significant findings are reported in detail, but it is necessary to note that other than in these cases most relationships were not statistically significant, and this becomes more evident in the next section of the chapter.

The first behavioural variable examined is the taking of photographs, and the findings are shown in Table 5.2. Three variables were found to be potential determinants of taking photographs, and these were age, education and normal country of residence. The appropriate statistics are shown in Table 5.2.

Table 5.1 Relationships being examined

Behaviours	Socio-demographic Variables
Taken photographs at this location Picked up brochures about this place I have visited a museum in the last 2 years Looked up the internet about this place Talked to the local staff here Stayed here longer than you thought you might I have visited heritage sites in NZ I am a member of the NZ Historic Places Trust Visited places of Maori culture Purchased souvenirs of heritage/historic sites I have visited historic sites outside New Zealand I have visited an historic enactment performance	Age Income Level of Education Gender Country of Residence Accompanied by children under the age of 16 years Gender

The results of the relationships of each of the traveling behaviour and each demographics variable are separately shown below.

Table 5.2 Taking Photographs

Activity	Socio-demographic Variable	Descriptor	Chi-squared	Prob.
Taking photographs	Age	Those over the age of 46 years are less likely to take photographs. Those between 19-45 are more likely.	29.22	<0.001
	Education	More highly educated visitors are more likely to take photographs.	14.11	0.003
	Country of Residence	New Zealanders take fewer photographs than expected. Those from UK, Europe, US, China and Australia take more.	117.37	<0.001

The relationships indicated that those over the age of 46 years were less likely than expected to take photographs, while as noted in Table 5.2, it was the more highly educated who tended to take more photographs than expected (when assuming a null

hypothesis). Equally visitors from overseas tended to take more photographs than expected. Simple observation of the data does not, of course, explain the data, but it will be noted that chi-squared is 117.37, and in many senses it is not unexpected that overseas tourists will take more photographs than their New Zealand counterparts.

The second variable looked at “visiting museum in the last two years” and findings are shown in Table 5.3.

Table 5.3 Visiting Museums

Activity	Socio-demographic Variable	Descriptor	Chi-squared	Prob.
I have visited a museum in the last two years	Are you accompanied by children under the age of 16?	Those with children under the age of 16 years are more likely to visit more than expected.	4.89	0.027

The only statistically significant finding from this table indicated that people who are accompanied by their children under the age of 16 years seem to pay more visits to the museum within last two years than expected. This raises some questions such as: Do heritage tourists more frequently have children in their trip than tourists undertaking other activities? Do museums attract tourists with family groups with children more than other attractions? Surveys of visitors to other museums have indicated a mix of tourists with and without children. For example, when examining Isle of Man monuments Prentice (1989a) suggested that many visitors were without children in their travel and only a few had pre-school age children accompanying them. Specifically, his work reports that Laxly Wheel would seem more popular than the other Manx attractions as a destination for tourists with children and two of the museums were the least popular for child accompanied groups (p. 64). However, the finding from the Table 5.3 implies that tourists accompanied by children have tended to visit museums more often than might be expected. This result would raise the need to develop and present museums in ways attractive both adults and children, and hence the practical implications led to further analysis as indicated below.

In terms of socio-demographics and visiting heritage sites, age seems to be statistically significant with this activity as shown in Table 5.4 below. Those between

the ages of 19-35 years tend to visit heritage sites less than might be expected. This finding might be explained by the fact that visitors of this age group are likely to be building careers and family commencement rather than enjoying and involving the activity of visiting heritage sites.

Table 5.4 Visiting Heritage Sites

Activity	Socio-demographic Variable	Descriptor	Chi-squared	Prob.
I have visited heritage sites in New Zealand	Age	Those between the ages of 19-35 years tend to visit heritage sites less than might be expected.	16.41	0.012

Similarly, examining the relationships between social-demographics and an activity of visiting historic sites outside New Zealand as shown in the Table 5.5 indicates that the younger age groups (< 18 years) and those between 36 and 45 years of age seem either less interested or have less opportunities in visiting historic sites than might be expected. Vice versa, in this case, the older age groups (46-55, 55-65 and greater than 65 years) have a greater tendency to visit historic places outside of NZ. Generally the profile of visitors visiting historic sites in New Zealand or outside New Zealand are likely to be those belonging to the older rather than the younger age groups (less than 18 and between 19 to 25 years). This finding supports some previous research in heritage tourism. For example, visitors' surveys at Stan Hywet Hall in Ohio suggested that visitors to historic houses possess "an older profile" (Prentice, 1989, p 58).

Interestingly, the results also indicate that the respondents who held university degrees tend to visit historic places outside of NZ more at statistically significant levels while the post graduates have done this less than might be expected. Respondents who have "above" and "significantly above average" incomes also tend to visit historic places outside NZ more than expected at statistically significant levels while the respondents who have "average" income have visited historic places at a lesser level. New Zealanders and the Chinese are likely to visit historic sites outside of NZ less than expected while the respondents in the UK, Australia, Europe have visited much more than expected.

Table 5.5 Visiting Heritage Sites outside New Zealand

Activity	Socio-demographic Variable	Descriptor	Chi-squared	Prob.
I have visited historic sites outside New Zealand	Age	The youngest group visit less than expected while the oldest age tend to have visited more than expected.	14.75	0.000
	Education	Under-graduates and post graduates are likely to visit more than expected.	26.14	0.000
	Income	Respondents with Above and significant above income are likely to have more visits at heritage sites than expected.	23.43	0.000
	Country of Residence	Chinese and NZers are less visiting than other countries.	2.35	0.000

With reference to visiting sites of Maori culture, age and country of residence have statistical significance as shown in Table 5.6. The oldest age group (over 65 years of age) and the youngest age groups (18 years and less) are more likely to visit Maori cultural sites than other age groups, while those between 19 and 55 years of age tend to visit such sites less frequently than expected. The country of residence determines visitors' behaviour for visiting sites of Maori culture. Specifically, those from Europe and the UK tend to make more visits and New Zealanders and Chinese less than expected, findings consistent with those of Ryan (2002) and Du, Liu and Ryan (2011).

Table 5.6 Visiting sites of Maori Culture

Activity	Socio-demographic Variable	Descriptor	Chi-squared	Prob.
I have visited sites of Maori culture	Age	The oldest age group visit less than expected while the youngest age tend to have visited more than expected.	16.07	0.013
	Country of Residence	Those from mainland Europe tended to visit less than expected.	12.33	0.030

In terms of picking up brochures about these places the variables of age and normal country of residence were found to be potential determinants. Specifically, the output from Table 5.6 indicated that respondents outside of New Zealand in the sample have a greater tendency to pick up brochures as do the more educated visitors. Vice versa, those less educated are less likely to do this than expected

Table 5.7 Picking up brochures about this place

Activity	Socio-demographic Variable	Descriptor	Chi-squared	Prob.
Picking up brochures about this place	Education	More educated visitors picked up brochures than expected, less educated less than expected.	11.328	0.010
	Country of Residence	Those outside of NZ are more likely to pick up brochures than expected.	71.98	<0.001

Education, age and country of residence tend to be statistically significant variables in determining whether respondents look up details about the location on the internet. Results shown in Table 5.7 indicate that the youngest age groups (under 18 and 19 to 25 years of age) and the oldest age groups (55 to 65 and over 65 years) in the sample are less likely to look up the internet while those in their twenties and thirties seem to do this more than expected. These results indicate the possibility that younger age groups fail to look up details not because of an inability to use the net, but because of a relative lack of interest. Furthermore, the post-graduates, undergraduate and those with just high-school leaving qualifications appear to differ in their use of the net at statistically significant levels. Specifically, post-graduates and undergraduate seem to look up the internet more than expected while those with just high-school leaving qualification do so less than expected. The general conclusion drawn from this result may be that the more educated tourists are more likely to make use of internet as an information source for the places they visit at levels at $p < 0.002$. New Zealanders and Europeans also seem to be less interested in and less likely to use the internet to look up this place than expected when compared to those from North America, Australia and China, but this again may be a reflection of interest rather than capability.

Table 5.8 Looking up the internet about this place

Activity	Socio-demographic Variable	Descriptor	Chi-squared	Prob.
Looking up the internet about this place	Age	Those age 26-35 years are more likely to look up internet than expected. Chinese tend to look up internet more than expected.	24.99	<0.001
	Education	Higher educated visitors are likely to use internet more than expected.	14.9	0.002
	Country of Residence	New Zealanders are likely less to use internet.	30.86	<0.001

Regarding behaviour of talking to the local staff at the locations sampled, nothing of statistical significance was found.

In terms of staying at the attraction longer than they initially thought, the country of normal residence and the presence of children in their travel tend to have statistical significance. Specifically, respondents with children seem to stay longer than might be expected. It is likely that accompanying children is a factor determining the time visitors spend at the destinations. The respondents from the UK, New Zealand and China tend to stay longer more than might be expected. Those less educated are also more likely to stay here longer than expected and female visitors seem to take a longer stay than their male counterparts. These results are shown in Table 5.9 below. Arguably, further analysis is needed to assess whether visitors with a specific interest in heritage sites tend to take longer stays than they initially thought. Prentice (1989) argued that an association of heritage tourism out of main season with second or additional holidays may imply (out of the main season at least) that heritage tourists might take shorter holidays than other types of tourists.

Table 5.9 Staying here longer than you thought you might

Activity	Socio-demographic Variable	Descriptor	Chi-squared	Prob.
Staying here longer than you thought you might	Age	Age-group <18 stay longer than expected.	17.38	0.008
	Have children	Visitors with children are likely to stay longer than it might be.	8.86	0.004
	Education	Less educated visitors tend to stay longer than expected.	13.1	0.004
	Gender	Female tend to stay longer, male don't.	3.94	0.049
	Country of Residence	UK, Chinese stay longer than expected, others less.	18.27	0.003

The country of normal residence appears to be a statistically significant variable in determining whether respondents are members of New Zealand Historic Places Trust. Results shown in the Table 5.10 indicate that only people from New Zealand would appear more likely to become NZHPT's member than might be expected (the expected count is 18.4 but the actual count is 35) while respondents from the UK and Australia are far less likely to – a result that one can say is expected given the context of the study.

Table 5.10 Being member of the NZ Historic Places Trust

Activity	Socio-demographic Variable	Descriptor	Chi-squared	Prob.
Being member of the NZ Historic Places Trust	Country of Residence	New Zealanders are likely to be NZPHT's member more than expected.	48.75	<0.001

In terms of buying souvenirs of historic/heritage sites, the age, gender and country of residence seem to be statistically significant with this activity as shown in Table 5.11 below. Specifically, the older age groups (those above 56 years of age) tended to buy souvenirs at the historic sites they visited more than expected at $p=0.009$. Furthermore, female visitors seem to be more likely to do this while males tended not to buy souvenirs from their travel. International visitors seem to be more

interested in purchase souvenirs at heritage sites while New Zealanders tended not to do as it might be expected.

Table 5.11 Purchasing souvenirs of heritage/historic sites

Activity	Socio-demographic Variable	Descriptor	Chi-squared	Prob.
Purchasing souvenirs of heritage/historic sites	Age	Old age group (>56) tend to buy more souvenirs than expected.	17.08	0.009
	Country of Residence	Non-New Zealanders seem to buy more souvenirs than expected.	52.09	<0.001
	Gender	Females are likely to buy more souvenirs. Males purchase souvenirs at less than expected rates.	6.35	0.013

The last variable looked at is that of visiting a historic enactment performance and the findings are shown in Table 5.12. One variable, that is country of residence, was found to be a potential determinants of visiting a historic enactment performance. The appropriate statistics are shown in Table 5.12. Visitors from UK, China, North America, and Australia seem to visit historic enactments more and New Zealanders and Europeans less.

Table 5.12 Visiting an historic enactment performance

Activity	Socio-demographic Variable	Descriptor	Chi-squared	Prob.
Visiting an historic enactment performance	Country of Residence	Visitors from UK, China, North America, Australia seems to visit historic enactment than expected. New Zealanders and Europeans are likely to visit less than it might be.	48.79	<0.001

5.3. Binary logistic analysis

As indicated in the introduction the previous analysis assumed an independence of socio-demographics variables from each other, but this can be questioned when, for example, considering relationships between age, income and education.

The following therefore assumes that

A given behaviour = f (gender, age, income, education, country of residence, children)

Where there is also a relationship between the determining variables

Binary Logistic Regression Analysis is thought appropriate because:

- a) The determined variable is a binary or dichotomous variable, that is, the respondent either engages or does not engage in the given behaviour;
- b) The determining variables are nominal data, and are simply classifications of gender, age etc. where there is no consistency in the form of the data.

Table 5.13. Results of Binary Logistic Regression Analysis

Behaviour	Determining variables Beta Coefficients	Sig. of variables	Pseudo Coef. of Determ'n (Cox and Snell)	Classification Table (% 'correctly' allocated)	Comment
Taking Photographs	-0.19 Age + 0.23 Education + 0.187 Country	<0.001 0.003 <0.001	0.16	71.0	NZers less likely to take photos -
Visiting a Museum in the last 2 years	1.21 Constant -0.65 Age (19-25)	0.04 0.06	0.03	76.7	Effect swamped by high constant value
I have visited heritage sites in New Zealand	-0.80 Age 0.39 Have child less than 16 years	0.004 0.05	0.02	64.1	Tends to older people
I have visited heritage sites outside of New Zealand	0.60 Income -1.81 Live in New Zealand -1.26 live in Australia	0.003 0.016 0.09	0.08	75.1	Low income inhibits.
Visit site of Maori Culture	2.0 Constant -10.1 Live in New Zealand	<0.001 <0.001	0.08		Confirms Ryan (2002) that NZers not overly interested in sites of Maori culture
Pick up brochures	0.88 Live in the UK	0.05	0.09	64.9	UK residents tend to pick up brochures – perhaps because they are in English

Looked up the site on the internet	0.68 Aged 26-35 -1.20 Live in UK -1.62 Live in NZ -1.03 Live in Aus	0.03 0.009 <0.001 0.024	0.06	75.9	Those most familiar with English are not using the internet as much as others – supports research on Chinese bloggers
Stayed here longer than I thought I might	0.72 Child less than 16 -1.82 Live in USA	0.001 0.046	0.05	76.0	Children seem to extend stay
Am a member of the New Zealand Historic Places Trust	19.88 Live in New Zealand	0.001	0.05	94.0	Only relates to New Zealand
Purchased souvenirs	1.37 Live in China -1.56 Live in New Zealand -1.26 Aged 19-25	0.002 <0.001 0.001	0.08	69.9	NZers tend not to buy so much, Chinese do.

Given the nature of the data, the analysis is based on the probabilities of a cell having a value within it, and the use of logistic values generates probabilities between 0 and 1. An easily accessible explanation of the theory behind the approach is provided by Tranmer and Elliott (2008).

Using Predictive Analytic Software (PASW) the necessary calculations were undertaken with the main statistically significant results being shown in Table 5.13. It can be noted that the Cox and Snell Pseudo Coefficients of Determination are low in value, indicating that while socio-demographic variables are of importance, their overall contribution is relatively low in determining whether a given behaviour is actually undertaken. For the most part the percentage of variance being explained in the determined behavioural is less than 8 per cent. The findings also indicate that there is an interaction between socio-demographic variables because these scores indicate lower levels of relationship than the previous analysis when each socio-demographic variable is independently considered. That is, income, for example, is not wholly independent of age and education, and to some degree gender. However some variables do appear to be of some significance – notably between being resident in New Zealand or overseas. Overall, however, the results imply that the attitudinal measures may be of more importance, and these are the subject of the next section of this chapter, and in Chapter Six. Furthermore, in order to pursue any further analysis, descriptive statistical tests of the perceptual scale in the thesis are reported below.

5.4. Descriptive statistic

Descriptive statistics of all measured constructs, namely motivation, benefits gained, satisfaction, involvement and perceived value for the whole sample can be seen in Table 5.14. For each of the seven-point scaled items in the section 2 through to section 6 of the questionnaire, the scores ranged from ‘1’ representing the lowest level of importance or interest and ‘7’ the strongest degree of importance or interest with the leading item. The first aspect to note is that there exists a slight negative skew, that is, scores tend to the higher half of the scale for most items. None of the 23 items, except for the item on membership of the New Zealand Historic Places Trust, had mean values in the 1-3 range. Specifically, all 22 items score mean agreements above the mid-point of neither important nor unimportant which may indicate that all the items possess at least some importance. There are two items at the bottom of the list with a mean score below 4, but the item on membership of the New Zealand Historic Places Trust is positively skewed with a low mean score (2.38), clearly indicating a lack of interest in membership, and by implication, it is likely a lack of serious involvement in historic places. One other potential explanatory factor is the high numbers of international visitors as explained above in the sample, requiring therefore a need to separate the country of normal residence as a determining variable. This is duly reported below.

This table also reports that there are 13 of the 23 items that have a mean score in the 5-6 range. The highest agreement score is “I would recommend this place to my friends”, which implies that respondents are generally satisfied with their visits while the item “coming here gave my group in interesting things to talk about” had the third lowest agreement mean score. Observation at the time of data collection showed that the majority of respondents tend to travel as couples or individually and this may account for this particular score.

It can also be seen that the item “historic places help you to capture a sense of past” has the second highest mean score from the respondents (5.67), yet the item “my interest in history is especially specific to this place” has the second lowest mean score (3.39), which can imply that though respondents tend to perceive historic places as a way of capturing a sense of past, such a sense is generic rather than specific and

the finding has thus implications for concepts of involvement and are akin to the

Table 5.14 Descriptive Statistics for Attitudinal Items

Descriptive Statistics					
	N	Mean	Std. Dev	Skew	Kurtosis
I would recommend this place to my friends	1061	5.69	1.35	-1.21	1.33
Historic places help you to capture a sense of the past	1062	5.67	1.25	-1.137	1.60
I find the service here to be very good	1061	5.64	1.18	-1.067	1.73
I enjoy learning about a place's history and heritage	1062	5.55	1.34	-0.966	0.65
I like to have a sense of the past	1062	5.52	1.29	-0.92	0.80
I thought the displays here were interesting	1057	5.34	1.34	-1.005	1.15
I think this place represents good value	1059	5.31	1.35	-0.723	0.29
I have an interest in visiting historical places	1065	5.29	1.35	-0.67	0.30
This visit helps me to enjoy my holiday	1052	5.27	1.45	-1.081	1.08
I thought the interpretation offered here was interesting	1053	5.16	1.43	-0.897	0.72
This location enables me to imagine the past	1063	5.07	1.51	-0.77	0.13
This is just a pleasurable place to visit	1059	5.06	1.48	-0.769	0.25
I actually learnt a lot by coming here	1061	5.00	1.54	-0.689	-0.05
I often visit historical sites	1056	4.88	1.57	-0.578	-0.31
Because visiting historic places helps create sense of place	1049	4.87	1.51	-0.694	0.06
Based on my visit here I will visit other historic locations in NZ	1060	4.78	1.68	-0.584	-0.40
I often visit museums	1064	4.69	1.65	-0.391	-0.60
The prices here are quite reasonable	1061	4.39	1.53	-0.246	-0.44
Because visiting historic places helps create sense of self	1057	4.35	1.63	-0.289	-0.58
This is just a place to see while on my holiday	1050	4.28	1.83	-0.327	-0.90
Coming here gave my group interesting things to talk about	1023	4.01	1.91	-0.243	-1.10
My interest in history is especially specific to this place	1056	3.39	1.70	0.313	-0.73
I would like to be a member of the NZ Historic Places Trust	1044	2.38	1.71	1.114	0.27

Table 5.15 Gender and Attitudinal Items

Differences between males and females on attitudinal items	Male			Female			t-test	Sig (2-tailed)
	N	Mean	Std. Dev	N	Mean	Std Dev		
I have an interest in visiting historical places	476	5.16	1.37	587	5.39	1.32	-2.83	0.005
Historic places help you to capture a sense of the past	475	5.56	1.23	586	5.76	1.26	-2.62	0.009
I like to have a sense of the past	475	5.45	1.27	586	5.57	1.30	-1.41	0.159
This location enables me to imagine the past	475	4.93	1.45	587	5.18	1.55	-2.63	0.009
My interest in history is especially specific to this place	473	3.37	1.67	582	3.41	1.73	-0.39	0.697
This is just a place to see while on my holiday	472	4.32	1.75	577	4.25	1.88	0.60	0.547
I often visit historical sites	473	4.82	1.56	582	4.93	1.57	-1.13	0.260
Because visiting historic places helps create sense of self	474	4.22	1.61	582	4.45	1.64	-2.26	0.024
Because visiting historic places helps create sense of place	468	4.74	1.52	580	4.98	1.50	-2.56	0.011
I enjoy learning about a place's history and heritage	475	5.45	1.36	586	5.63	1.32	-2.15	0.032
I often visit museums	476	4.58	1.63	587	4.78	1.66	-1.98	0.048
I would recommend this place to my friends	474	5.58	1.31	586	5.78	1.37	-2.45	0.015
Based on my visit here I will visit other historic locations in NZ	475	4.55	1.69	584	4.97	1.64	-4.10	<0.001
I find the service here to be very good	475	5.48	1.20	585	5.77	1.15	-3.91	<0.001
I think this place represents good value	476	5.14	1.38	582	5.44	1.32	-3.50	<0.001
I actually learnt a lot by coming here	476	4.79	1.48	584	5.18	1.58	-4.12	<0.001
This visit helps me to enjoy my holiday	473	5.15	1.44	578	5.37	1.46	-2.42	0.016
I thought the interpretation offered here was interesting	472	5.05	1.37	580	5.25	1.48	-2.24	0.025
I thought the displays here were interesting	474	5.23	1.29	582	5.43	1.38	-2.41	0.016
I would like to be a member of the NZ Historic Places Trust	468	2.42	1.67	575	2.35	1.75	0.63	0.529
Coming here gave my group interesting things to talk about	460	3.85	1.86	562	4.15	1.95	-2.51	0.012
This is just a pleasurable place to visit	475	4.93	1.43	583	5.16	1.51	-2.49	0.013
The prices here are quite reasonable	476	4.31	1.45	584	4.47	1.60	-1.66	0.097

findings of McKercher and du Cros (2002b) as to the depth of interest that heritage tourists may possess. Nonetheless it is clear that people obtain enjoyment from visiting historic places and find them interesting, and subsequent analysis in this

thesis better identifies the degrees of interest that exist amongst different segments identified by the cluster analysis. It is possible to conclude that historic and heritage places have a role in adding to the enjoyment that people obtain from their holidays.

5.5. The influence of social-demographics on visitors' attitudes

As mentioned above, this part of the thesis aims to identify the role of socio-demographic variables as a determinant of the attitudinal score achieved on each item. In order to achieve these aims, T-tests and ANOVA were used. Specifically, the t-test compares the mean and variance in scores found for two independent samples (e.g. gender) while Analysis of Variance (ANOVA) achieves the same process for three or more samples. The use of ANOVA can be justified in the case of this sample for several reasons. First, as argued in chapter three the sample can be considered as a quota sample of a population that visited the three heritage sites in questions. While that permits generalisation of the results to the sites, it can be questioned as to what degree that permits generalisation to other sites? While not wishing to argue for this wider generalisation, it is worth considering the argument made by Reichardt and Gollob (1999) with reference to the use of convenience samples. They write that 'In such cases, the use of a t-test is most often justified by supposing (a) that the convenience sample was a random sample from a hypothetical infinite population and (b) that it is this hypothetical population to which inference is being drawn. It is shown how the use of a *t* test with a convenience sample can be justified without reference to a hypothetical infinite population and how it may be possible to modify the *t* test to increase its power for drawing inferences in randomized experiments'. In this instance the population of free independent tourists interested in heritage to the point where they visit the sites in question forms the population, and in addition it can be commented that from a managerial perspective it is this population that is of interest to site management. This is certainly the case of Te Puia and the Museum. On these bases an ANOVA was conducted as described below. Before describing the results it can also be noted that post hoc tests were conducted but were thought to add little to the eventual conclusions, but for the completeness of record they are recorded as Appendix 5.

5.5.1. The influence of gender

In order to understand the influence of gender in determining the scores on the attitudinal scores t-tests were duly undertaken. As illustrated in the Table 5.15, there are statistically significant differences between the two genders for 17 of the 23 items of the attitudinal scale. Specifically, the question “I have an interest in visiting historical places”, where males had a mean score of 5.16 and females had a mean of 5.39. Similarly, for the question: “Historic places help you to capture a sense of place” where males scored a mean of 5.56 and females 5.76.

The analysis also indicated that there was a statistically significant difference for items of perceived value and benefits gained between males and females. Specifically, males (mean 5.48) and females (mean 5.77) for the question “I find the service here to be very good” and for the question “I actually learnt a lot by coming here”, females had a mean score of 5.18, much higher than males with a mean score of 4.79. As for the future behaviours items, t-tests revealed that two items were rated significantly different between males and females. For example, males scored 5.58 for the item “I would recommend this place to my friend” while females scored 5.78 on this item ($p=0.015$). Females tended to agree more on the item “Based on my visit here I will visit other historic locations in NZ” (4.97) than males (4.55). The findings also suggested that more females (4.78) agreed that “I often visit museums” than males (4.58) while both females and males both failed to engender much interest for the item “I would like to be a member of the NZ Historic Places Trust”.

5.5.2. The influence of age

ANOVA by age on the visitors’ attitudinal scales was conducted. Findings shown in Table 5.16 indicated that age seems to have significant influence on ratings of general interest, motives, benefits, value and satisfaction. For example, the older age groups between 46-66 years, had on average higher interest in visiting historical places when compared to the young age group (18-25 years). The results also showed that visitors on their holiday had a similar mean score for the benefits gained in term of the item: “I actually learnt a lot by coming here” among four age groups (26-35

years; 35-45 years; 46-55 years and over 65 years) at 5.02, 5.03, 5.06 and 5.02 e respectively. Similarities could be identified on items “I enjoy learning about a place's history and heritage”, “Because visiting historic places helps create sense of place” and “The prices here are quite reasonable”. However, “This is just a pleasurable place to visit” was rated differently by different age groups. In particular, the analysis indicated that age groups (less than 18 years) and (19 to 25 years) had a mean score of 5.57 and 5.38 respectively, a much higher score than age groups 55 to 65 years and over 65 years with mean scores of 4.61 and 4.64 respectively. It was likely that the older age group are likely to consider their visits to these heritage and history sites in a more purposeful manner rather than just seeing the sites as a pleasurable place to see while the younger age groups seem to be less involved in these places. In terms of the item “I would like to be a member of the NZ Historic Places Trust”, there was a statistically significant difference among all age groups, but the mean score was low, ranging below 3.0.

5.5.3. The influence of income

To identify the influence of income on visitors' attitudes, analysis of variance was again conducted. The results shown in Table 5.17 indicated that income had an influence on scores of motives and value only. However, these effects varied across visitors' levels of income and specific attitudinal measures. In particular, there was a statistically significant difference between those who had significantly above average income (mean=5.66) and those who had below average income (5.04) for the item “I have an interest in visiting historical places”. Post hoc tests found little statistical difference and the statistics are provided as appendix five.

Table 5.16 The Role of Age and Attitudinal Scores

Attitudinal differences by age	<18	19 - 25	26 - 35	36 - 45	46- 55	56 – 65	>66	F-test	Sig.
I have an interest in visiting historical places	4.89	4.86	5.21	5.25	5.47	5.48	5.41	4.60	<0.01
Historic places help you to capture a sense of the past	5.09	5.33	5.59	5.58	5.89	5.89	5.82	6.89	<0.01
I like to have a sense of the past	5.12	5.12	5.42	5.51	5.65	5.65	5.82	4.98	<0.01
This location enables me to imagine the past	4.91	4.78	4.99	5.05	5.14	5.10	5.38	1.78	0.101
My interest in history is especially specific to this place	3.64	3.18	3.40	3.55	3.55	3.15	3.37	1.84	0.088
This is just a place to see while on my holiday	4.30	4.47	4.39	4.26	4.37	4.21	3.94	1.09	0.366
I often visit historical sites	4.16	4.25	4.96	4.86	4.98	5.16	5.11	7.37	<0.01
Because visiting historic places helps create sense of self	4.07	3.88	4.36	4.40	4.51	4.45	4.40	2.39	0.027
Because visiting historic places helps create sense of place	4.55	4.44	4.89	4.86	5.03	4.99	4.99	2.73	0.012
I enjoy learning about a place's history and heritage	5.30	5.17	5.47	5.47	5.70	5.68	5.77	3.40	0.002
I often visit museums	4.34	4.25	4.59	4.73	4.68	4.92	4.96	3.26	0.004
I would recommend this place to my friends	5.49	5.56	5.72	5.73	5.78	5.68	5.71	0.65	0.689
Based on my visit here I will visit other historic locations in NZ	4.93	4.71	4.83	4.82	4.79	4.70	4.72	0.29	0.942
I find the service here to be very good	5.79	5.55	5.46	5.58	5.66	5.73	5.75	1.45	0.193
I think this place represents good value	5.43	5.16	5.21	5.20	5.28	5.41	5.50	1.28	0.264
I actually learnt a lot by coming here	5.51	4.66	5.01	5.03	5.06	4.91	5.02	2.46	0.023
This visit helps me to enjoy my holiday	5.41	5.24	5.32	5.20	5.48	5.15	5.07	1.50	0.174
I thought the interpretation offered here was interesting	5.26	4.95	5.22	5.11	5.32	5.00	5.33	1.64	0.134
I thought the displays here were interesting	5.61	5.16	5.37	5.17	5.41	5.26	5.58	2.13	0.047
I would like to be a member of the NZ Historic Places Trust	2.69	2.49	2.33	2.73	2.31	2.04	2.41	3.20	0.004
Coming here gave my group interesting things to talk about	4.42	3.90	4.49	4.15	4.17	3.54	3.50	6.39	<0.001
This is just a pleasurable place to visit	5.57	5.38	5.07	5.13	5.10	4.84	4.61	5.05	<0.001
The prices here are quite reasonable	4.69	4.28	4.17	4.30	4.32	4.54	4.63	2.19	0.041

Table 5.17 **Income Levels and Attitudinal Measures**

Attitudinal differences by income	Below average N=72	Average N=535	Above average N=308	Significantly above average N=102	F-test	Sig.
I have an interest in visiting historical places	5.04	5.23	5.27	5.66	3.990	0.008
Historic places help you to capture a sense of the past	5.58	5.59	5.72	6.04	4.381	0.004
I like to have a sense of the past	5.56	5.48	5.44	5.88	3.603	0.013
This location enables me to imagine the past	5.17	5.02	5.03	5.26	0.906	0.438
My interest in history is especially specific to this place	3.56	3.52	3.11	3.28	4.204	0.006
This is just a place to see while on my holiday	4.09	4.36	4.20	4.22	0.869	0.457
I often visit historical sites	4.76	4.78	4.99	5.28	3.842	0.009
Because visiting historic places helps create sense of self	4.17	4.41	4.26	4.36	0.834	0.475
Because visiting historic places helps create sense of place	4.81	4.88	4.88	4.92	0.081	0.970
I enjoy learning about a place's history and heritage	5.44	5.49	5.59	5.85	2.560	0.054
I often visit museums	4.72	4.59	4.70	5.03	2.207	0.086
I would recommend this place to my friends	5.46	5.67	5.69	5.84	1.185	0.314
Based on my visit here I will visit other historic locations in NZ	4.74	4.76	4.68	5.03	1.177	0.317
I find the service here to be very good	5.63	5.66	5.57	5.71	0.572	0.634
I think this place represents good value	5.48	5.35	5.16	5.25	1.765	0.152
I actually learnt a lot by coming here	4.94	4.96	4.97	5.22	0.980	0.401
This visit helps me to enjoy my holiday	5.00	5.30	5.18	5.40	1.485	0.217
I thought the interpretation offered here was interesting	5.00	5.16	5.10	5.42	1.669	0.172
I thought the displays here were interesting	5.29	5.36	5.26	5.39	0.426	0.734
I would like to be a member of the NZ Historic Places Trust	2.47	2.45	2.19	2.50	1.768	0.152
Coming here gave my group interesting things to talk about	4.17	3.93	3.99	4.36	1.618	0.183
This is just a pleasurable place to visit	5.19	5.08	4.95	4.96	0.822	0.482
The prices here are quite reasonable	4.21	4.50	4.21	4.45	2.859	0.036

Differences in mean scores were also found for item “I often visit historical sites” based on the income levels where the higher mean score for those having above average income (5.28) compared to those who had below average income (4.76).

Value perceived in terms of “The prices here are quite reasonable” was also found vary significantly with income levels. Interestingly, the results indicated that mean

score of visitors with below average income (4.21) was equal to visitors with above average income (4.21). Similarly, visitors who have an average income had approximately the same mean score as the one had significantly above average income at 4.50 and 4.45 respectively. In short a non-linear relationship was found to exist.

However, perhaps the most significant finding was that for the greater majority of items, the differences between the different income groups were not statistically significant.

5.5.4. The influence of education

As illustrated in Table 5.18, there was statistical significance among different educational achievement levels for 12 of the 23 items. The general findings from Table 5.18 identified that there was little significance difference on scores of motives and interests, implying similarities in attitudes of visitors towards these places for these items regardless of educational level. However, differences were identified between those having an education at postgraduate level in comparison to those having up to primary and high school education towards the benefits of learning ($p < 0.01$). For example, those who hold post graduate qualifications had a mean score (5.04), less than for the lower educational level (5.69) for the item “I actually learnt a lot by coming here”. However, for the item “I would recommend these places to friends” visitors obtaining post-graduate level degrees are likely to have higher scores in comparison to the other groups. Furthermore, the perception about ‘reasonable prices’ at these places was recorded differently between post graduate visitors and other groups. In particular, the results shown in this table assumed that there was a similarity about the perception of price among those who had high-school, undergraduate and up to primary school education with mean scores at 4.49, 4.59 and 4.47 respectively while those who had post-graduate qualifications tend to score less than others (4.17). However, the average mean score was under 5.0 for all groups of visitors no matter what the differences of educational levels visitors hold.

Table 5.18 Educational Attainment and Attitudinal Scores

Attitudinal differences by education of study	Up to and including primary school N=45	High school N=324	Under-graduate N=261	Post graduate N=388	F-test	Sig.
I have an interest in visiting historical places	4.89	5.11	5.29	5.44	4.765	0.003
Historic places help you to capture a sense of the past	5.29	5.49	5.67	5.85	6.641	<0.001
I like to have a sense of the past	5.33	5.36	5.45	5.68	4.146	0.006
This location enables me to imagine the past	4.87	5.13	4.90	5.11	1.473	0.220
My interest in history is especially specific to this place	3.87	3.45	3.41	3.23	2.427	0.064
This is just a place to see while on my holiday	4.14	4.25	4.26	4.33	0.231	0.875
I often visit historical sites	4.63	4.51	4.90	5.21	12.715	<0.001
Because visiting historic places helps create sense of self	4.33	4.25	4.24	4.47	1.489	0.216
Because visiting historic places helps create sense of place	4.58	4.69	4.88	5.02	3.328	0.019
I enjoy learning about a place's history and heritage	5.38	5.38	5.56	5.68	3.108	0.026
I often visit museums	4.67	4.39	4.70	4.90	5.795	0.001
I would recommend this place to my friends	5.53	5.56	5.62	5.82	2.753	0.041
Based on my visit here I will visit other historic locations in NZ	4.91	4.60	4.74	4.82	1.204	0.307
I find the service here to be very good	5.71	5.74	5.56	5.61	1.329	0.263
I think this place represents good value	5.40	5.42	5.23	5.22	1.594	0.189
I actually learnt a lot by coming here	5.69	4.87	4.90	5.04	4.112	0.007
This visit helps me to enjoy my holiday	4.86	5.18	5.23	5.36	2.003	0.112
I thought the interpretation offered here was interesting	5.38	5.06	5.10	5.21	1.151	0.328
I thought the displays here were interesting	5.58	5.36	5.24	5.33	0.968	0.407
I would like to be a member of the NZ Historic Places Trust	3.26	2.33	2.48	2.23	5.184	0.001
Coming here gave my group interesting things to talk about	4.56	3.70	3.97	4.18	5.040	0.002
This is just a pleasurable place to visit	5.33	5.14	5.02	4.94	1.724	0.160
The prices here are quite reasonable	4.49	4.59	4.47	4.17	4.740	0.003

5.5.5. The influence of the presence of children within the travel

To understand the difference by presence of children in visitors' visits to the sites a t-test was used. As illustrated in Table 5.19, the results revealed that for accompanied tourists, the presence of children had little influence on their perceptions

or attitudes in terms of motives, benefits, satisfaction or value, except for two items: “I would like to be a member of the NZ Historic Places Trust” ($p < 0.01$) and item: “Coming here gave my group interesting things to talk about” ($p < 0.01$). Here visitors accompanied with children had a higher score towards these two items. One possible explanation is that visitors are likely to talk and share their experience /visit in their groups/ family accompanied with children and tend to become NZHPT members as a way of getting family involvement about New Zealand’s heritage.

Table 5.19 The Impact of the Presence of Children on Attitudinal Items.

Presence of children	Yes (N=169)		NO (N=877)		t-test	Sig
	Mean	Std	Mean	Std		
I have an interest in visiting historical places	5.31	1.42	5.27	1.33	0.336	0.234
Historic places help you to capture a sense of the past	5.63	1.34	5.67	1.24	-0.456	0.099
I like to have a sense of the past	5.48	1.30	5.52	1.29	-0.349	0.521
This location enables me to imagine the past	5.15	1.50	5.04	1.52	0.843	0.634
My interest in history is especially specific to this place	3.68	1.75	3.32	1.68	2.591	0.626
This is just a place to see while on my holiday	4.19	1.91	4.30	1.80	-0.746	0.317
I often visit historical sites	4.83	1.56	4.89	1.57	-0.513	0.967
Because visiting historic places helps create sense of self	4.40	1.62	4.33	1.63	0.537	0.793
Because visiting historic places helps create sense of place	4.94	1.55	4.85	1.51	0.690	0.811
I enjoy learning about a place's history and heritage	5.67	1.31	5.52	1.35	1.325	0.303
I often visit museums	4.74	1.58	4.67	1.66	0.487	0.249
I would recommend this place to my friends	5.76	1.25	5.68	1.37	0.752	0.319
Based on my visit here I will visit other historic locations in NZ	4.87	1.58	4.75	1.70	0.811	0.057
I find the service here to be very good	5.69	1.24	5.63	1.17	0.598	0.363
I think this place represents good value	5.29	1.46	5.31	1.33	-0.168	0.120
I actually learnt a lot by coming here	5.14	1.42	4.97	1.56	1.356	0.183
This visit helps me to enjoy my holiday	5.22	1.53	5.28	1.43	-0.477	0.277
I thought the interpretation offered here was interesting	5.35	1.35	5.12	1.45	1.898	0.820
I thought the displays here were interesting	5.40	1.36	5.32	1.34	0.733	0.863
I would like to be a member of the NZ Historic Places Trust	2.80	1.85	2.29	1.67	3.512	0.008
Coming here gave my group interesting things to talk about	4.46	1.70	3.91	1.94	3.369	0.006
This is just a pleasurable place to visit	5.17	1.44	5.03	1.49	1.145	0.919
The prices here are quite reasonable	4.51	1.50	4.37	1.53	1.075	0.829

5.5.6. The influence of country of residence

As illustrated in the Table 5.20, there are statistically significant differences between groups as measured by country of residence for 19 of the 23 items on the attitudinal scale. Country of residence seems to have an influence on agreement ratings of factors of involvement, value, benefits, future intentions and some item of motives, except for 3 items: I like to have a sense of the past” and “This location

Table 5.20 Country of Normal Residence and Attitudinal Scores

Attitudinal differences by usual country of residence	UK N=172	NZ N=414	North America (N=62)	Aust (N=169)	Europe (N=170)	China (N=24)	F-test	Sig.
I have an interest in visiting historical places	5.48	5.26	5.65	5.21	5.10	5.71	2.960	0.012
Historic places help you to capture a sense of the past	5.90	5.67	6.06	5.63	5.43	5.50	3.950	<0.001
I like to have a sense of the past	5.65	5.57	5.82	5.45	5.40	5.25	1.722	0.127
This location enables me to imagine the past	5.28	5.14	5.15	5.09	4.88	4.54	2.011	0.075
My interest in history is especially specific to this place	3.37	3.42	3.15	3.34	3.32	4.79	3.660	0.003
This is just a place to see while on my holiday	4.77	3.72	4.61	4.53	4.42	5.21	13.194	<0.001
I often visit historical sites	5.34	4.59	5.57	4.78	5.02	5.04	8.874	<0.001
Because visiting historic places helps create sense of self	4.58	4.19	4.39	4.33	4.30	5.17	2.712	0.019
Because visiting historic places helps create sense of place	5.01	4.72	5.26	4.89	4.85	5.58	3.026	0.010
I enjoy learning about a place's history and heritage	5.88	5.50	6.06	5.42	5.35	5.75	5.428	<0.001
I often visit museums	4.97	4.57	5.45	4.66	4.40	5.63	6.931	<0.001
I would recommend this place to my friends	6.08	5.45	5.82	5.94	5.60	6.38	8.538	<0.001
Based on my visit here I will visit other historic locations in NZ	5.27	4.58	4.84	4.96	4.49	5.88	7.941	<0.001
I find the service here to be very good	5.91	5.63	5.65	5.67	5.42	5.50	3.137	0.008
I think this place represents good value	5.26	5.32	4.90	5.44	5.27	5.83	2.228	0.050
I actually learnt a lot by coming here	5.40	4.79	5.21	5.24	4.83	5.25	5.540	<0.001
This visit helps me to enjoy my holiday	5.74	4.68	5.66	5.72	5.42	6.00	24.743	<0.001
I thought the interpretation offered here was interesting	5.49	4.83	5.41	5.41	5.17	5.92	8.971	<0.001
I thought the displays here were interesting	5.61	5.27	5.23	5.72	5.02	5.33	6.504	<0.001
I would like to be a member of the NZ Historic Places Trust	1.98	2.75	1.80	1.96	2.18	3.71	13.570	<0.001
Coming here gave my group interesting things to talk about	4.27	3.89	4.05	3.97	3.82	5.25	3.241	0.007
This is just a pleasurable place to visit	5.13	5.15	4.79	5.04	4.83	5.21	1.610	0.155

enables me to imagine the past” and “This is just a pleasurable place to visit”. This means that ANOVA by nationality on the composite agreement scores for all five factors revealed that significant differences existed between the UK, New Zealand, Australia, Europe, North America and China.

The results indicated that the relative importance these factors varied by nationality. Chinese visitors had much different levels of agreement /importance compared to others on the majority of items. For example, Chinese visitors rated the item “I have an interest in visiting historical places” at 5.71 mean score while others like Europe and New Zealand scored 5.10 and 5.26 respectively. Similarly, there was a statistical significant difference for the question: “Because visiting historic places helps create sense of place” between China (5.58) and New Zealand (4.72) or Australia (4.79).

Interestingly, the results also showed that visitors rated all items of benefits and value rather similarly, which indicated that visitors rated their visits at these places much the same no matter what the visitors’ country of residence.

Furthermore, there was significant difference in agreement of future behaviours in terms of “I would recommend this place to my friends” and “Based on my visit here I will visit other historic locations in NZ” among visitors from UK, Australia and Europe.

5.5.7. The influence of locations

ANOVA by the three research locations was also conducted on the composite agreement scores for all five factors and results revealed that locations seemed to have an influence on the ratings of 15 of all 23 items. Specifically, there was little difference in the perceptions of visitors about “My interest in history is especially specific to this place” ($p < 0.01$) among the three locations. However, some differences about the attitudes of visitors toward the item “This location enables me to imagine the past” were identified. In particular, The Bathhouse Museum (mean 5.33) was rated higher than Te Puia (mean 4.98) and Rangiriri (4.32) while Te Puia was scored the highest for generating interest for visitors’ enjoyment (5.68) compared to the Museum

(5.11) and Rangiriri (4.04). The results also revealed that visitors rated Te Puia highest in terms of “I would recommend this place to my friends”.

In terms of the benefits of learning and value variables, there was a statistically significant difference between the three places where visitors scored similarly at Museum (5.16) and Te Puia (5.16) but rather lower at Rangiriri (3.58), although perception of price value at Rangiriri was scored higher (5.07) when compared with the two other sites. It is possible that visitors make recommendations based as much on the pleasure and enjoyment the visit and the benefits of learning about the heritage and history that they gained from their visits rather on a simple price equation. Interestingly, for the question “I would like to be a member of the NZ Historic Places Trust”, visitors from Rangiriri were found to have scored higher than for the other two sites although the mean score at all three sites was rather low at 2.54, 2.40 and 2.32 respectively.

5.5.8. Socio-demographic variables as determinants of the willingness to recommend a site

As previously noted multinomial regression is a form of regression that permits the use of nominal data as determinants of a categorical dependent variable. The willingness to recommend a site can then also be transformed into a three-fold classification of low, medium and high willingness to make a recommendation using the values of 1 to 3 as ‘low’, 4 as ‘medium’ and 5 to 7 as ‘high’, or some variant thereof if skew is found to exist. In practice a number of variations were used to test for significance of the socio-demographic variables, but generally the consistent result was that they had little role to play when used together. The Cox and Snell Pseudo Coefficient of Determination was 0.124 for the most part, but of the demographic variables only gender appeared to have any statistically significant role when using likelihood analysis. This was reinforced by the use of classification indices that showed a fit of only 34%, that is, socio-demographic variables when used in unison could only correctly identify 34% of the sample being allocated to one of the classifications of willingness to make a recommendation about a site.

Consequently it can be concluded that while socio-demographics when applied individually can be shown to influence scale scores, when used together their ability to act as discriminatory variables is significantly reduced. One reason for this is because, as noted previously, the socio-demographic variables are not wholly independent. Thus income is determined by age, level of education and occupation, while a given occupation may depend upon level of educational attainment.

5.6. Chapter Summary

In this chapter the role of socio-demographic variables were examined in terms of the influence that they might have on attitudes and behaviours. While initially these variables were found to possess some significance, with reference to behaviours, when using binary logistic regression analysis the apparent significance of individual socio-demographic variables was found to be less and some evidence existed that the variables are not wholly independent. One conclusion that does emerge is that any analysis of socio-demographic variables requires a holistic rather than individual measure.

Given that, the next chapter will begin by assessing the reliability of the attitudinal scale in order to assess whether cluster analysis is pertinent. If so, the psychographic variable of cluster membership can then be used alongside measures of socio-demographic data to better assess relationships between perceptions and behaviours.

CHAPTER SIX

PSYCHOGRAPHICS AND CLUSTERING

6.1. Introduction

The previous chapter considered socio-demographic variables and their impacts, and finished by describing scores achieved on an attitudinal scale. This chapter begins by assessing the reliability of that scale to confirm the appropriateness of the constructs measured to see if cluster analysis is pertinent. Cluster analysis permits a description of psychographic variables that can subsequently be used alongside measures of socio-demographic data to better assess relationships between perceptions and behaviours.

Hair et. al. (2005) identify differences between cluster and factor analysis by indicating that cluster analysis groups subjects and produces groupings based on distance (proximity), whereas factor analysis is primarily concerned with grouping variables, and constructs groupings on the basis of patterns of variation (correlations) in the data. Thus factor analysis is not suitable if the aim of the study is to examine heterogeneity among tourists, as is the intention here. Hence cluster analysis, based on the original items in the questionnaire, was adopted. One reason for doing this is that cluster analysis, by identifying respondents who are allocated to these clusters, permits comparisons between respondents' clusters membership and their scores on other variables (Ryan, 1995). Such comparisons are also thought to be of use to the management of heritage sites in better planning policies that meet the needs of visitors.

As described below, both scale and cluster analyses are shown to possess statistical validity in this study. The clusters appeared, from the canonical and discriminant analyses, to be tightly formed, and logic was found in the pattern of mean scores. Bearing in mind that one procedure in mixed methods research is to triangulate the data by subjecting it to further analysis using different techniques or supplementary data, further data were then introduced from the responses made to open ended questions about the perceptions of the locations visited. It is suggested that different members of the different clusters may describe each location differently, and hence descriptors used by the cluster members will differ. For example, it might

be that those reluctant to visit a location would be less likely to find aspects that are attractive to them, while those with a significant interest in history, heritage or culture would make reference to those interests in their descriptions of the locations. The following text also examines this thesis.

6.2. Reliability tests of data

The reliability and validity of scales used to measure constructs are important factors in research as the absence of appropriate measures inhibits any degree of potential generalisation from the results. In this study the homogeneity or internal consistency of the scale was checked by two methods: Cronbach's Alpha and split-half coefficients of correlation. Additionally the Kaiser-Meyer-Olkin (KMO) test and the Bartlett Test of Sphericity were used to assess sampling adequacy.

Cronbach's Alpha measures the degree of covariance that exists between items and produces a result which varies from zero to one. A Cronbach's alpha of 0.70 or higher indicates that the measurement scale being used to measure a construct is deemed to be reliable (Ryan, 1997). The actual result achieved in this study was 0.91, which indicated a very high level of internal reliability for the whole scale of 23 items, but is not thought too high for the reason discussed below.

Table 6.1: Split-Half Tests

Cronbach's Alpha	Part 1	Value	0.868
		N of Items	12
	Part 2	Value	0.847
		N of Items	11
	Total N of Items		23
Correlation Between Forms			0.667
Spearman-Brown Coefficient	Equal Length		0.801
	Unequal Length		0.801
Guttman Split-Half Coefficient			0.799

The split-half test was also used to correlate the scores between each group, with the result shown in Table 6.1. Normally this requires a division of respondents between the two halves and the correlation between the two forms 0.66 as seen in Table 6.1. From the table, both the tests, that of equal or unequal length, the

Spearman-Brown estimate of 0.86 and the Guttman Split-half estimate of 0.84 also show high levels of consistency for the entire scale. One purpose of these tests is to assess whether the time taken to collect data has any bearing on its reliability – that is, do respondents later in the data collection process mirror the comments and patterns of earlier respondents? This seems to be the case here.

The last tests undertaken are the Kaiser-Meyer-Olkin (KMO) and Bartlett Test of Sphericity shown in Table 6.2. These are tests of sampling adequacy and the result of the KMO equalled 0.92 (the range is from 0 to 1, with 1 being the highest score) and the Bartlett Test of Sphericity equalled 11140.44 with $p < 0.001$. The first test indicates the sample was adequate and the second rejected the hypothesis that the correlation matrix is an identity, also, implying that the dataset was appropriate for subsequent analysis.

Table 6.2: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.920
Bartlett's Test of Approx. Chi-Square	0.0000109
Sphericity Df	253
Sig.	<0.001

Further tests commonly undertaken to assess the reliability of a scale and the validity of individual items include an item to scale correlation test to assess whether variables are truly independent of each other within the sample and yet correlate within themselves – that is the diagonal within a matrix has a value of 1.0. Specifically, this further check is to examine the item to scale correlations and the values of scale alpha coefficients if a variable is deleted. The overall scale alpha coefficient is calculated as:

$$\alpha = \frac{K}{K - 1} \left(1 - \frac{\sum_{i=1}^K \sigma_{Y_i}^2}{\sigma_X^2} \right)$$

where K is the number of components (K -items or testlets), σ_X^2 the variance of the observed total test scores, and $\sigma_{Y_i}^2$ the variance of component i for the current sample. The subsequent alpha coefficient was 0.90 for the scale of 23 items used in the

questionnaire. This is deemed to be a good result, for anything higher than 0.95 represents the possibility of a uni-dimensional scale.

Table 6.3: Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I have an interest in visiting historical places	106.0263	372.317	0.652	0.904
Historic places help you to capture a sense of the past	105.6259	377.283	0.601	0.905
I like to have a sense of the past	105.7893	376.462	0.597	0.905
This location enables me to imagine the past	106.2381	372.264	0.573	0.905
My interest in history is especially specific to this place	107.8799	372.739	0.495	0.907
This is just a place to see while on my holiday	107.0306	396.694	0.107	0.917
I often visit historical sites	106.4447	371.135	0.567	0.905
Because visiting historic places helps create sense of self	106.9505	368.229	0.590	0.905
Because visiting historic places helps create sense of place	106.4531	369.889	0.611	0.904
I enjoy learning about a place's history and heritage	105.7566	370.857	0.685	0.903
I often visit museums	106.6396	371.815	0.528	0.906
I would recommend this place to my friends	105.6291	372.084	0.641	0.904
Based on my visit here I will visit other historic locations in NZ	106.5290	363.914	0.646	0.903
I find the service here to be very good	105.6459	380.094	0.573	0.906
I think this place represents good value	105.9852	376.778	0.558	0.906
I actually learnt a lot by coming here	106.3288	364.717	0.683	0.903
This visit helps me to enjoy my holiday	106.0443	374.274	0.555	0.906
I thought the interpretation offered here was interesting	106.1644	370.361	0.634	0.904
I thought the displays here were interesting	105.9536	374.359	0.626	0.904
I would like to be a member of the NZ Historic Places Trust	108.8904	383.817	0.314	0.911
Coming here gave my group interesting things to talk about	107.3130	364.578	0.536	0.906
This is just a pleasurable place to visit	106.2455	389.318	0.281	0.911
The prices here are quite reasonable	106.9273	384.032	0.356	0.910

Equally the alpha coefficient did not fall below 0.9 if an item was deleted. The individual items to total scale correlation is shown in Table 6.3. The lowest items to scale correlations tended to be acceptable other than for the items ‘This is just a place to see while on my holiday’ ($r=0.10$) and ‘This is just a pleasurable place to visit’ ($r=0.28$), which are below the standard of 0.4 (Hair et al, 2005). The highest scores are 0.68 ‘I enjoy learning about a place’s history and heritage’ and 0.683 ‘I actually learn a lot by coming here’.

These scores may be due to number of reasons. The item to scale scores may be due to the fact that visitors do not come to these places ‘by accident’; they are likely to have plans and intentions to visit these places for specific purposes rather than just having a place to see. On the other hand some respondents may indeed simply view the places as a ‘just to see’ place while on holiday, having little real interest in the heritage represented by the site. In short, one can appreciate why these scores arise, even if the data in themselves are ambiguous in explaining the results. The highest scores in terms of “I enjoy learning about a place’s history and heritage” (0.68) and “I actually learn a lot by coming here” (0.683) may indicate that visitors are interested in heritage and history specifically at these places rather than just a casual outing by chance. In addition, all the items on motives to visit these places are scored highly over 5.9.

6.3. Cluster analysis, using K-means

The current research objective is to identify different psychographic groups to better understand the profile of visitors at the three research sites. There are many techniques to do this, consistent with the view that:

Today, demographic and socio-economic analysis no longer suffices to provide an explanation or understanding of consumer behaviour. The behaviour of people cannot be deduced merely from their social position. [...]. In response, researchers have made an increasing use of psychological variables, which they connect with responses to products. (Lowyck et al, 1992, p. 15).

Psychographic analysis needs to be based on stable dimensions and measures of satisfaction are sometimes problematic for defining clusters because satisfaction

can be specific to a given experience at a particular site, and be based on momentary factors. It is suggested, based on the literature review undertaken in Chapters Two and Three that the items used in this study relating to motives represent suitable items for cluster analysis because (a) they reflect findings confirmed by different researchers at several different locations and (b) motives tend to be a more stable dimension than evaluations.

In this thesis, the responses given by the visitors were analysed via K-means cluster analysis. Many different clustering algorithms are available and the justification of the choice of a particular technique over another needs to be carefully judged. For the present research, the choice of the K-means algorithm was justified for several reasons. For example, Norusis (1994) indicated that, in the case of a large sample, K-means clustering procedure is usually recommended. Given that this research has a large sample (over 1000 respondents in the sample); K-means is a relevant choice. Furthermore, Punj and Steward (1983) indicated that:

The K-means procedure appears to be more robust than any of the hierarchical methods with respect to the presence of outliers, error perturbation of the distance measure and the choice of a distance metric. It appears to be least affected by the presence of irrelevant attributes or dimensions in the data (p.143).

So, it permits the researcher to identify the potential number of groups, and then statistically compare and select from options that combination which best fits an understanding of the data (Hair et al, 2005). Additionally, hierarchical clustering has a tendency to simply divide a sample into two, namely high and low scorers (Ryan, *pers comm*).

However, there is some criticism of K-means analysis in terms of the identification of the number of clusters because there is not any one objective statistical criterion to follow. For example, Everitt (1993) indicated that the main weakness of this technique is the lack of standard criteria to determine the optimal number of clusters. Ryan (1995) suggested one approach or technique may not sufficient, but one way overcome this weakness is to run the procedures under different cluster numbers and observe the distance between clusters. Hair et. al. (2005) summarised two primary stopping rules: (1) by measuring heterogeneity change

between clusters at each successive step. If the heterogeneity measure exceeds a specified value or the successive values between steps makes a sudden jump, an optimal number of clusters may be discerned; (2) by directing measures of heterogeneity of each cluster solution.

Another approach is to use 2-step cluster analysis process (Punj & Stewart, 1983) which can classify respondents into groups based on the mean scores for the whole items/dimensions and which can also include nominal data. However, in this instance given that the main set of nominal data were the socio-demographic variables already analysed in the previous chapter, a decision was made to use K-means on the premise that a dynamic analysis based on multinomial regression indicated that socio-demographics had limited overall effect. Nonetheless the result of the two-step clustering is provided in the appendices, while also, as described below, some socio-demographic differences were found between the different clusters. Indeed, as appendix four shows, two-step clustering simply reproduced two clusters of high and low scorers, and was akin to hierarchical cluster technique results.

First, data were examined for potential irrelevant outliers. Then several runs through the data under different numbers of clusters were done using the rules indicated by Hair et. al. (2005) to select the best solution. Specifically, a non-hierarchical, K-means clustering algorithm was developed to compare four and more cluster solutions. The best solutions were with 4 and 5 clusters, both of which were interpretable, but the 5 clusters solution showed the highest distances between clusters and so seemed more relevant. Additionally an examination of group membership, group sizes and associated dendograms derived from the textual analysis, which is discussed in detail below, also indicated a preference for a five cluster solution as shown in Table 6.5. Finally, to examine whether a five cluster solution was appropriate and to confirm the validity of these clusters, a discriminant analysis based on group size indicated that 93.3 % of respondents/cases were correctly allocated as is again discussed below.

6.4. Results and interpretation of cluster analysis

The results of the five-cluster solution are shown in Table 6.4 and the interpretation of the scores rests on looking at patterns of high and low scores to assess whether these can be interpreted in a logical pattern. As stated the table indicated the presence of five clusters. Their composition is named and described as: Cluster 1, Site orientated visitors/ seekers that account for 14% of the sample; Cluster 2: Low scorers/reluctant visitors, who make up 5.5 % of the total, whereas Cluster 3: History- fact orientated seekers/visitors accounts for 37.8% of the sample, Cluster 4: Heritage enthusiasts/idealists comprises 29%, and Cluster 5: Holiday oriented visitors/seekers/makers accounts for the remaining 16.5% of the sample.

Each are now described in turn.

Cluster 1: Site orientated visitors/ seekers

Results from the Table 6.4 revealed cluster one, which contained 150 visitors, and accounted for 14 % of the sample. Visitors in this cluster are mainly oriented to sites in terms of having rather high scores on motives of visiting heritage and history sites such as “I have interest in visiting historical places” (5.17), or “I like to have a sense of the past”(5.41) or “I enjoy learning about a place's history and heritage” (5.42). However, the mean scores of other items relating to involvement, satisfaction or benefit gained ranged from 3 to 4, which meant that though visitors in this cluster are motivated to visit these heritage and history places used in this research, they appeared not too much engaged in the specific historical aspects of these sites. Although this segment represented a small proportion of the population it was necessary to consider this group because this segment was motivated principally by an interest in visiting historical places but did not seemingly seek a ‘deep’ experience at these places. This cluster can be named Site - oriented visitors.

Table 6.4: Cluster description

	Clusters				
	1 N= 150	2 N=59	3 N=371	4 N=309	5 N=176
I have an interest in visiting historical places	5.17	3.17	5.52	6.22	3.97
Historic places help you to capture a sense of the past	5.49	3.97	5.84	6.49	4.59
I like to have a sense of the past	5.41	3.81	5.64	6.45	4.27
This location enables me to imagine the past	4.26	3.10	5.19	6.16	4.24
My interest in history is especially specific to this place	2.63	1.83	3.27	4.69	2.54
This is just a place to see while on my holiday	3.63	3.15	4.37	4.40	4.84
I often visit historical sites	4.85	2.64	5.31	5.79	3.15
Because visiting historic places helps create sense of self	4.17	2.17	4.43	5.58	2.89
Because visiting historic places helps create sense of place	4.86	2.54	5.09	5.92	3.34
I enjoy learning about a place's history and heritage	5.42	3.25	5.84	6.51	4.12
I often visit museums	4.45	2.47	5.07	5.61	3.22
I would recommend this place to my friends	4.67	3.08	5.86	6.64	5.41
Based on my visit here I will visit other historic locations in NZ	3.36	2.17	4.95	6.14	4.11
I find the service here to be very good	5.03	4.22	5.57	6.49	5.29
I think this place represents good value	4.50	3.78	5.14	6.36	5.01
I actually learnt a lot by coming here	3.41	2.34	5.22	6.30	4.52
This visit helps me to enjoy my holiday	4.14	2.97	5.47	6.12	5.10
I thought the interpretation offered here was interesting	3.96	2.69	5.32	6.21	4.83
I thought the displays here were interesting	4.42	3.03	5.42	6.32	5.01
I would like to be a member of the NZ Historic Places Trust	1.83	1.71	2.23	3.31	1.78
Coming here gave my group interesting things to talk about	2.08	1.93	4.25	5.40	3.52
This is just a pleasurable place to visit	4.42	3.97	4.93	5.56	5.34
The prices here are quite reasonable	3.87	3.46	4.12	5.27	4.19

Note =- (Bold items score >3.30).

Cluster 2: Low scorers/reluctant visitors.

Respondents falling in cluster two were notable for their low scores. Specifically, respondents rated very low on all items, scoring between 2 to 3 on the 7 point scales, except for the item “I find the service here to be very good” with this being the highest mean score for the cluster at 4.22. As such, this cluster is clearly distinguished from the other four clusters. Visitors in this cluster seemed to have little interest in heritage or historical concepts and appeared to be not really interested in visiting these places. It implies that visitors in this group are ‘reluctant visitors’ and considered their visits as a stop or were simply accompanying their friends/relatives to these places, perhaps by chance. These visitors’ motives, attitudes and experience towards these places are poorly rated. The numbers of visitors in this cluster are only 59, and accounted for only 5.5 % of the sample. Though this segment is a small proportion of the sample, it was retained to distinguish it conceptually from the other clusters of more motivated visitors. This cluster can be named the “Low/less heritage scorers” or “reluctant visitors”.

Cluster 3: History-fact orientated seekers/visitors.

This cluster contained 374 respondents, and accounted for 37.8 % of the sample, the highest percentage of the respondents in this research. The results shown in the table 6.4 indicated that visitors are likely to be interested in and enjoy learning about history and heritage facts at these places as their scores on motives are very high. Generally, visitors in this cluster are history fact-orientated and they are satisfied with the interpretation and the services that made their visit pleasurable. These places also enabled visitors to imagine and enhance the visitor’s sense of a place and place identity. This cluster was then named “History fact orientated seekers”. This cluster emerged with the second highest mean score on involvement in terms of enjoying learning about this place’s heritage and history and recommending this place to friends. However visitors in this cluster may not have a significant emotional involvement towards heritage and culture at other sites as they only a moderate interest in visiting other historic places in New Zealand when compared to Cluster 4. This can imply that visitors in this cluster are likely to be more interested in the factual aspects of specific sites and may have less emotional identification with sites of history, culture and heritage, preferring a more cognitive or intellectual approach.

Cluster 4: Heritage enthusiasts/idealists

This cluster showed that mostly respondents are highly motivated by high interest and appreciation of heritage and they tend to score highly (over 6) on these items. It is likely that, though visitors have lower score (4.69) on having an historical interest specific to these places, they scored highest on items of motivation, emotional involvement, value/benefits gained and satisfaction. The high scores on almost all items make this group strikingly different from the second and the fifth clusters. Specifically, the mean scores on interest in historical places, having a sense of the past, recommending this place to others, learning a lot at this places or the settings at these places of this group are higher than any other cluster. The mean score on visiting museums ‘quite often’ was also the highest compared to the other four groups. Visitors in this cluster are likely to have high interest in visiting other historic locations in New Zealand and becoming a member of the New Zealand Historic Places Trust, albeit at a moderate level of 3.31. It implies that visitors in this cluster seemed have more interest and engagement at these heritage and history places and tend to commit to joining a heritage organization. The low score for registering membership of the NZHPT is due to the presence of overseas visitors who were not familiar with the Trust or its work. Consequently, this cluster was named “heritage enthusiastists”. Interestingly, the total visitors in this cluster consisted of 309 respondents, and accounted for 29 % of the sample, the second largest group in the sample of this research. However, given the sample is not drawn from the general population of tourists, but of those tourists who actually visited the three sites, the finding that about 68% of visitors have a significant interest in culture, heritage and history is not particularly surprising.

Cluster 5: Holiday oriented visitors/seekers/makers.

The fifth cluster contained 176 respondents, and accounted for 16.5% of the sample. The segment was labelled ‘Holiday oriented visitors’ since their motives groupings appeared to have little specific interest in the heritage and historical aspects at these destinations but rather also saw these places as a destination for recreation and relaxing. Visitors in this cluster tended to rate ‘neutral’ in heritage motivations

but rated higher scores on value perceived and holidays orientation. Specifically, the highest mean scores were rated on enjoyment, pleasurable, good value and good service on their visit and the items “enjoy learning about this place’s heritage and history” or “my interest in history is especially specific to this place” did not appear as strong features. For example, the item “This is a place to see on my holiday” was rated the highest compared to other four groups. It can mean that this group displayed differences from other clusters in that these visitors were strongly motivated by spending a relaxing time and considered their visit as a general day out. Their visit is likely to be a casual visit, whereby they would enjoy the historical or history features/atmosphere of heritage facilities at these places on an ‘edutainment’ basis.

6.5. Discriminant Analysis

To further identify these five clusters and to confirm the validity of these clusters, a discriminant analysis was undertaken to examine how distinct/discriminate or close the centroids of each group/ cluster of visitors were from each other (Hair et al., 2005). Specifically, from the K-mean analysis, it is likely that Cluster 3 and Cluster 4 are in similar proximity to some extent, as might be Cluster 1 and Cluster 5.

Specifically therefore, multiple discriminant analyses were adopted to determine the accuracy of the five cluster solution in this research. Results shown in Table 6.5 revealed the existence of four discriminate functions in terms of the fact that four functions are statistically significant, as measured by the Chi-square test, Wilks’s Lambda test, univariate F-test and canonical correlation statistic, all of which indicated that the psychographic measures/dimensions of motivations and evaluation are likely to make a statistically significant contribution to the discriminant functions in this research.

Canonical function 1, with an eigenvalue of 6.060, explained 88.2 % of the variance. Function 2 had eigenvalues of 0.596, explaining 8.7 % of variance. The remaining variances were explained by the function 3 and 4 with eigenvalues at 0.151 and 0.061 respectively. The table also indicated that the canonical correlation for both functions are high and significant ($p < 0.001$), indicating that there are significant

differences in all factors among the five clusters and the model explains a significant relationship between the functions and the dependent variable, i.e. cluster membership.

Table 6.5: Canonical Functions

Eigenvalues				
Function	Eigenvalue	% of Variance	Cumulative %	Canonical Correlation
1	6.060(a)	88.2	88.2	0.926
2	0.596(a)	8.7	96.9	0.611
3	0.151(a)	2.2	99.1	0.362
4	0.061(a)	0.9	100.0	0.239

Wilks' Lambda

Test of Function(s)	Wilks' Lambda	Chi-square	Df	Sig.
1 through 4	0.073	2448.369	92	<0.001
2 through 4	0.513	622.895	66	<0.001
3 through 4	0.819	186.400	42	<0.001
4	0.943	55.011	20	<0.001

Note: Wilkes Lambda measures the strength of association between nominal variables on a scale of 0 to 1.

Furthermore, the classification matrix of respondents shows that a substantial proportion of cases (93.34%) were classified correctly (hit-ratio) in their respective group, representing a very high accuracy rate (Hair, Black, Babin, Anderson, & Tatham, 2006). Specifically, table 6.6 shows Cluster 1 achieved 87.3 % correct classification while cluster two gained 91.5% correct classification. Clusters three, four and five achieved 99.2%, 92.2% and 88.6% classification respectively. It should be noted that these results were derived from calculations based on the membership size of the cluster and allocating the mean score for an item in the case of missing data so as to retain the full sample. A stepwise procedure was however also run as a check and that generated a 91.2% correct allocation of membership of clusters.

SPSS/PASW also provides a plot of the clustering, and this is reproduced in Figure 6.1. This clearly demonstrates the heterogeneity between the groups, and the homogeneity of the groups themselves, although the low scorers/ reluctants are a little less formed but nonetheless clearly occupy a different mapping space. The diagram also begins to provide an interpretation of the two key canonical functions. Function 1 is based on a level of interest continuum from low on the left to high on the right, and

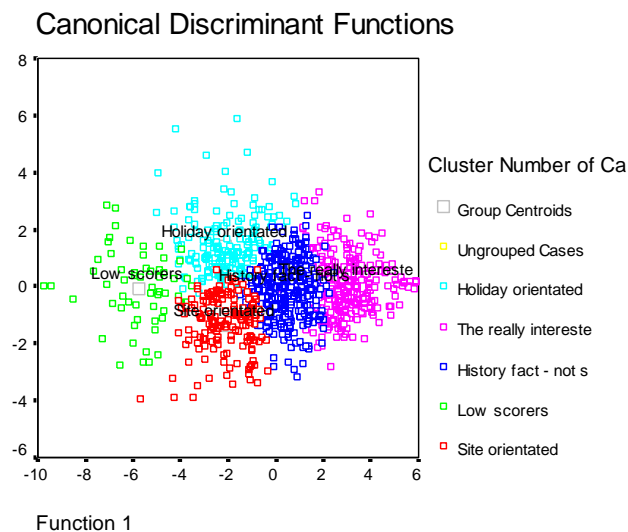
function two a continuum for the holiday-oriented visitors on the top to the more site-specifically interested at the bottom.

Table 6.6 Classification Index

Clusters	Predicted Group Membership					Total
	Site orientated	Low scorers	History fact - orientated	Heritage enthusiasts	Holiday orientated	
Numbers						
Site orientated	131	1	12	0	6	150
Low scorers	1	54	0	0	4	59
History fact - not self	2	0	368	1	0	371
The really interested	0	0	24	285	0	309
Holiday orientated	4	2	14	0	156	176
Ungrouped cases	0	0	2	0	0	2
% age allocations						
Site orientated	87.3	.7	8.0	0	4.0	100.0
Low scorers	1.7	91.5	0	0	6.8	100.0
History fact - not self	0.5	0	99.2	0.3	0	100.0
The really interested	0	0	7.8	92.2	0	100.0
Holiday orientated	2.3	1.1	8.0	0	88.6	100.0
Ungrouped cases	0	0	100.0	0	0	100.0

Overall - 93.3% of original grouped cases correctly classified.

Figure 6.1:



The significance of this result is that it closely mirrors the work of McKercher and Du Cros (2002b) in Hong Kong on the nature of heritage and culture tourists, even though the methodology and context are very much different from each other. McKercher and Du Cros (2002b) also generated a five-fold classification of heritage tourists based on levels of serious interest and degree of search for the heritage site, thereby creating a profile of, for example, the purposeful heritage tourist who has a deep interest in heritage sites and specifically travels to see them.

6. 6. Cluster profiling

Although neither the two-step cluster analysis nor the multinomial regression analysis indicated that in total socio-demographics played a large explanatory role in the determination of the clusters, that does not mean that individual socio-demographic differences might not be found between different clusters, and the data were then duly examined to assess if any difference existed. The chi-square test was therefore run to determine if there were statistically significant differences among five clusters. Specifically, discrete variables (socio-demographic and behavioural variables) were compared across segments using Chi-square distribution tables. The five clusters were used as the independent variables and the discrete variables as the dependent variables. The results from Table 6.8 indicated that Chi-square tests results revealed some significant differences across clusters based on gender, age, original residence, education variables and research sites with $p < 0.005$, although no differences existed with reference to income.

5. Education											
Up to primary school	5	3.3	2	3.4	12	3.4	17	5.9	9	5.4	$\chi^2= 21.13, df=12, p<0.05$
High school	48	32.0	31	53.4	103	28.8	89	31.1	53	31.9	
Under-graduate	43	28.7	12	20.7	100	27.9	63	22.0	43	25.9	
Postgraduate	54	36.0	13	22.4	143	39.9	117	40.9	61	36.7	

Generally, data from Table 6.8 show that gender had a significant influence on five clusters. Female visitors were the dominant portion of “Heritage enthusiasts” while male were the main components of cluster “Reluctant visitors”. Regarding the variable age, there was a significant influence of age on 5 clusters in that “heritage enthusiasts” and “Site orientated” had a higher proportion of older visitors (56-65) while the clusters “History fact seekers” and “Holiday orientated” had a higher percentages of younger visitors (26-35) in this sample of this research.

Regarding original residence, results from this table indicated the interesting finding that New Zealanders were over-represented in the cluster of “Reluctant visitors” (72.7%) while visitors from the UK were very interested in history facts, and the Australians are in favour of holiday-based visits. In terms of education, the visitors who have post-graduate qualification were over-represented in the clusters “heritage enthusiasts” and “Site orientated” seekers while the “Reluctant visitors” cluster has a higher proportion of visitors who have High-school qualifications. Regarding selection of sites for visits, it is not surprising to see that the majority of visitors interested in history facts are likely to select the well-known Te Puia for their visits, motivated by a purpose of travel to see special cultural sites that in New Zealand are typically of Maori history and culture. Further Rotorua Museum was preferred and over represented in this cluster of “Heritage enthusiasts”. One explanation is possibly emotional engagement and serious involvement differ at the Museum. Many visitors sought the site-oriented place at Rangiriri given that this place was likely as a stop for a coffee.

These differences should not, however, be overstated and the issue is further discussed in the last chapter.

6.7. Textual analysis

The cluster analysis has been shown to possess statistical validity and produced tightly formed canonical and discriminant analyses and interpretation indicated a logic to the pattern of mean scores. However another way to triangulate the data in mixed methods approach is to subject the data to further scrutiny by using supplementary data. In this case additional data exist from the responses made to open ended questions about the perceptions of the locations visited. It is suggested that different clusters would describe the locations differently based upon their psycho-

graphic profiles. For example, it would be thought that those reluctant to visit a location would be less likely to find aspects that are attractive to them, while those with a significant interest in history, heritage or culture would make reference to those interests in their descriptions of the locations. The following text examines this thesis.

The examination was conducted using two pieces of software, namely Leximancer and CatPac. Smith and Humphreys (2006, p.262) explain the principles of Leximancer thus:

A unified body of text is examined to select a ranked list of important lexical terms on the basis of word frequency and co-occurrence usage. These terms then seed a bootstrapping thesaurus builder, which learns a set of classifiers from the text by iteratively extending the seed word definitions. The resulting weighted term classifiers are then referred to as *concepts*. Next, the text is classified using these concepts at a high resolution, which is normally every three sentences. This produces a concept index for the text and a concept co-occurrence matrix. By calculating the relative co-occurrence frequencies of the concepts, an asymmetric co-occurrence matrix is obtained. This matrix is used to produce a two-dimensional concept map via a novel emergent clustering algorithm. The connectedness of each concept in this semantic network is employed to generate a third hierarchical dimension, which displays the more general parent concepts at the higher levels.

In this case the comments made by the respondents, who had been asked to make three comments about the visit experience were sorted and duly 'cleaned' by checking for and standardising the use of the singular and the plural, the positive and the negative, and the verb uses to create labels of text, that could then be used as the dataset for both Leximancer and CatPac. Leximancer creates a series of different outputs, the main one of which is a perceptual map showing the linkages between, in this case, key word labels. It also generates a 'cloud' which is akin to the output of TextSmart, namely a map of words coded by colour and proximity. These outputs are supported by data that can be examined and which provides backward access to the original text.

For its part CatPac is devised based on the principles of Artificial Neural Networks (ANN). These principles are examined by Woelfel (1993), the designer of the CatPac program. This program he describes as:

An unsupervised neural network that is designed to read and "understand" text. CATPAC reads any ASCII text; discards minor words such as articles, prepositions, and the like from a prewritten exclude file; and discards additional words that fall below an arbitrary, user-set frequency of occurrence. For each remaining word, an artificial neuron is constructed that represents that word. A scanning window of user-set size is then passed through the text. Whenever a given word is in the scanning window, the neuron that represents that word is activated (its activation value is set to 1.0). (Woelfel, 1993, p.72).

The clusters were examined in turn using these programs to assess whether the statistical differences could be supported by the textual analysis by creating words as labels for descriptive codes as suggested by Saldaña (2009).

Such programs have been commonly used in many areas of research by researchers using text based materials, whether secondary documentation or transcribed materials. For example Lockyer (2005), Stepchenkova and Morrison (2006), and Ryan and Cave (2005) among many others used CatPac to assess destination image and people's perceptions of the role of cleanliness in hotel selection. Leximancer is a newer program, but has already attracted attention from scholars in tourism and hospitality. Hence Darcy and Pegg (2011) used it to assess hotel managers' perceptions of services for those with disabilities, while Ho et al. (2012) discusses the use of such programs more widely in the context of text mining and web 2.0. Other similar programs like NVivo and Atlas ti have also been extensively used. The use of this software in this thesis therefore follows a conventional form of analysis among those who use such approaches.

Cluster 1 - Site orientated visitors / seekers

The first cluster was entitled the 'site oriented' on the grounds that they appeared to have a specific interest in the site for a number of possible reasons. Comments made during the data collection process indicated that this interest fell into two categories, with the second being dependent upon the first, although the first,

while a precondition for the second, was not a sufficient condition for the second to be noted. The first level of interest implied that respondents derived some special meaning or identification with the site, while the second involved respondents gaining some aspect of convenience at the site. The issue of convenience seemed to primarily be associated with the Bathhouse Museum and the Rangiriri Battlefield site, and perhaps specifically arises from the use of the café facilities for the collection of data. In both cases it is possible to use the café without paying an entry fee, and thus for some respondents, repeated visits were made to use these facilities. There are, of course, many cafes that patrons may wish to use, and from comments made, cafes were being used not only for the services rendered, but also because of the history, heritage and culture associated with these sites.

Given that the sample is numerically dominated by those visiting Rotorua, on first use of the word count facilities in the software one finds that Cluster 1 is akin to the other clusters, and uses terms such as “thermal” and “geysers” as well as the terms “Maori”, “interesting” and “historical”, which latter terms can apply to both locations. However, using Chi-squared tests it was found that this cluster is statistically significantly over-represented in the case of Rangiriri Battlefield Site. This confirms the impression gained during data collection that the site was best known to New Zealanders who had formed a connection with the site and also valued it as a convenient place to stop while travelling south from Auckland. This in itself is of interest in that historic heritage sites can create domestic appeal through their history as a reinforcer of the value of a service offered to local New Zealanders.

The dendrogram derived from CatPac is shown in Figure 6.2. The cluster of words on the right shows the image of Maori associated with Rotorua and the use of the thermal area as one of mud pools and hot pools. The word “smelly” also clearly appears. The right hand side of the centre of the dendrogram contains clustered terms based on scenic and historic values that are “interesting”; whereas the left hand side of the dendrogram comprises themes: “uniqueness”, a “tourist area” and “relaxing”.

The perceptual maps generated by the two software packages have similarities. CatPac and its mapping program, ThoughtView generates a map where, as shown in Figure 6.3, culture and history appears on the left, the geothermal elements of mud and being “hot” and “smelly” appear in the centre above landscape characteristics while on the right a more mixed clustering occurs that combines characteristics of built and natural environment.

Figure 6.2 Dendrogram derived from text by Cluster 1

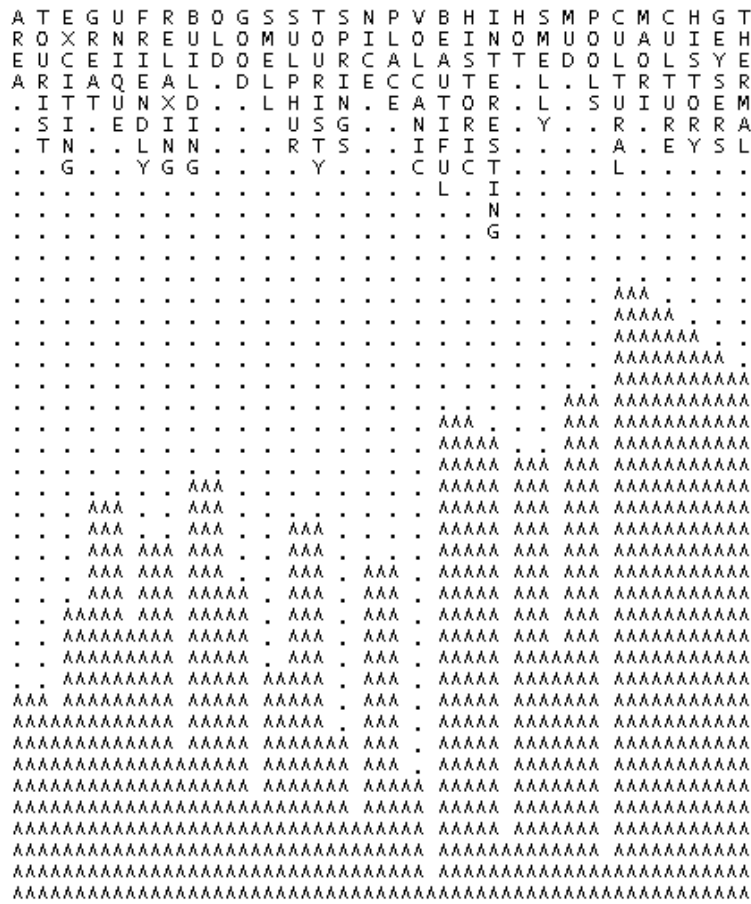


Figure 6.3 Perceptual Map from text by Cluster 1

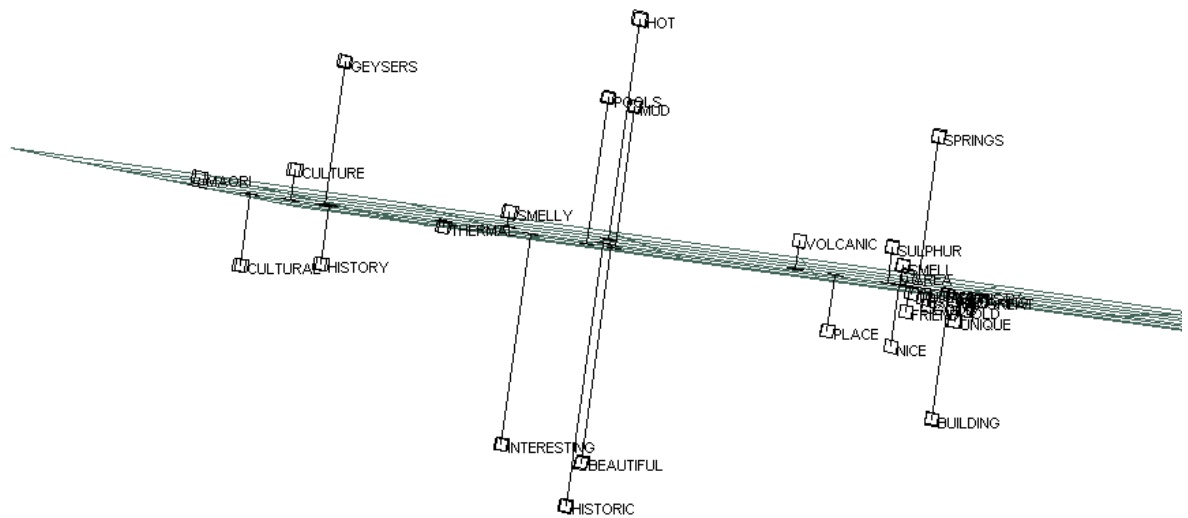


Figure 6.4 Leximancer Map derived from Text of Cluster 1



The Leximancer map reinforces this message of Cluster 1 as drawn to the geothermal nature of the site, with also some reference to the historic. What became clear in manipulating the data and Leximancer maps is that while there is a site specific appeal, the appeal lies primarily in the geothermal rather than in Rotorua as a site of Maori culture. This finding confirms previous research conducted at Rotorua (e.g. Ryan & Higgins, 2006) that found that even at Te Puia the geothermal nature of the site is a primary theme in visitor motivation and evaluation of the site.

Indicative comments made by this group included:

“(I wanted) to come to a place where you can see some of New Zealand’s culture, handcrafts (and) natural scenery.”

“This is a smelly and interesting place...”

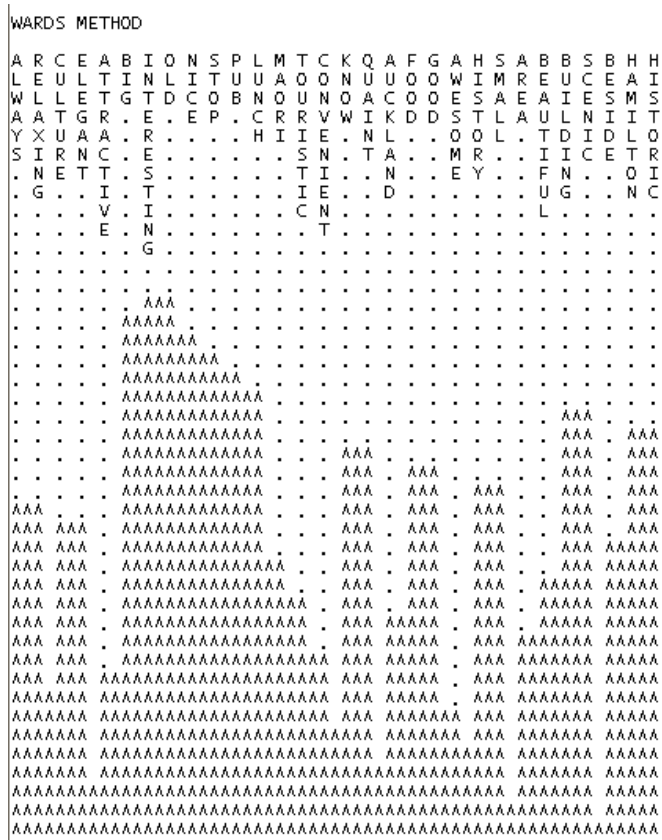
“This is smelly and I liked the hot pools and Zorbs.”

“I felt I must really visit the geysers.”

“This combined Maori and geothermal which I wanted to see.”

To summarise Cluster 1, it might be said that visitors in this group are motivated to visit the heritage and history sites selected in this study, but their engagement and involvement is incidental. While having an interest in heritage and history at the destination, from a cultural perspective the experience may be designated as being shallow. People in Cluster 1 are likely to be the general heritage tourist who is only an occasional visitor. This approach can be understood that it may be 'product/site orientated' rather than 'consumer/tourist/ user orientated'. Most visitors of this cluster were from New Zealand and Europe, and visitors in the 56-65 years of age group were the largest age group in this cluster.

Figure 6.5 Dendrogram derived for Cluster 2



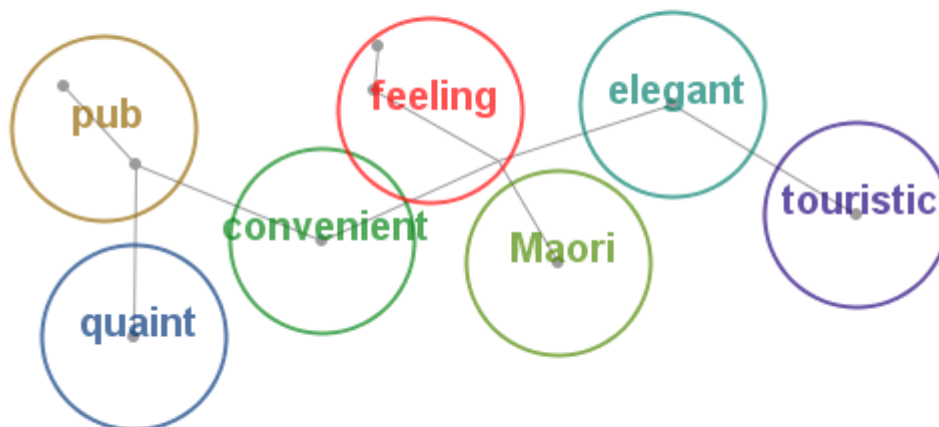
Cluster 2 – Low Scorers / Reluctant Visitors

Cluster 2 was labelled as reluctant visitors because of their low scores on the items used. Of the total number in this cluster (n=59), 42.4% were found at the Rotorua Bathhouse Museum. The dendrogram for this cluster differs significantly from those of the other clusters, and while the words “interesting” and “attractive” appear, within the text these are modified expressions. What is notable is that while “Maori” appears as the second most commonly used key word in the analysis it

features less strongly in the ThoughtView mapping which is dominated by more generic terminology, while the quality of food, “lunch” and “pub” appears more significantly than for other clusters.

Indeed, in the Leximancer map, while the theme of “Maori” appears, the theme is associated in counter-position with the style of buildings in Rotorua, and an overall theme of a touristy albeit elegant, perhaps “twee” sense is generated. The theme of being “quaint” emerges from the analysis. It might be said that the comments are characterised by a lack of enthusiasm for the locations. Thus this group is also characterised by a high non-response to the open-ended questions (20 of the 59 made no comments) while other comments included “I was just passing through”, “this is a convenient place to stop” and “this is just a bypass”

Figure 6.6. Perceptual Map for Cluster 2 derived from Leximancer



Indicative comments by this cluster included:

“This would be a lovely place for a lunch.”

“This has a nice view, and it is quiet and is a good place to have a coffee.”

“This is rather too touristy and too commercialised for me.”

“I usually just pass or by it – not a place I would normally visit.”

“It is a good stop off on the way to Auckland and has good food.”

To summarise this group, tourists in this group tended to be incidental visitors not attracted by the variety of heritage sites in a particular destination; and whose primary motivation is not heritage and history or culture. They are ‘reluctant’ to make the visit and considered their visits as a stop or accompanying their friends/relatives to these places, have no clear plan or in making decision for their visit, just being present almost by chance. Visitors’ motives as well as their attitudes/experience towards these places are very shallow. Male visitors are the main respondents in this group. The majority of visitors in this cluster had high-school qualification and from New Zealand or New Zealanders.

Cluster 3: History- fact orientated seekers / visitors.

As with the other clusters the first stage was to clean the text as described above and then check for word frequencies. The main statements related to Maori, history and geothermal activities as with cluster one, and will be noted from Figure 6.1 that the cluster occupied a space between clusters one and four. The dendogram derived for this cluster is shown in Figure 6.7. The right hand side shows a clear clustering of words around the themes of the “Maori”, “culture” and “geo-thermal” area that they occupy in Rotorua, while at the left hand side Rotorua is seen as “natural”, “friendly” and “unique”. In the centre can be discerned a grouping of terms that describe Rotorua as having “interesting buildings” that allude to the mock Elizabethan style, and to the “volcanic” and “sulphur smelling” nature of the city’s air.

Figure 6.8 ThoughtView Perceptual Map for Cluster 3

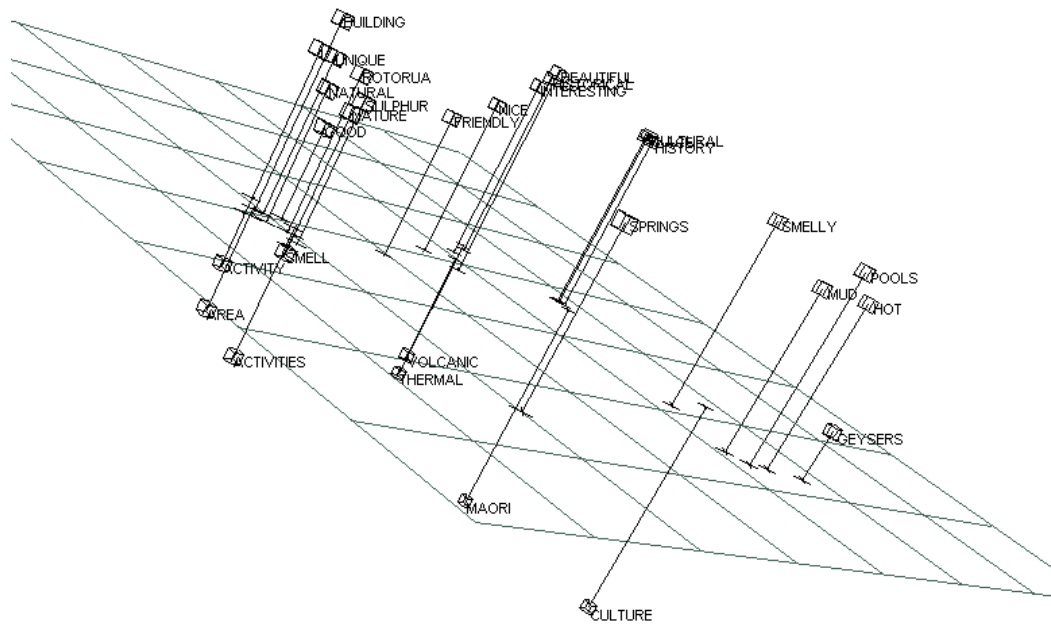


Figure 6.9 Leximancer Map for Cluster 3



While the cluster analysis based on seven-point scale pointed to an interest in history, but primarily one driven but a wish to know “facts”, the textual comments are driven by another fact, namely the geothermal nature of the Rotorua area, and the

geysers, smells and hot pools, and this clearly emerges in the perceptual maps resulting from both software packages (as shown in Figures 6.8 and 6.9).

Does this mean that there is a discrepancy between the two forms of analyses? It is suggested that is not wholly the case. Those drawn to ‘facts’ as the basis of their understanding are responding to the observed at a cognitive rather than an affective level, and it is this lack of emotional involvement that distinguishes Cluster 3 from Cluster 4, as seen in Figure 6.1.

Indicative comments for this cluster included:

“It was of interest because of the history of the thermal area (and its people).”

“This is an area of pre-colonisation and indigenous people.”

“It is historical and old with many curious sites.”

“It is a place of Maori culture, a historical place and one that I enjoy.”

“It is a historical place and interesting to see but I do not enjoy the rain...”

“It is older looking than it really is...”

To summarise this cluster, tourists in this cluster are likely to be interested in and enjoying learning about history and heritage facts at these places, and specifically they are interested in facts at the places they visited. They are satisfied with activities there and have a cognitive involvement that enhanced the visitor’s sense of a place. However visitors in this cluster are less likely to have an affective involvement towards these places. The main visitors of this group are from the UK and are in the young age groups of 19 to 25 and 36 to 65 years of age. Te Puia was their preferred place. Visitors in this cluster had under-graduate and post graduate qualifications. This cluster accounted for the largest cluster in the sample of this research.

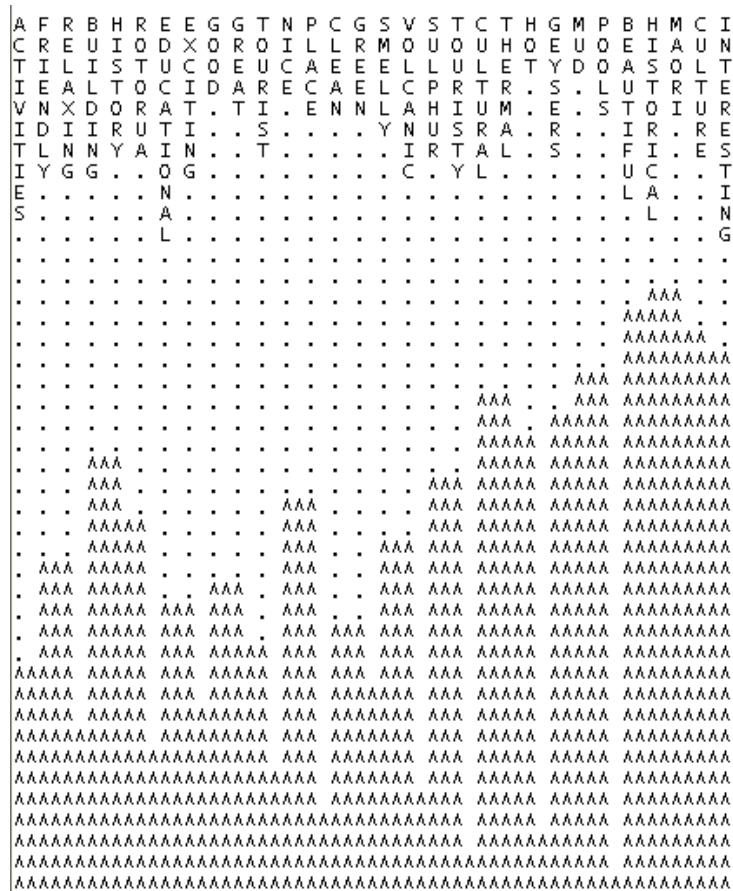
Cluster 4: Heritage enthusiasts / idealists

At first sight when the list of word frequencies were checked, there seemed to be a similarity between Clusters 3 and 4 that did not confirm the suggested difference of statements, but the dendrogram showed a nuanced difference that was significantly confirmed by the Leximancer perceptual mapping process. Figure 6.10 shows the dendrogram created by CatPac, and on the right hand side can be seen the familiar cluster of words relating to Maori and the geothermal activity in the area, but unlike clusters one and three, two other words appear in this relationship, namely ‘historic’

and ‘interesting’. Additionally for this cluster the word “educational” has a more prominent position.

The themes emerged quite clearly when undertaking the perceptual mapping analysis, as is shown in Figure 6.11. What begins to emerge quite clearly are a number of ‘emotive’ word such as ‘amazing’, ‘engaging’ and ‘elegant’ along with the words about ‘history’ and ‘cultural’. Following the statistical analysis it was suggested that this group had a greater involvement with the sites because of a greater affective sense of being personally associated with place, and the textual analysis confirms this interpretation of the statistical data, thereby confirming a notion that a mixed methods approach to the research aids the credibility of the interpretations.

Figure 6.10 Dendrogram for Cluster



4

Figure 6.11 Leximancer Perceptual Map for Cluster 4



Again, among the comments made by this cluster were the following:

“This is historic and very interesting, and also unusual...”

“This is a place of *whanau* history...”

“This has a fascinating history in its geothermal area and for Maori”

“This is a beautiful area with a very well presented history”

“It was interesting and in its lack of sophistication very moral”

“There is beautiful architecture...”

Therefore, to again summarise this tourist cluster, they make intentional visits being attracted by the heritage to be found at the selected sites in a particular destination. Although this cluster appeared to have group motivation, benefits gained or involvement strongly similar to those of the History-fact orientated seekers group, they had deeper experience in terms of having emotional and serious involvement at

Cluster 5: Holiday oriented visitors / seekers / makers.

Again, when looking at the dendrogram for Cluster 5, the familiar themes associated with Rotorua come to the fore, namely “Maori”, “geo-thermal activity” and aspects of Rotorua – all of which are shown in Figure 6.12.

However, closer examination begins to reveal differences when compared to the other diagrams. The word “expensive” appears near the centre, and the destination is “friendly, green and nice”. The site is described as a “great place”. The destination being visited emerges as “holiday places”, as somewhere to see because that is what tourists do! This interpretation is given credence on examining the perceptual maps, as shown in Figures 6.13 and 6.14.

Figure 6.13 ThoughtView Map of Cluster 5

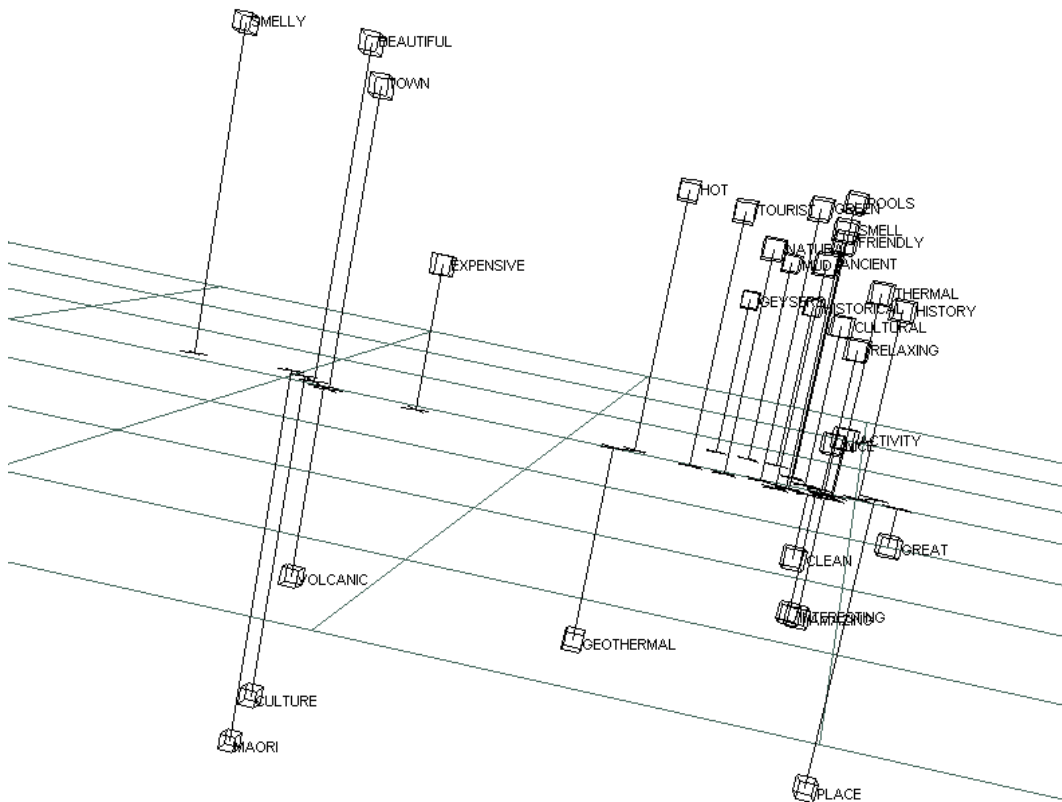


Figure 6.14 Leximancer Map of Cluster 5



What is shown by the maps is that the major clustering of text revolves around holidaying concepts of destinations being “relaxing”, ‘nice’, “interesting” and indeed ‘touristy’.

Comments made by this cluster included the following:

“... a natural, stress free country.”

“It has a lot going for it and there is always something to do.’

“It is very picturesque.”

And many respondents just indicated in varying ways that it was “relaxing” and “peaceful”.

To again summarise this cluster, it may be noted that respondents appeared to be not much interested in heritage and history aspects at these sites but rather in

visiting these places as a destination for recreation and relaxing. This approach can be understood as 'user / visitor orientated'. They seem to visit these places for entertainment rather than 'consume' heritage. On the other hand, visitors of this segment are mainly holiday interest generated and oriented and they value their experience via the perceived value of a holiday attribute rather than the benefits or any involvement of a specific heritage experience. It displayed differences in that visitors were strongly motivated by spending a relaxing time and considered their places as pleasurable or their visit as a general day out. These visitors were therefore interested in a casual visit whereby they would enjoy the historical features of heritage facilities / displays. The main visitors in this cluster were at the ages of between 26-35 years and 36-45 years and from Australia and New Zealand. High-school and post- graduate leavers were the over-presented in this cluster.

6.8. Comparison of data sets

It is suggested that the two sets of data are mutually complementary, and this is shown on table 6.9. Equally it can be seen that while distinctions can be made, the boundaries between clusters are not wholly clear cut and in that respect Figure 6.1 is supported.

Table 6.9 Comparing Statistical and Textual Analysis

Cluster Label	Statistical Analysis	Textual Analysis
Site orientated visitors/ seekers	Like visiting but shallow experience, not too engaged	Derive meaning but value convenience. Drawn to uniqueness
Low scorers/reluctant visitors	Low scores	Drawn to the unique but engagement is 'incidental' – drawn to product led features
History fact orientated visitors	Like to learn about history, fact orientated, less emotional involvement	Drawn by interesting places and facts about those places
History enthusiast/idealists	More highly involved, may have enduring involvement, emotions involved	Educational factors more dominant, extensive use of emotive words in descriptions, intentional visitors
Holiday orientated visitors	Like enjoyment, good service, pleasure and place to see while on holiday	Use of words like relaxing, nice, beautiful scenery, drawn to place as somewhere to see while on holiday

6.9. Chapter summary

This chapter has assessed the reliability and validity of the data for cluster analysis to examine heterogeneity among tourists. Specifically, based on cluster analysis, it permits a description of psychographic variables that can subsequently be used alongside measures of socio-demographic data to better assess relationships between perceptions and behaviours of visitors visiting heritage and history sites. In particular, different clusters of visitors based on their motives, involvement, benefits gained and satisfaction ratings were identified. The results have confirmed that not all visitors are the same and they identified five different types of tourists, namely: Site-orientated visitors, Reluctant visitors, History fact visitors, Heritage enthusiasts and Holiday-interested visitors. The key factor that distinguishes between the clusters seemed to be the factor of involvement, especially serious involvement that involves the affective. This variable can help to separate history fact visitors (the largest group of the sample) and heritage enthusiasts (the second largest of the sample) in this research. The factor of benefits/values gained and motives seem to distinguish between the cluster of holiday-orientated visitors and reluctant visitors rather clearly. And the cluster of site- orientated visitors should be considered more by destination manager as this group have strong motivation and interests in history and heritage sites but didn't have deep experience at these places. These five cluster formations were also influenced by socio-demographics to some small degree, with place of residence being one of the more important. In this instance place of normal residency may be a proxy for culture, but this is not proven in this research design. Though the results are similar and consistent with the model suggested by McKercher and Du Cros (2002b), findings in this thesis offer some contribution to the literature by identifying other psychological variables (for example, the construct of serious involvement or emotional involvement) that help forming clusters. The results from the cluster analysis are also congruent with the textual analysis. This latter process also raises issues about combining cluster analysis and textual analysis in tourism research. For example, if conventional cluster analysis provides a sufficient analysis, are additional techniques necessary?

Briefly, this chapter has met one of the main aims of the research, that is, identifying respondents to heritage and history sites in New Zealand and identifying the degree to which there exists heterogeneity between such visitors, and what might

be the sources of difference. The next chapters are going to aim to utilise regression analyses that can show which factors predict intentional behaviours of visitors at these sites. This is also related to the theoretical model developed in this thesis.

CHAPTER SEVEN

HYPOTHESIS TESTING- RELATIONSHIP AND CAUSALITY

7.1. Introduction:

The main objectives of this chapter are to investigate the relationship between the benefits gained from visiting a heritage site and the subsequent willingness to recommend to others the making of visits to the sample sites. The data thereby provides an empirical understanding of visitor attitudes to, and perceptions of, their visits to sites of heritage and historical importance in New Zealand and how this influences their 'loyalty' as measured by their willingness to make recommendations to others.

Given that the chapter falls into discrete parts. The first section of the chapter examines the determinants of a willingness to make recommendations to others about visiting a given historic site. As noted previously and as discussed in the final chapter, this variable was selected as being an effective measure of satisfaction and loyalty in circumstances where a large section of the sample, namely international visitors, would not be in a position to engage in repeat visitation. In that way tourism differs from consumer behavior for fast moving consumer goods from which many of these theories originated. In this section regression analysis is used as the main methodology. While recently researchers have started to use survival analysis as a means of, for example, determining length of stay or choice of destination, Thrane (2012, p. 126) has argued that "... using survival models in order to analyze tourists' length of stay at destinations is to make matters more complicated than strictly necessary." She concludes that the better known ordinary least squares (OLS) regression technique is likely to produce results very similar to those of survival analysis in the great majority of cases, especially if there are no time invariant independent variables, as is the case in this study. For this reason OLS is used along with the Cox model.

The second section of the chapter then seeks to establish more carefully patterns of determination by first using path analysis and then second structural equation modeling. The rationale for this approach is discussed below.

It should be stated at the outset of this chapter that the initial hypotheses were not supported by the data, leading to an evolution in the conceptualization that became data driven. These changes are reported in this chapter with some discussion, but a wider assessment is provided in Chapter Eight.

7.2. Pre-Analysis Data Screening

The statistical procedures for regression are, according to Jennings (2001):

- 1) Analyze each individual item or measure by itself. This involves counting the number of cases falling into the various categories (frequency counts and distributions) and converting these counts into percentages. It may also involve representing the data in a visual format through the use of bar charts, histograms and pie charts. Then, measures of central tendency such as mean, mode, median, and standard deviations are computed to assess the nature of frequency distributions. Distributions can be normal or skewed (Jennings, 2001) and they influence the type of inferential statistics that can be used on a data set. These tasks were undertaken in Chapter Five.

- 2) Next, use is made of bivariate analysis involving cross tabulations and measures of association to identify relationships between pairs of variables. Thus in Chapter Five Pearson Chi-squares and correlations were calculated to test whether there was a significant relationship between nominal or interval variables at a 5% level of significance with reference to the socio-demographic variables. The null hypothesis of no association between two variables was rejected if the p-level was less than 0.05.

These procedures led to the previous and present chapters where multivariate techniques were and are employed including cluster and factor analysis, and multiple regressions. In particular, factor analysis was used to reduce the number of explanatory variables and to define the underlying structure among the items in the various scales (Hair et al., 2005). Additionally, as stated in the introduction,

regression analysis, PLS and SEM are used in this chapter to test the conceptual model. The requirements for these techniques are now briefly described.

Preliminary analyses were performed to ensure there were no violations of the assumptions of normality and correlation. Normality testing was performed to determine whether variables are normally distributed, to remove extreme outliers and also to determine whether parametric or non-parametric test can be used in this study.

Such normality testing includes assessing skewness and kurtosis, m-estimators, histogram and box-plot analysis. In particular, data screening using box-plot method may be performed to identify if outliers exist. For this study, following conventional practices, the tested variables (motivation, enduring involvement, satisfaction, benefits gained and visitors' loyalty) are deemed to be scaled in nature. It should also be noted data should meet certain requirements for multiple regression to be performed. Those assumptions include the following:

1. Ratio of cases to independent variables – the number of cases needed for regression model should have at least 20 times more cases than the predictors (Hair et al. 1998). This condition was met in this study as considerably more than 460 respondents self-completed the forms as reported in Chapter Four.
2. Normality, linearity and homoscedasticity – these assumptions assume that the differences between the obtained and predicted dependent variables scores are normally distributed and the residuals (independent variables) have a linear relationship with the predicted dependent variable scores. Residual scatter plot and residual normal plot were used to analyze these assumptions as indicated below.
3. Multicollinearity and auto-correlation – independent variables must not be significantly correlated with each other so as to avoid multi-collinearity and auto-correlation, thereby ensuring observations or values are independent. Multi-collinearity can be confirmed via the Tolerance and Variance Inflation Factor (VIF) while auto-correlation is detected via the Durbin-Watson statistic,

the desired value being 2.0. As described below, this requirement was found to be significant for the study, and as already noted, a wider discussion is undertaken in Chapter Eight.

4. Multivariate outlier – extreme cases that have impact on the regression solution should be deleted or modified to reduce their influence. Multivariate outlier can be detected by using the Mahalanobis Distance statistical test. The method involves comparison of the Mahalanobis distance with a critical value of chi-square.

The detailed results of these tests will be shown below, while in addition further details relating to the testing of structural equation modeling (SEM) are additionally noted below.

7.3. Establishing multiple regression analysis: Hypothesis testing, regression models

While the previous section identified means used for data screening, this section is about identifying results of that testing in terms of the determinants of benefits gained, satisfaction and loyalty of tourists using the willingness to make a recommendation to the site as a proxy variable for these attributes.

The main effect hypotheses were tested using OLS regression for the reasons provided by Thrane (2012). Given the sensitivity of OLS estimation to multi-collinearity, the potential for auto-correlation and multi-collinearity among the predictor variables was assessed by using the Durbin-Watson statistic and those for Tolerance and the Variance Inflation Factor. Hair et al (1998) and Kometa (2007) both note that regression is a technique used to predict the value of a dependent variable using one or more independent variables. In order to ascertain the causal influence of one variable upon another, researchers assemble data on the underlying variables of the causal variables upon the variable that they are thought to influence (Sykes, 1993). Researchers typically evaluate the “statistical significance” of the estimated relationships, namely, the degree of confidence that the true relationship is close to the estimated relationship (Sykes, 1993).

Multiple regression is used to account for (predict) the variance in an interval dependent, based on linear combinations of interval, dichotomous, or dummy independent variables (Garson, 2005). Multiple regression can establish that a set of independent variables explains a proportion of the variance in a dependent variable at a significant level (significance test of R^2), and can establish the relative predictive importance of the independent variables (comparing beta weights) (Garson, 2005). Parameters β show the effect of the explanatory variables on the logarithm of the probability ratio, with a positive coefficient indicating a greater probability of a higher mark being awarded for the dependent variable. Briefly, R^2 was used to assess the model's overall predictive fit.

The multiple regression equation takes the form: $Y = \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_n X_n + \epsilon$.

Based on the objectives of the study and in light of the findings reported thus far, it now remains to formally state again the propositions that are examined in this study.

The hypotheses.

The initial set of hypotheses are stated with reference to Figure 7.4, which itself replicates Figure 3.19. These are:

- H₁: The willingness to recommend a site has a positive relationship with, and is determined by the tourists' level of interest in history.
- H₂: The willingness to recommend a site has a positive relationship with, and is determined by the tourists' desire for a sense of place that informs a sense of self.
- H₃: The willingness to recommend a site has a positive relationship with, and is determined by the tourists' wish to acquire learning about a place.
- H₄: The willingness to recommend a site has a positive relationship with, and is determined by the setting of being on a holiday.

H₅: Visitor intent as to future behavior has a positive relationship with, and is determined by the tourists' level of interest in history, sense of place, holiday setting and desire for learning moderated through the mediated variable of tourist satisfaction as measured by a willingness to recommend a site.

It was noted in Chapter Three that as the thesis evolved the original conceptualization of tourist satisfaction as a compound or aggregated measure that included evaluations based on affective measures and others that included the cognitive and conative - the last including loyalty (as measured by repeat visitation or repeated activities) or as a willingness to make recommendations began to be replaced by a greater emphasis on the intent to engage in specific actions. In other words, the concept of satisfaction as an outcome of the visit was increasingly seen as redundant and as is described below (and in Chapter Eight), by the time it came to establish a structural equation model, the causal relationships were based upon concepts of intent for future action through an intermediary of willingness to make recommendations. This chapter addresses the dynamic that led to that conclusion in conjunction with describing the evidence. That obviously had implications for the above hypotheses, and this is discussed with reference to the regression analysis provided below.

7.4. Results of Regression models

As described in Chapter Three the data were collected at Rangiriri, Te Puia and the Rotorua Museum over the period October 2011 to the end of January 2012. The sample characteristics were described in Chapter Four. The item 'I would recommend this place to a friend' came to be used as the determined variable rather than simply items relating to satisfaction or revisiting because:

- a) Many overseas visitors would not be in a position to make a second visit; and
- b) Some researchers argue that recommendation of a place is a better measurement of satisfaction in tourism because it contains a conative action – namely to make a recommendation (de Rojas, C., & Camarero, C., 2008).

McKercher, Denizci-Guillet and Ng (2012) examined the concept of loyalty, arguing that simply adopting the concept from a marketing literature derived from fast moving consumer goods is inadequate. They reason that loyalty in tourism is measurable along two main dimensions – a vertical dimension that represents degrees of loyalty to the organisations in a chain of distribution, and horizontal loyalty that can represent loyalties to providers at one tier of the tourist system. Overlaying this may be an experiential loyalty. Thus, tourists may be loyal to the experience of visiting heritage locations because of an involvement with history, heritage or culture, or be loyal to visits to a specific location. In this instance, considering many of the sample lived some distance from the locations, involvement with heritage was thought more important than the latter loyalty to a given place. Such involvement has a conative component, which was thought to be an intention to recommend a place or visit other similar places.

This study therefore follows McKercher et al (2012) in that choices of measures of loyalty have metric implications. For the reasons just noted, repeated patterns of behavior are an inadequate measure of loyalty (Oppermann, 2000, Riley et al., 2001, McKercher et al, 2012). Equally satisfaction is a poor measure because many will express high levels of satisfaction but have no intention to return (Pearce & Kang, 2009). An additional reason for wishing to retain a deliberate conative component in any measure of loyalty is that repeat behavior may be simply habitual with little emotive involvement. Hence McKercher et al (2012, p. 729) note “In particular, metrics that reflect personal attachment such as expressions of trust and preference are more meaningful than external measures”. It is argued here that a recommendation to a third party is such a statement of trust in the quality of the experience, as those making a recommendation have invested a personal investment of their own status, or friendship, in making such a recommendation.

The first regression thus takes the willingness to make a recommendation about a site as the determined variable, and uses the other motivational, experiential and holiday contextual items as determining variables (as listed in Table 7.6). Consequently a stepwise linear regression was undertaken wherein it was found that an adjusted coefficient of determination was 0.474 when including a constant and 0.77 when a constant was excluded. All ANOVAs were statistically significant. The first three items ‘explained’ 42% of the variance in the item “I would recommend this

place to my friends”, and thus the remaining variance reported by 9 more items included by SPSS/PASW added relatively little to the analysis. The full table is shown in Table 7.1. It is possible to use unstandardized beta coefficients because all the items were based upon 7-point scales.

Table 7.1 clearly indicates that the evaluation of learning “a lot” is significant as a determinant variable, and hence the role of “I thought the interpretation offered here was interesting” is not only statistically significant, but also logically significant in that good interpretation can be said to aid learning. It also raises the spectre of potential auto correlation and multi-collinearity if two or more variables both “work” together. The third variable was the frequency of visits to museums, and this can be seen as creating a reinforcement of interest and a circular argument – namely, I visit a heritage site because I like to learn, good interpretation helps me to learn, I often visit museums/heritage sites because that is the way I learn – in short – each variable reinforces the other.

Table 7.1 Regression for Willingness to make a Recommendation

	Unstandardized Coefficients		Stand. Coeff	t	Sig.	Collinearity Statistics	
	B	Std. Error				Tolerance	VIF
(Constant)	0.709	0.185		3.832	<0.001		
I actually learnt a lot by coming here	0.152	0.029	0.174	5.246	<0.001	0.452	2.212
I thought the interpretation offered here was interesting	0.141	0.030	0.149	4.704	<0.001	0.495	2.020
I often visit museums	0.111	0.020	0.136	5.417	<0.001	0.794	1.260
I find the service here to be very good	0.113	0.035	0.099	3.190	0.001	0.516	1.937
This visit helps me to enjoy my holiday	0.125	0.026	0.134	4.749	<0.001	0.625	1.600
This location enables me to imagine the past	0.103	0.024	0.116	4.271	<0.001	0.675	1.481
This is just a pleasurable place to visit	0.085	0.021	0.093	3.977	<0.001	0.918	1.090
I think this place represents good value	0.095	0.031	0.095	3.028	0.003	0.504	1.985
Because visiting historic places helps create sense of place	0.047	0.024	0.053	1.970	0.049	0.699	1.431

It was therefore important to check the results. Auto-correlation was assessed by using the Durbin-Watson statistic, and for this the desired result was 2.0. In this instance the statistic was 1.74, acceptable but ‘not great’. As an aside the presence of some auto-correlation with reference to visitor behaviour is not wholly surprising given a

lagged behavioural pattern whereby a variable such as recommendation making is correlated with itself could be present. For example, it could be argued that the act of recommending a site is itself an act that adds to the enjoyment of the post-visit experience, and hence to making yet more future recommendations. This may be worth noting for future research. In this instance it is certainly above the value of 1.0, for values below this level are to be treated as 'alarming' (Kachigan, 1991). However re-calculating the data using only the above items increased the statistic to 1.75. It can also be seen from Table 7.1 that the other tests of multi-collinearity, namely the variance inflation factor (VIF) and Tolerance are within the accepted norms, that is VIF values are below 10.0 and Tolerance above 0.1, which implies an absence of multi-collinearity.

The validity of a regression calculation can be assessed by reference to the residuals. Assessing the residuals indicated a normal distribution as shown in the plots in Figures 7.1a and 7.1b that show the results for the determined variable of willingness to make a recommendation to visit. A normal distribution of residuals implies that they are random and that there is a lack of outlying values. Figure 7.1a indicates a satisfactory relationship while Figure 7.1b shows a close correlation between forecast values of recommendation and observed values, other than at the lowest levels. These low levels relate to that small part of the sample that indicated a low willingness to make such a recommendation, and hence the data reflects greater variance due to a smaller size of sample. Only 7% of the sample (n=65 from 1,067 respondents) scored 3 or less on this item.

Figure 7.1a Residual Distribution

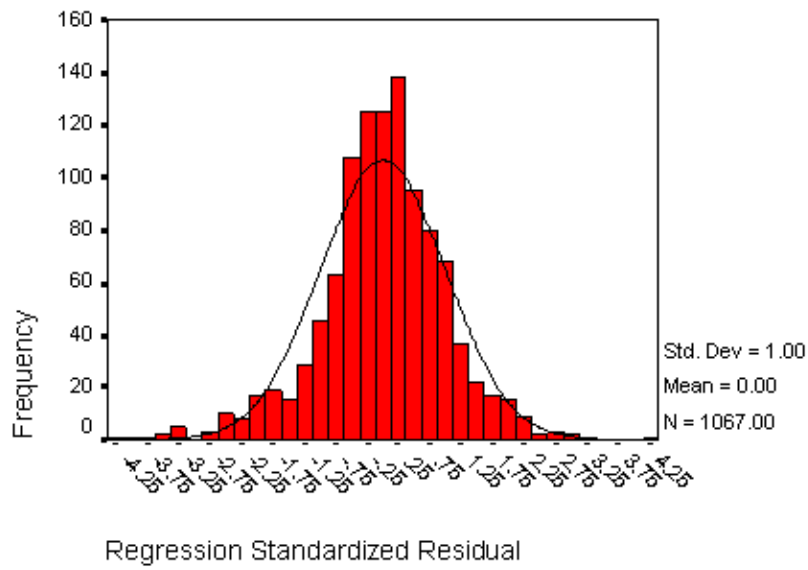
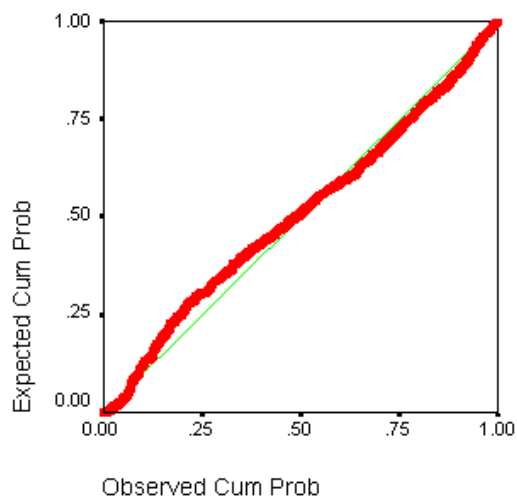


Figure 7.1b Residual Values



These results indicate a good fit for the model as:

- a) The residuals tend to a normal distribution,

- b) Figure 7.1 indicates that the residuals tend to a normal distribution, and
- c) Figure 7.2 indicates that the expected values tend to conform to a linear pattern along the 45 degree line, that is, they equal observations.

It therefore appears that the major determinants of being willing to recommend a place are the degree of learning undertaken at a place ($\beta=0.15$) and the interpretation being offered ($\beta=0.14$).

The data were then again re-run by using the item relating to willingness to join the New Zealand Historic Places Trust. In this instance the coefficient of determination was 0.94 excluding a constant and 0.41 including a constant. Again the results are shown in Figures 7.2a and 7.2b including the plotting of the residuals. In this instance the Durbin-Watson statistic was 1.81, again implying a lack of auto-correlation.

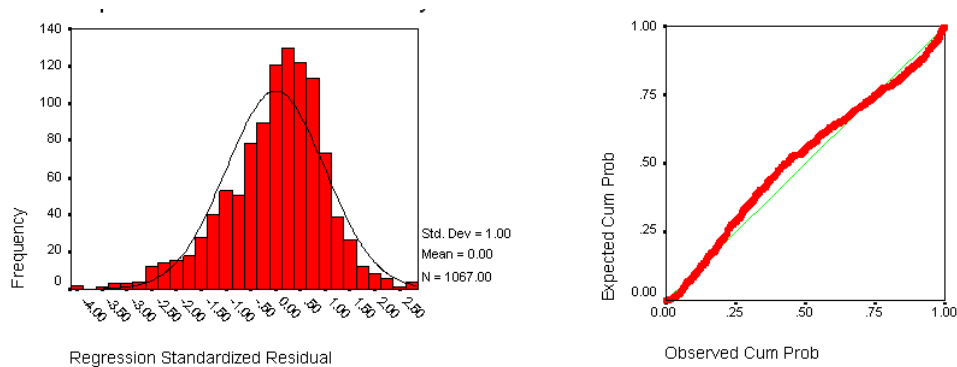
What is of interest in this second analysis is the marginal importance of the item “visiting places helping to create a sense of self”, indicating that serious and deep involvement has a statistical significance but comparatively minor role to play in joining an association such as the New Zealand Historic Places Trust. This has potential practical managerial implications such as in the marketing messages the Trust might wish to employ in seeking to induce people to join. This item solely ‘explained’ 0.02 of the coefficient of determination, and the item relating to learning ‘explains’ much of the variance (some 30%). This is further reinforced by the significance of the item of imagining the past ($\beta=0.127$). The cognitive and affective thus come together and this finding may also help to explain the model proposed by McKercher and Du Cros (2002a) and their concept of the purposeful cultural tourist and the nature of their motivation. In this case however, there are two differences in the analysis when comparing the present study with that of McKercher and colleagues. McKercher and Du Cros (2002a) were considering visitation to a historic site and this regression considers membership of a heritage organisation. The second difference lies in the details of measurement. The measurement of a decision to join an organization might be said to comprise two components, namely: (a) the intention to join as measured by an ordinal scale, and (b) the actual decision which is a dichotomous variable, that is, one joins or does not join. These considerations did not enter the work of McKercher and Du Cros in 2002a and 2002b.

Table 7.2 Regression for Willingness to join New Zealand Historic Place Trust

	Unstandardized Coefficients		T	Sig.	Collinearity Statistics	
	B	Std. Error			Tolerance	VIF
(Constant)	-0.376	0.223	-1.682	0.093		
I actually learnt a lot by coming here	0.290	0.036	8.112	<0.001	0.509	1.964
Because visiting historic places helps create sense of self	0.118	0.028	4.211	<0.001	0.747	1.338
This visit helps me to enjoy my holiday	0.143	0.033	4.366	<0.001	0.690	1.449
This location enables me to imagine the past	0.127	0.031	4.043	<0.001	0.688	1.453
I often visit museums	0.110	0.027	4.118	<0.001	0.797	1.254
I find the service here to be very good	0.165	0.039	4.199	<0.001	0.716	1.397
Coming here gave my group interesting things to talk about	0.087	0.025	3.556	<0.001	0.726	1.377

Figures 7.2a and 7.2b

Residual Analysis for Regression for Joining New Zealand Historic Places Trust



To test this further, two additional stages were undertaken. First a multinomial regression analysis was undertaken followed by a binary logistic analysis. The first is suitable where a response variable has three or more optional responses. However, when recoding the item as to whether a respondent might wish to become a member of the New Zealand Historic Places Trust into a three-fold classification, namely ‘would not become a member’, ‘indifferent, not knowing, not sure’ and ‘potentially a member’ using the scores 1-3, 4, and 5-7 respectively and running a nominal logistic

regression analysis, the Cox and Snell Pseudo Coefficient of Determination is but 0.18 while a classification based on allocation of respondents to a given classification, only correctly ‘allocates’ 50% of those who would potentially become a member.

Alternatively, when examining section three of the questionnaire a binary logistic analysis becomes possible as the dependent variable in that part of the questionnaire has only a ‘yes/no’ response to the question of joining the Trust. The purpose of binary logistic analysis is to identify which variable (if any) might be the more important in enabling or permitting a switch from a no to a yes answer or vice-versa. Another way to consider this is what are the odds that a respondent may be found in one cell and not another. Undertaking this calculation generated a Cox and Snell Pseudo Coefficient of Correlation of 0.12 with an overall correct allocation of respondents to classifications to 96%. However, while this latter appears to be an exceptionally good result, it must be noted that the actual number of respondents who were members was very small (just 45) and due to missing data issues only a quarter of these entered the calculation. The results must therefore be treated as only indicative and not conclusive. The results are shown in Table 7.3.

Table 7.3 Results of Binary Logistic Analysis

	B	S.E.	Wald	df	Sig.	Exp(B)
I like to have a sense of the past	-0.728	0.202	13.033	1	<.001	0.483
I often visit historical sites	0.563	0.205	7.562	1	.006	1.755
Because visiting historic places helps create sense of place	0.444	0.180	6.051	1	.014	1.558
This visit helps me to enjoy my holiday	-0.374	0.138	7.353	1	.007	0.688
I would like to be a member of the NZ Historic Places Trust	0.929	0.124	56.396	1	<0.001	2.531
Constant	-6.038	1.093	30.539	1	<0.001	0.002

With reference to the result the solution emerged after just 5 steps using a stepwise procedure, and the table confirms earlier results reported above with reference to the affective aspects of creating a sense of place and self, and also the behavioral component of often visiting a site. These create the conative predisposition of wanting to join an association, which for the determined variable of actual membership, that predisposition has been converted into actual membership. A pattern emerges of the development of an enduring, serious involvement in historic

and cultural places leading to a sustained pattern of visitation that fulfils needs of establishing senses of place and hence subsequently self, and thus finally action. However, while this seems logical there remains the issue that the reported coefficients of determination, while high in terms of the results normally gained in social science research, still leave unexplained at least half of the variance in the determined variable, and thus this indicates some limitations in the research. The pattern of results do however confirm McKercher et al's (2012) thesis that loyalty must involve the affective and experiential.

As a conclusion it might be said that visitation is determined by a wish to learn, but seeking membership of the New Zealand Historic Places Trust is based on taking learning one stage further – it is about senses of place and identity.

What is of interest is that when the analysis is extended to visitation of historic, heritage and cultural sites outside of New Zealand, and again a binary logistic regression analysis is undertaken, the role of past visits is again emphasized. The results for this analysis are shown in Table 7.4.

Table 7.4
Binary Logistic Regression for Visiting Historic Places Outside New Zealand

	B	S.E.	Wald	df	Sig.	Exp(B)
My interest in history is especially specific to this place	-0.165	0.050	10.718	1	0.001	0.848
I often visit historical sites	0.386	0.053	53.225	1	0.000	1.471
I would recommend this place to my friends	0.167	0.069	5.886	1	0.015	1.182
I find the service here to be very good	-0.215	0.077	7.765	1	0.005	0.806
I thought the interpretation offered here was interesting	0.137	0.065	4.495	1	0.034	1.147
Constant	-0.637	0.411	2.407	1	0.121	0.529

Table 7.4, it is suggested, indicates serious involvement by repetitive behaviour of visiting historical, cultural and heritage sites, being prepared to recommend such sites, but also now three more significant variables are being introduced, namely the interest being prompted by specific sites, the level of service at those sites, and the interpretation being offered capturing interest. These findings are also reinforcing, albeit indirectly, a potential role of making recommendations as possessing at least some degree of serial or auto-correlation.

Calculating causality – a path analysis

Path analysis builds upon factor analysis and regression analysis by examining relationships between three or more variables, but as Bryman and Cramer (2011, p.309) caution, "... it cannot be used as a substitute for the researcher's views about the likely causal linkages among groups of variables'. Yet in spite of this caution, a number of researchers do use evidence derived from path analysis to support arguments about causality, or at the very least to confirm measures of regression and hence 'explanations' of variance among determined and determining variables for the reasons outlined below.

In this section of the chapter the potential relationships and directions of causality are further examined. The process is again to first revisit the hypotheses established in Chapter Three and then to reconfirm factors. The next stage is to examine a path analysis using a partial least squares approach to assess the potential relationships. This finally leads to a structural equation modeling, which has mixed results – mixed because although critical ratios and average variance extracted meet the usually required criteria of being above 0.5 in value, the goodness of fit measures fall short of those normal criteria listed by Byrne (2001) and Kline (2005). The final section of the chapter then discusses reasons for this and thus acts as a bridge to the final chapter of the thesis.

While multiple regression serves to determine the causal relationship between a determined and determining variables, it does not make clear the pattern of relationships between all individual variables (Byrne, 2012). The next stage was therefore to undertake a path analysis by partial least squares analysis (PLS) by first undertaking an exploratory factor analysis of the total sample. Using a PLS does not require a separation of the sample for separate EFA and CFA as required by SEM and as discussed in Chapter Three. This is because PLS does not require the same assumptions as SEM such as normality of distribution, and is more tolerant of a lack of uniform variance across all levels of the determined variable (homoscedasticity). The items used in this exploratory factor analysis are shown in Table 7.5 along with the communalities (the proportion of variance explained in each individual item by the identified factors). The communalities are generally in excess of 0.5.

Table 7.5 Communalities for the Exploratory Factor Analysis

	Initial	Extraction
I have an interest in visiting historical places	1.000	.696
Historic places help you to capture a sense of the past	1.000	.621
I like to have a sense of the past	1.000	.662
This location enables me to imagine the past	1.000	.528
My interest in history is especially specific to this place	1.000	.295
This is just a place to see while on my holiday	1.000	.647
I often visit historical sites	1.000	.702
Because visiting historic places helps create sense of self	1.000	.491
Because visiting historic places helps create sense of place	1.000	.566
I enjoy learning about a place's history and heritage	1.000	.706
I often visit museums	1.000	.550
I find the service here to be very good	1.000	.627
I think this place represents good value	1.000	.751
I actually learnt a lot by coming here	1.000	.703
This visit helps me to enjoy my holiday	1.000	.603
I thought the interpretation offered here was interesting	1.000	.691
I thought the displays here were interesting	1.000	.598
Coming here gave my group interesting things to talk about	1.000	.459
This is just a pleasurable place to visit	1.000	.540
The prices here are quite reasonable	1.000	.698

With reference to the form of rotation used Tabachnick and Fidell (2007, p. 646) argue that “Perhaps the best way to decide between orthogonal and oblique rotation is to request oblique rotation [e.g., direct oblimin or promax from SPSS] with the desired number of factors [see Brown, 2009b] and look at the correlations among factors...if factor correlations are not driven by the data, the solution remains nearly orthogonal. Look at the factor correlation matrix for correlations around .32 and above. If correlations exceed .32, then there is 10% (or more) overlap in variance among factors, enough variance to warrant oblique rotation unless there are compelling reasons for orthogonal rotation”. Techniques such as varimax rotation are often selected as being simple to interpret, but several authorities have argued that oblique rotation techniques should again be used when simple structures do not exist. That requires criteria of what constitutes ‘simple structure’ and Gorsuch (1983) for example deviates slightly from the requirement of zero loadings to say that varimax may be used when loadings fall between -0.10 to +0.10 (i.e. a simple structure exists), and otherwise oblique methods can be used. In this case an Oblimin rotation is appropriate due to the correlations between factors one and two and two and four as shown in Table 7.6. This indicates non-significant and low correlations between the factors, thereby implying independence between the factors. This was thought to possess implications as discussed below.

Table 7.6 Component Correlation Matrix

Component	1	2	3	4
1	1.000	.484	-.018	.254
2	.484	1.000	.095	.405
3	-.018	.095	1.000	.013
4	.254	.405	.013	1.000

Extraction Method: Principal Component Analysis. Rotation Method: Oblimin with Kaiser Normalization.

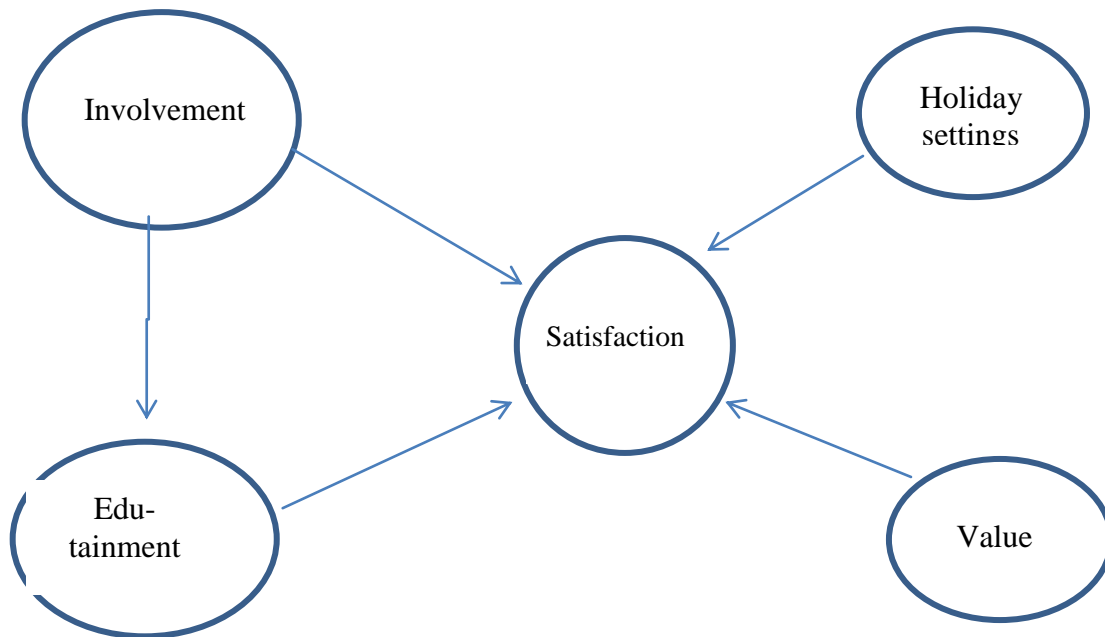
The Kaiser-Meyer-Olkin test of sampling adequacy was 0.909 and the Bartlett's Test of Sphericity was 9774.8 (df=190, $p < 0.001$). The alpha coefficient for the scale was 0.89, and the item to scale correlations were generally in excess of 0.5 other than the items relating to 'This is just a place to see while on holiday' ($r=0.116$), 'This is just a pleasurable place to visit; ($r=0.279$) and 'The prices here are quite reasonable' ($r=0.349$). Deletion of these items however still left the scale alpha well in excess of 0.89. The four factors 'explained' 60.67% of the variance in the scale, and the factors are relevant statistics are shown below in Table 7.7.

Table 7.7 Structure Matrix from Oblimin Rotation

	Component			
	1	2	3	4
I enjoy learning about a place's history and heritage	0.836	0.446	-0.063	0.272
I have an interest in visiting historical places	0.830	0.415	-0.093	0.226
I often visit historical sites	0.822	0.297	0.047	0.102
I like to have a sense of the past	0.793	0.393	-0.190	0.227
Historic places help you to capture a sense of the past	0.774	0.429	-0.143	0.227
Because visiting historic places helps create sense of place	0.743	0.450	0.044	0.204
I often visit museums	0.730	0.289	0.084	0.168
Because visiting historic places helps create sense of self	0.678	0.414	0.132	0.254
I thought the interpretation offered here was interesting	0.374	0.830	0.073	0.353
I actually learnt a lot by coming here	0.423	0.817	-0.050	0.460
I thought the displays here were interesting	0.385	0.752	-0.007	0.455
This visit helps me to enjoy my holiday	0.352	0.717	0.351	0.208
Coming here gave my group interesting things to talk about	0.362	0.651	0.204	0.168
This location enables me to imagine the past	0.494	0.599	-0.272	0.380
My interest in history is especially specific to this place	0.379	0.498	0.097	0.334
This is just a place to see while on my holiday	0.048	0.175	0.793	-0.025
This is just a pleasurable place to visit	0.096	0.258	0.616	0.407
I think this place represents good value	0.302	0.519	-0.047	0.841
The prices here are quite reasonable	0.186	0.238	0.131	0.818
I find the service here to be very good	0.354	0.532	-0.079	0.739
Eigenvalues	7.39	2.32	1.35	1.06
Percentage of Variance	36.95	11.61	6.73	5.33
Cronbach Alpha Coefficient	0.904	0.829	0.430	0.764

Extraction Method: Principal Component Analysis. Rotation Method: Oblimin with Kaiser Normalization.

Figure 7.3 Amended Model



This analysis implies that factor one combines senses of the past and self with frequent visits to museums and historical places and can be interpreted as a factor of *involvement*. The second factor relates to an *edu-tainment* factor of learning, interest and enjoyment, the third factor relates to the holiday context and the final factor to value for money. This lead to a series of propositions alternative to that initially suggested based on the literature review, although one not wholly dis-similar and this is shown in Figure 7.3.

In this version the determined values of the variable satisfaction are derived from the degrees of involvement with the site, the perceived edu-tainment, the holiday context and assessed value for money. The variable itself is a composite measure calculated from an aggregate of the items “willingness to recommend”, “a pleasurable place to visit’ and “good service”. The other variables are composites of the factors obtained by the EFA. Associated with satisfaction is an error term (e_1) not explained by the determining variables, and equally, due to the correlation between factors one and two, an error term (e_2) for that edu-tainment not explained by involvement.

This gives us the paths:

1. $\text{Edutainment} = x_1\text{Involvement} + e_2$
2. $\text{Satisfaction} = x_1\text{Involvement} + x_2\text{Edutainment} + x_3\text{Holiday} + x_4\text{Value} + e_1$

This creates 2 sets of multiple regressions where the regression coefficients provide the path coefficients. For the calculation the mean factor score was calculated by taking the average of the individual items within that factor. No weighting was conducted in the calculation. These scores were:

	N	Mean	Std. Deviation
Involvement	1030	5.1102	1.11863
Edu-tainment	996	4.7431	1.10129
Holiday Context	1047	4.6648	1.32462
Value for Money	1056	5.1124	1.12317

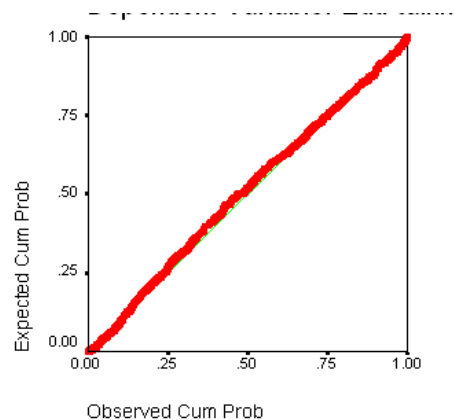
Using the standardized values, equation 1 has the value of:

$$\text{Edutainment} = 0.55 \text{ Involvement} + 0.83 e_2$$

$$(\text{F-ratio} = 474.9, p < 0.001, R^2 = 0.308)$$

The plot for the observed as against forecast values for Edutainment is shown below and indicates a close match confirming the correlation noted above between factors one and two, and the resultant low variance in residuals.

Figure 7.4 Expected vs. Observed Values for Edutainment



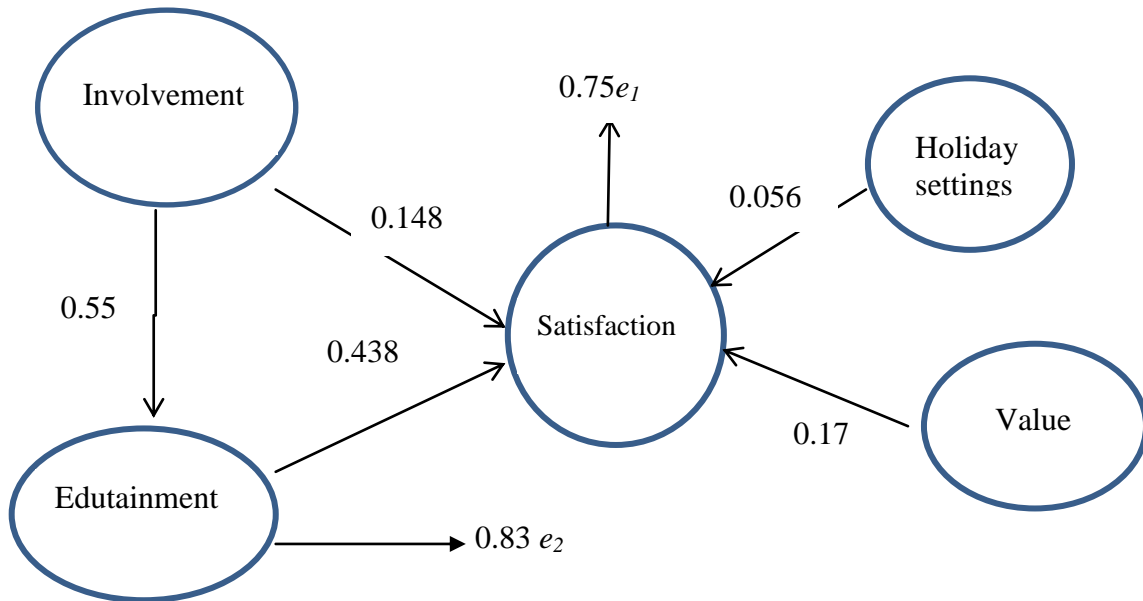
The resultant calculation for Equation 2 is:

$$\text{Satisfaction} = 0.148 \text{ Involvement} + 0.438 \text{ Edutainment} + 0.056 \text{ Holiday} + 0.170 \text{ Value} + 0.75 e_1$$

$$\text{Where F-ratio is } 199.145, p < 0.001 \text{ and } R^2 = 0.429$$

The coefficients for the paths can now be added to Figure 7.5.

Figure 7.5 Regressions for Amended Model



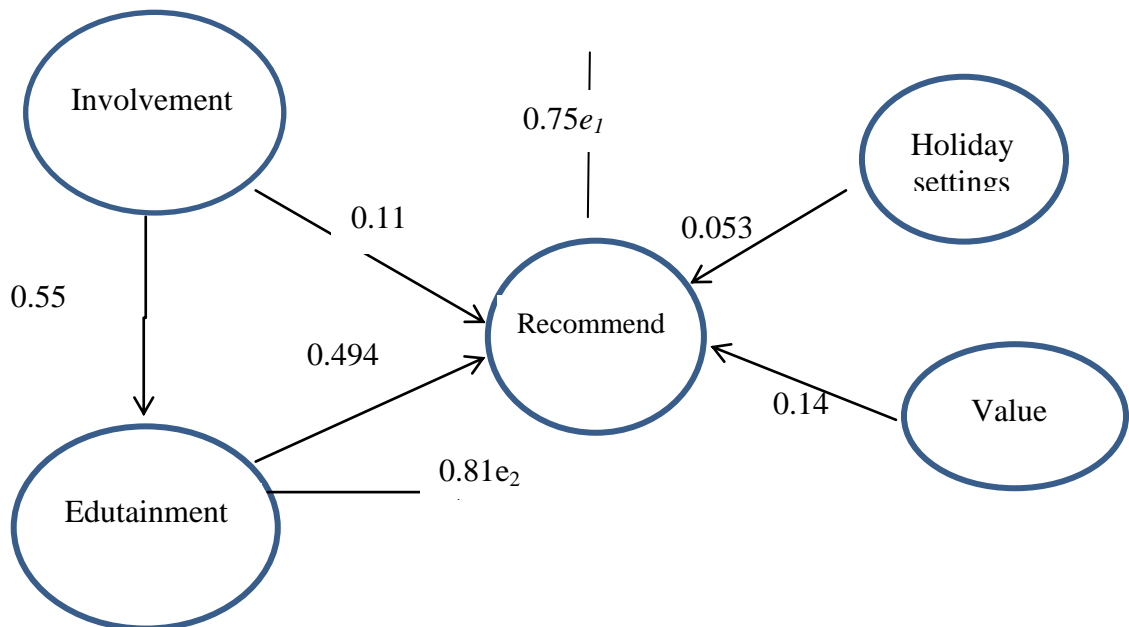
The main relationship thus exists between Satisfaction and Edutainment, although Edutainment itself is influenced by the degree of Involvement a visitor possesses in a historic/heritage/cultural site. It implicitly makes ‘sense’ that some-one who has a strong sense of involvement may derive satisfaction *if* the site meets expectation. However, some-one with a lower sense of involvement may be less demanding as to aspects of interpretation or historical/heritage veracity and thus too may have high levels of Edutainment, and thus again be satisfied. Value for money possesses some importance but the holiday context of a site simply being yet another place to visit does not score highly. It can be noted however that the error term is also high.

Bryman and Cramer (2011) suggest that direct effects can be added to indirect effects where the ‘indirect effects are gleaned from each path’ (p.312). Thus the total effects of ‘Involvement’ on ‘Satisfaction’ is given by
 Aggregate Effects = $0.148 + (0.55)(0.438) = 0.389$, that is involvement ‘explains’ 39 per cent of the variance in the satisfaction score.

It was earlier argued that in terms of developing a linkage between visitation and subsequent behavior a variable better than satisfaction would be the willingness to make a recommendation to another to visit the site. This follows a more recent stream of literature that became increasingly apparent toward the end of dissertation

writing such as that evidenced by Lin, Yeh and Hsu (2012, p.1) who argue that “... experiential states are multidimensional and multisensory that is exhibited in fuzzy and uncertainty of mentality and affection. Both theoretical and practical efforts in measuring experiential values often neglect the characteristics that have interactions and mutual influence among the criteria or sub-criteria of the indicators”. In this case calculations akin to those above were made by replacing the variable ‘satisfaction’ with that of the willingness to make a recommendation as tested by the previous regression analysis, and for the same reasons. The model now being tested is illustrated below in Figure 7.6.

Figure 7.6 Regressions for Determination of Recommendation



This gives us the paths:

1. $Edutainment = x_1 Involvement + e_2$
2. $Willingness\ to\ recommend = x_1 Involvement + x_2 Edutainment + x_3 Holiday + x_4 Value + e_1$

Which was calculated as:

$$Edutainment = 0.55 Involvement + 0.81 e_2 \text{ and}$$

$$Willingness\ to\ recommend = 0.11 Involvement + 0.49 Edutainment + 0.05 Holiday + 0.14 Value + 0.75 e_1$$

Using the same technique to measure the indirect effects as $(0.11)+(0.55)(0.494) = 0.382$.

Both approaches indicate the importance of edu-tainment as a determinant. However, the high contributions to the determined variables is indicative of correlations, and as mentioned by Bryman and Cramer (2011, p.314) path analysis possesses 'potential limitations'.

Given this, another means of assessing the paths is to undertake a two staged approach that initially involves a measurement through the use of confirmatory factor analysis, and then attempting to provide evidence for casual linkages by undertaking a structural equation model (SEM). While a popular means of analysis because it can demonstrate causal relationships, it bears repeating that SEM generally operates under conditions of normality of distribution in the data, and requires a lack of auto-correlation, nonlinearity, multi-collinearity, heteroscedasticity, and singularity (Reisinger & Turner, 1999). As noted above the dataset has already been identified as possessing one issue in that EFA showed a correlation between two factors, and this is discussed below. However, one advantage is that it will begin to clearly indicate where the issues may lie.

To do this the software program AMOS was used. In doing this the respondents used in the exploratory factor analysis used for scale verification in Chapter Three were excluded to be consistent with the view that the same respondents should not be used for both EFA and CFA. This meant a sample size of 831 respondents were available for the calculation. Using the Westland (2010) algorithm for testing sample adequacy indicated that the indicator/latent ratio was 116, implying a sample size of 2552 if the power defaults in Westland's algorithm are retained. This imposes a significant restraint on the model in that the sample used is about one-third of the estimation, yet there is a lack of consensus on what size of sample is required. For example, Iacobucci (2010) examines this issue of sample size in the use of SEM and notes that sample size is not the only issue, so too is the number of factors being used. Increasing the numbers of factors and the indicators per factor she notes has the effect of diminishing the need for large numbers in a sample, and she comments that 'It is of some comfort that SEM models can perform well even with small samples'

(p. 92). She also notes another advantage of the SEM model is that it effectively measures mediation effects simultaneously rather than requiring separate regression analyses. She also notes it possesses superiority over PLS in that the latter tends to over-estimate loadings and under-estimate path coefficients.

Another issue is the relationship between sample size and measures of goodness of fit. Kim (2005) presents a series of alternative CFIs based on chi-squared and degrees of freedom. Thus he notes that ‘a small sample size can guarantee low power’ (Kim, 2005, p. 369) whereby it is possible that a null hypothesis may be falsely accepted. After using various algorithms Kim generates a table where he calculates the required sample sizes associated with various values of the comparative fit index (CFI) at varying powers. Thus to achieve a CFI=0.95 (an excellent result) for a five factor model at a power of 0.9 a minimum sample of 496 is thought necessary. (The power here means the probability of a given sample from a range of potential samples achieving a given level of significance where by a null hypothesis is correctly identified). There is therefore some difference of opinion between authorities as to sample size being required with some authorities such as Iacobucci (2010) arguing that small sample sizes can suffice, Kim (2005) seeking almost four times the sample numbers and Westland (2010) asking for almost another doubling of sample size. For their part Fabrigar, Porter and Norris (2010) offer an explanation for the differences in advice, which essentially depends on observation/item ratios or power analyses based on hypothesis testing.

Nonetheless there is some general agreement on what needs to be reported, and the report below tends to follow such precepts as indicated by authorities such as Byrne (2001) and Kline (2004), although as Fabrigar, Porter and Norris (2010) note, there is no one best index.

The model that was first tested was that shown in Figure 7.7 and it immediately confirmed the results of the path analysis in indicating that the relationship between the holiday setting and making a recommendation was problematic because:

- a) The standard errors were extremely large;
- b) The regression weights were at non-statistically significant settings; and

c) The error rates were also very high.

Given this it seemed appropriate to remove the latent variable of holiday setting from the model. This implies that the contribution being made by a visit to one of these sites to the total holiday experience and the contribution of the holiday to the visit experience to a given site is effectively very little. This in itself is of interest because of the debate as to the nature of the holiday experience. Is it holistic wherein a tourist evaluates the synergetic totality of the experience, or is it in some way accumulative in the holiday is judged to be a success by accumulating the positives and negatives associated with each individual component of the

Table 7.8 Regression coefficients for Confirmatory Factor Analysis

Label			Estimate	S.E.	C.R.	P
	Behaviour	Involvement	-0.684	0.121	-5.660	<0.001
	Behaviour	Monval	-0.338	0.109	-3.116	0.002
	Behaviour	Edutainment	1.838	0.192	9.566	<0.001
Past	Historic Places help you to capture a sense of the past	Involvement	1.000			
Sense	I like to have a sense of the past	Involvement	1.000	0.042	24.000	<0.001
Interest	I have an interest in visiting historical places	Involvement	1.167	0.043	27.198	<0.001
Museum	I often visit museums	Involvement	1.077	0.056	19.288	<0.001
Often	I often visit historical sites	Involvement	1.189	0.051	23.161	<0.001
History	I enjoy learning about a place's history and heritage.	Edutainment	1.000			
Learn	I actually learnt a lot by coming here.	Edutainment	1.186	0.069	17.192	<0.001
Display	I thought the displays here were interesting.	Edutainment	.882	0.059	14.918	<0.001
Pleasure	This is just a pleasurable place to visit	Edutainment	.357	0.064	5.600	<0.001
Good	I find the service here to be very good.	Monval	1.000			
Value	I think this place represents good value.	Monval	1.406	0.065	21.592	<0.001
Pice	The prices here are quite reasonable	Monval	1.021	0.060	16.964	<0.001
Recom	I will recommend this place to my friends	behaviour	1.000			
Willvisi	Based on my visit here I will visit other historic sites in New Zealand	behaviour	1.146	0.068	16.867	<0.001
Things	Coming here gave my groups interesting things to talk about.	Edutainment	1.002	0.085	11.809	<0.001

holiday? The difference may be said to be one where the whole is greater than the sum of the parts, while the latter view is that it is a simple arithmetic relationship. This finding points to the latter rather than the former, but subject to the caveat that the questionnaire was directing respondents to consider a single visit within their total holiday experience.

In redefining the model it was thought that recommendation to visit a site could be linked to a second component, namely a willingness to visit other heritage sites.

This meant only a minor modification to the model shown in Figure 7.7, but with the deletion of the items relating to the holiday setting. Calculating the regressions between the observed and latent variables in a confirmatory factor analysis indicated results thought to be satisfactory because:

- a) Standard errors were neither unduly large or small;
- b) Correlations did not exceed 1.0;
- c) Matrices were positive (Byrne , 2001, p.75).

Figure 7.7 **Structural Equation Model**

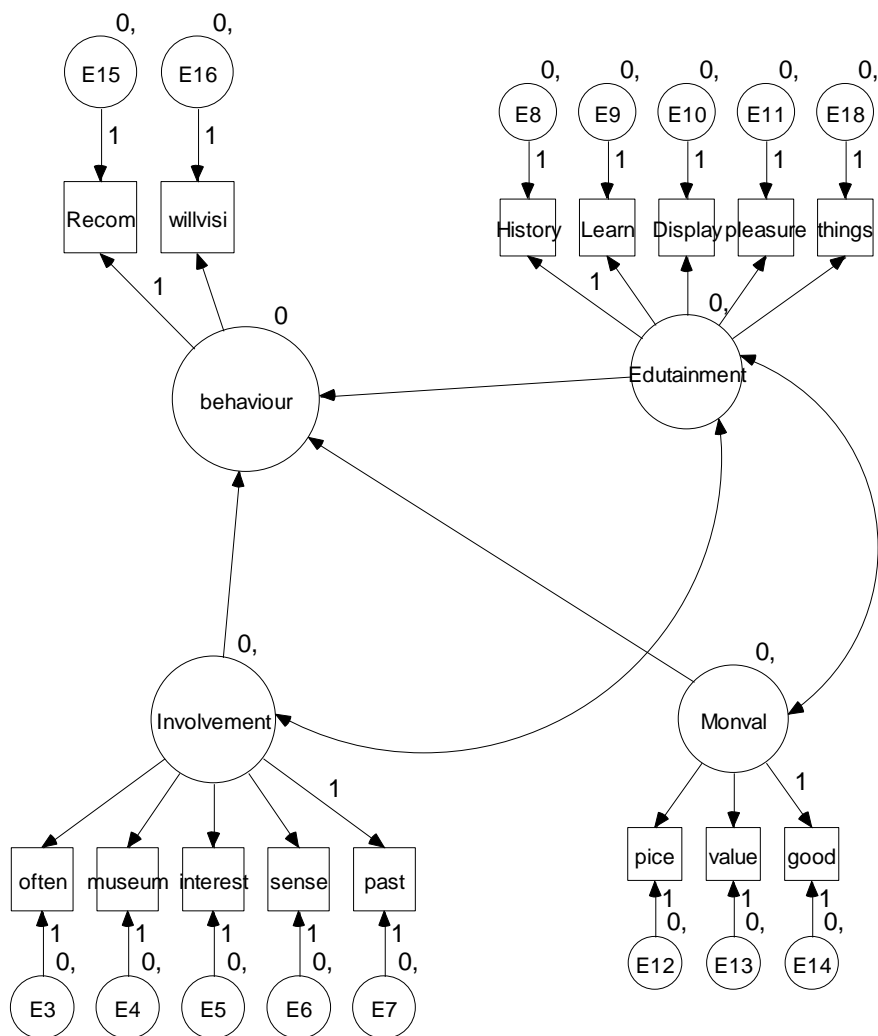


Table 7.8 provides the regression coefficients, and other data are provided in the appendices.

The next stage is to move to a causal analysis, and the model duly tested is shown in Figure 7.7 with the full list of label names having been shown in Table 7.8.

It will be noted that linkages are drawn between the latent values to represent covariance between involvement and edutainment and edutainment and value for money. The rationale for this is that the degree of involvement of both situational and enduring will have some influence on the edutainment component and vice versa, and is informed by the correlations found by the oblimin rotation shown in Table 7.6. Equally a sense of value for money will influence perceived edu-tainment.

The first test that is usually noted is the value of the chi-squared statistic because it is the only inferential statistic (that is, one associated to degrees of probability) and all other measures are descriptive. However the chi-squared statistic is notoriously sensitive to sample size. In this instance, chi-squared equaled 962.88 and $p < 0.001$, indicating a significant result. However, in SEM the chi-squared statistic is almost always significant. Kline (2004) suggests dividing the statistic by the degrees of freedom and here the value is $962.88/86$ (11.196), which fails Kline's test that such values should be 3 or less.

A commonly used measure is the comparative fit index which does take into account the degrees of freedom and seeks to adjust for model complexity. In this case the CFI = 0.853. Two issues therefore arise, namely is this a good value and does this measure suffice? The norm suggested by Hair et al (2010) is 0.90, and this value falls just short of that level. Such values are often perceived as being 'acceptable' (e.g. Zeng, 2010) while Teo and Yu (2005) argue that such values are good with larger sample size, noting that "Because chi-squared is sensitive to larger sample size, the criterion that the chi-squared statistic should be insignificant with a p value above .05 is not satisfied. According to Joreskog and Sorbom (1986) this criterion is rarely satisfied with large sample size" (p. 460).

The PRATIO measure of parsimony was 0.711, again acceptable but not excellent (an excellent score is PRATIO >0.8), while the RMSEA (Root Mean Square Error of Approximation) was 0.111, and thus fails the normally adopted indices of ‘good fit’.

Another significant test for assessing the value of a model is to test for convergent and discriminant validity. Convergent validity relates to the correlation between the intended measure and others used to assess the same construct (Clark-Carter, 1997). One test of convergent validity is to assess if factor loadings were greater than 0.5 and are statistically significant. This was found to be the case. Discriminant validity can be examined by looking at the correlations among variables and Kline (2005) suggests that $r < 0.85$. These values are shown in appendix two to the thesis and are found to meet this requirement.

Another test is the average variance extracted (AVE) and here the required value is that AVE is greater than 0.5 for the variables. The AVEs for this study are shown in Table 7.9 and generally meet this condition, that is more than 50% of the variance in the variable are being ‘explained’ by the predictors.

Table 7.9 Average Variance Extracted for the Variables

Label	Variable	Estimate
Things	Coming here gave my group interesting things to talk about	0.182
Willvisi	Based on my visit here I will visit other historic locations in NZ	0.443
Recom	I would recommend this place to my friends	0.516
Pice	The prices here are quite reasonable	0.337
Value	I think this place represents good value	0.791
Good	I find the service here to be very good	0.539
Display	I thought the displays here were interesting	0.354
Learn	I actually learnt a lot by coming here	0.467
History	I enjoy learning about a place's history and heritage	0.417
Often	I often visit historical sites	0.536
Museum	I often visit museums	0.424
Interest	I have an interest in visiting historical places	0.711
Sense	I like to have a sense of the past	0.625
Past	Historic places help you to capture a sense of the past	0.630

Of interest are the factor score weights shown in Table 7.10. Involvement weights on the expected values (on variables relating to senses of self and past, and on interest) and money for value equally weighs on a place being good value. Similarly

behavior is weighted on making recommendations, yet edutainment is dispersed across the items.

Table 7.10 Factor Score Weights from SEM

<i>Factor Score Weights (Group number 1 - Default model)</i>														
	things	willvisi	Recom	pice	value	good	Display	Learn	History	often	museum	interest	sense	past
Edutainment	.027	.090	.135	.017	.113	.034	.060	.075	.087	.042	.025	.093	.057	.066
Involvement	.013	.002	.003	-.005	-.033	-.010	.028	.036	.041	.112	.067	.247	.152	.176
Monval	.008	.013	.020	.065	.445	.135	.018	.022	.026	-.008	-.005	-.017	-.010	-.012
behaviour	.039	.159	.239	.012	.080	.024	.084	.105	.122	.003	.002	.007	.004	.005

Using these criteria the model appears to fail the accepted norms of an excellent fit, but may be arguably perceived as possessing an ‘adequacy’ and it appears that a problematic and confounding issue is that the latent factors of ‘involvement’ and ‘edutainment’ are not wholly independent and multi-collinearity exists between the two factors.

7.5. Discussion of Results

This chapter has sought to quantify causal relationships between variables that determine the satisfaction derived from visiting heritage and historic sites in New Zealand. The initial measure of satisfaction was thought to be deficient although such a measure is commonly used in tourism studies for a number of reasons, and the willingness to recommend a site was substituted for it. The reasons for this substitution included:

- a) From theories of involvement a conative (predisposition to act) element was thought important as satisfaction is often modeled as causing repeat behaviours;
- b) Repeat behaviours in themselves are not wholly satisfactory measures because a behavior may simply be habitual;
- c) Repeated visits to the sample sites used in the study are not possible for many international tourists;
- d) The degree to which a respondent is willing to make a recommendation contains cognitive, affective and conative components.

Accordingly the model derived from the literature review and which informed the design of the questionnaire as described in earlier chapters was tested and amended to more specifically test for determinants of the willingness to make recommendations. This was finally done through the use of a structural equation model that achieved a CFI of 0.85, but had too large a RMSEA at 0.11. While it is disappointing to find a theoretical structure is not wholly supported by the testing of empirical data, the reasons for this failure are not without interest. First, degrees of auto-correlation and multi-collinearity were found with reference to the fact that willingness to make a recommendation is not a wholly independent variable from that of often making visits to historic and heritage sites. This implies that the willingness to recommend such visits is not only bound up with the characteristics of the site and the importance of aspects such as interpretation and degrees of learning, but also with the frequency with which such visits are made by respondents. This is consistent with a notion that any accumulation of learning is derived from not just a visit to one site, but also from integrating learning derived from a given visit to a specific site being informed by learning from other sources including that which is learnt from visiting other historic sites. In this sense serious or enduring involvement with 'history' is important as such involvement continues to inform the learning process.

Involvement theory distinguishes between situational or contextual involvement on the one hand and enduring involvement on the other, and the model suggested allocating to the holiday setting a role of being the contextual aspect of the visit. This was generally found to be unimportant. It is suggested that the role of past visitation to heritage sites rates as a determinant of satisfactory experiences that subsequently lead to a willingness to make recommendations is and this one of the contributions made by this study to the literature.

Finally, it can be stated that the regression analyses also confirm the importance of past visitation to historic places, museums and learning, and also indicate to some extent the importance of interpretation. Taken together it is suggested that the findings possess a coherency and cogency that can inform not only theory, but also management practice, and it is these issues that are discussed in the next chapter, which is the final chapter in the thesis.

CHAPTER EIGHT

CONCLUSION

8.1. Introduction

This chapter initially provides a summary of key findings and then an evaluation of those findings. The theoretical and managerial contributions, limitations, and directions for future research are also identified and discussed. Specifically, the first section will summarise the main findings and match them to the research objectives. The second section will highlight the contribution of this thesis to the literature. The third section will assess the implications for the industry and heritage destination marketing, and tender advice to New Zealand's heritage and cultural tourism markets. The last section will focus on limitations of the current research and recommendations for future research.

8.2. Summary

Among the objectives of the research were, first, to generate a typology of visitors to New Zealand's heritage sites and to identify motives and relationships with wider behaviours relating to visiting heritage sites while on holiday. Achieving this would, it was argued, provide an empirical understanding of the benefits that visitors gain from their visits to sites of heritage and historical importance in New Zealand and so better understand how this influences their 'loyalty' as measured by their willingness to make recommendations to others and willingness to visit other heritage sites. The results of this exercise were reported in chapters four to six. The second objective was to identify the determinants of such a classification of visitors investigate the causal relationship between involvement, visit behaviour, and the willingness to recommend visits to the sample sites in New Zealand. The results of this objective were presented in chapters six and seven and a summary of those relationships are shown in Table 8.1 and are discussed later in this chapter.

The Waikato-Rotorua is a particularly suitable case to study because of the existence of sites associated with a specific period in New Zealand relating to the land wars of the 1840s that brought the colonial forces and Maori tribes into conflict, and the role of Rotorua as a centre of not only Te Arawa culture (Te Arawa being the local

iwi or tribe) but of pan Maori significance with the establishment of the Institute for Maori Arts and Crafts, now marketed as Te Puia. Equally Rotorua itself possesses an architecture representative of late nineteenth century colonial style. Data were therefore collected from Rangiriri, TePuia and the Rotorua Museum over the period October 2011 to the end of January 2012. The first was a site of the battle in November 1863 between Maori and the colonial forces, the second a site of Maori culture that possesses a history of over 170 years and the natural heritage of a volcanic landscape, and the third a museum based on colonial architecture of a spa/bath house. The sites were thus representative of history, culture, natural and built heritage of New Zealand. The sample was one of convenience, but has the advantage of being comparatively large, comprising 1,076 respondents.

Within the sample, female visitors (55.2%) were more numerous than male respondents (44.6%). In terms of age, the majority of respondents are between 46-65 years of age, accounting for nearly 40% of the sample, which implies that tourists interested in heritage and historic attractions are more likely to belong to an older age group, which is consistent with findings by, for example, Chen & Kerstetter (2001) and Prentice (1993). Statistically significant findings indicated that people who are accompanied by children under the age of 16 years seem to pay more visits to a museum within last two years than other market segments. It was found that generally the profile of visitors visiting historic sites in New Zealand or outside New Zealand are likely to be those belonging to the older rather than the younger age groups (defined as those being less than 25 years). This finding supports some previous research in heritage tourism. For example, visitors' surveys at Stan Hywet Hall in Ohio suggested that visitors to historic houses possess "an older profile" (Prentice, 1989, p 58).

Tourists are not passive in their consumption and different types of cultural heritage tourists seem to seek different experiences and engage with destinations at different levels (McKercher & Du Cros, 2002a), some more intensively and others less so (Kerstetter et al 2001). This thesis has attempted to classify tourists based on perceptions and behaviours of visitors visiting heritage and history sites. Based on visitors' motives, involvement, benefits gained and satisfaction ratings constructed from the implementation of a structured questionnaire survey, the results/findings

have identified 5 clusters of visitors namely: “Site-orientated visitors”, “Reluctant visitors”, “History fact visitors”, “Heritage enthusiasts” and “Holiday-interested visitors”. Indeed, visitors seemed to display different ratings of the importance they attach to different dimensions on the questionnaire, with each segment prioritising different dimensions. The measurement of “involvement” as a determinant of visitor classification helped to identify different typology of visitors so as to better understand their travel patterns. In particular, serious involvement that involves the affective can help to separate/ segment the two largest groups in this research, namely: “History fact visitors” (the largest group of the sample) and “Heritage enthusiasts” (the second largest of the sample). It seems that the latter cultural heritage tourists are more likely to search for and have new experience and value learning than others (Richard, 2007).

In order to understand the degree of heterogeneity within the visitor market for heritage and history sites in New Zealand, as noted above, visitors were divided into five groups on the basis of their stated perceptions. This finding was based on a mixed methods approach that combined textual analysis with cluster analysis. In particular, development of the typologies based on the visitors’ own words offers an insight into their on-site actual activities, attitudes/perceptions and provides a background from which the responses of visitors can be understood. Such a research approach of collecting data through using visitors’ own words to share their personal perceptions and experience has been shown to be effective and credible (Patton, 2002) and arguably should be adopted more in social sciences or tourism research (Creswell, 2009, Phillipmore & Goodson, 2004, Bruner, 2005).

As noted above, the second main objective of the present research is to investigate further the relationships between motivation, involvement, value, benefits gain, satisfaction and loyalty of 1067 visitors to 3 tourist attractions of heritage and historic importance, through the use of structural equation modelling. A two - staged approach was adopted that initially involved a measurement through the use of exploratory factor analysis, and then, second, attempted to provide evidence for casual linkages by undertaking a structural equation model (SEM). The study suggested a research model that was expected to be a useful in predicting consumer behaviour, but

the data did not wholly support the hypotheses listed in Table 8.1, and which were those hypotheses that directed the research.

It should be clearly stated at the outset that the initial hypotheses were not supported by the data, leading to an evolution in the conceptualization that became data driven. The initial measure of “satisfaction” was thought to be deficient although such a measure is commonly used in tourism studies for a number of reasons, and the willingness to recommend a site was substituted for it. In particular, the item ‘I would recommend this place to a friend’ came to be used as the determined variable rather than simply items relating to satisfaction or revisiting. It is evident from recent publications that these issues are currently exercising the minds of researchers. McKercher and Tse (2012) support the notion advanced in this thesis that measuring intention to return as a proxy for re-visitation by international visitors to New Zealand is simply not arguable in face of the evidence. Again, Mckercher, Denizci-Guillet and Ng (2012), as previously noted in the thesis, question the concept of loyalty, distinguishing between habitual action and loyalty based on affective benefits, and also between loyalty to destinations, actions and intermediaries such as tour operators and travel agents. It has been suggested in this study that recommendation to others is thus an appropriate measure, something that McKercher et al (2012) also suggest. Equally, this study used involvement as a measure, and from that perspective it is significant that Weaver and Lawton (2011, p.336) noted ‘the significance of the investment committed by an individual in a particular product as well as the quality of the alternatives to that product’. In short, this thesis would label such ‘involvement’. Equally it is of interest that Weaver and Lawton (2011, p.342) note that ‘loyalty has its limits even among a mainly ecotourism clientele’, and that observation can be extended, it is suggested, toward heritage tourists as proposed by McKercher and Du Cros ‘purposeful tourists’.

While it is disappointing to find a theoretical structure that is not wholly supported by the testing of empirical data, the results and findings for this outcome remain of interest. Causal relationships between variables that determine the satisfaction derived from visiting heritage and historic sites in New Zealand and ‘loyalty’ as measured by their willingness to make recommendations to others were identified to investigate the causal relationship between benefits gained, visit

behaviour, and willingness to recommend visits to the sample sites. Accordingly the model derived from the literature review was tested and amended to more specifically test for determinants of the willingness to make recommendations.

This change is however, consistent with recent understandings of visitor experiences and subsequent behaviours, and this is discussed in the final section of this chapter. The findings also highlight the covariance between involvement and edutainment and edutainment and value for money. The rationale for this is that the degree of involvement is both situational and enduring and each will have some influence on the edutainment component and vice-versa. Equally a sense of value for money will influence the perceived effectiveness and appeal of edutainment. Thus the results have indicated that serious or enduring involvement with 'history' is important as such involvement continues to inform the learning process. Furthermore, the findings also confirmed the importance of interpretation in creating the positive experience that has been noted in the heritage tourism literature (Prentice, 1993; Prentice, 2004). The finding also noted that it seemed appropriate to remove the latent variable of holiday setting from the model because the contribution being made by a visit to one of these sites to the total holiday experience, and the contribution of the holiday context to the visit experience to a given site, are effectively very little. This in itself is of interest because of the debate as to the nature of the holiday experience. In particular, while the holiday setting was generally found to be unimportant, it is suggested that the role of past visitation to heritage sites rates is a determinant of satisfactory experiences

Table 8.1 Summary of Findings

Hypothesis	Finding
<p>H1: The willingness to recommend a site has a positive relationship with, and is determined by the tourists' level of interest in history.</p>	<p>Not wholly proven. Main determinants were found to be learning, degree of interpretation, and perceptions of service and contribution to holiday enjoyment – see Table 7.1</p>
<p>H2: The willingness to recommend a site has a positive relationship with, and is determined by the tourists' desire for a sense of place that informs a sense of self.</p>	<p>Very marginal proof. Visiting a historic place does help create a sense of place, and this was the 9th variable making a marginal contribution to the Coefficient of Determination. $B=0.47, p=0.049$ – see Table 7.1. However the variable is significant for determining membership of the New Zealand Historic Place Trust according to binary logistic analysis – see Table 7.3</p>
<p>H3: The willingness to recommend a site has a positive relationship with, and is determined by the tourists' wish to acquire learning about a place.</p>	<p>Null hypothesis rejected. $B=0.152, p<0.001$, and item contributed 33 per cent of the variance in the Coefficient of Determination.</p>
<p>H4: The willingness to recommend a site has a positive relationship with, and is determined by the setting of being on a holiday.</p>	<p>Partially proven. In the regression analysis in Table 7.1, $\beta=0.125, p<0.001$. This variable also possessed importance as a determinant of membership of a Historic Places Association.</p>
<p>H5: Visitor intent as to future behavior has a positive relationship with, and is determined by the tourists' level of interest in history, sense of place, holiday setting and desire for learning moderated through the mediated variable of tourist satisfaction, as measured by a willingness to recommend a site.</p>	<p>Partial support. The null hypothesis is rejected by regression analysis and the structural equation modelling achieves only moderate levels of fit. It is suggested that issues of a lack of independence of variables is one reason inhibiting better goodness of fit indices.</p>

that subsequently lead to a willingness to make recommendations. This implies that the willingness to recommend such visits is not only bound up with the characteristics of the site and the importance of aspects such as interpretation and degrees of learning, but also with the frequency with which such visits are made by respondents. This is consistent with a notion that any accumulation of learning is derived from not just a visit to one site, but also from integrating learning from other sources including that learnt from visiting other historic sites.

To summarise, in Chapter Seven a series of hypotheses were stated and these are reproduced in Table 8.1 with a statement of the degree to which these hypotheses were supported. It can be seen that support did exist in varying degrees for some of the hypotheses, and the implications of these are discussed below with reference to managerial practice and conceptualisation.

8.3. Managerial implications

The data generate a number of implications for the management of heritage and historic sites. Among these is a confirmation of the common finding that such sites attract a large number of visitors who have children under the age of 16 years. This is consistent with other findings (e.g. Prentice, 2003; Ryan & Hsu, 2011). The potential importance of this is shown by the fact that in this sample, the number of respondents in this situation was 166 accounting for 15.6% of the total sample. Among the New Zealand residents the percentage increases to 24.1%. The implication of this within the Museums services literature has long been recognised and attention has been paid to interpretative modes that encourage interaction between the adults and the accompanying children. Two purposes exist for this. The first is to generate longer term learning for both through the process of interaction and involvement with the items on display. The second is to increase the enjoyment and hence satisfaction with the visit, and thereby arguably a wider social goal is achieved, namely the betterment of family bonding (Ryan, 1992).

Arising from this a second number of implications arise. This is that differences exist, arguably, in the learning styles of those attending heritage and historic sites, and thus interpretation of such sites need to recognise the heterogeneity that exists among visitors. These are not only differences of nationality, gender, social background, but also psychographic profiles. The study has shown in the cluster analysis that visitors can be classified on bases that include preferences for more or less cognitive aspects that value the provision of ‘facts’, and others for whom the more emotive aspects of the visit, site and interpretation is more important than a simple listing of those ‘facts’. However, it may be argued that such a perspective still assumes a somewhat passive stance on the part of the visitor, and perceives the visitor as simply a recipient of information, rather than becoming an attendee involved in the process of knowledge transfer. One implication for management is to use techniques such as interactive interpretative signing where notices that convey data also ask questions. Such techniques can generate more social interaction between members of a visitor group, and such social interaction not only increases knowledge acquisition but also satisfaction (Kim et al., 2011).

Past museum studies have shown the importance of active interpretation and edu-tainment as a means of enhancing the goals of heritage sites and museums. For example Ryan and Dewar (1995) clearly showed that the re-enactments engaged in by Fort Louisburg in Canada had at least an impact in evoking recall of historical facts three months after the visit, and also found some evidence that the recall could also be influenced by the quality of the guiding and interpretation on offer. Increasingly these re-enactments involve the visitor, and for example, visitors may now, in several locations throughout the world, don the dress of a period, have their photographs taken, or engage in various activities. Thus, for example, during the main summer period visitors to Te Puia may become involved in stripping flax or swinging poi (flax balls used in contemporary Maori dance but originally used in exercises by warriors to improve eye and hand co-ordination).

While such strategies can induce repeat visitation, there are limits to that attracting repeat visitors as explained in the main body of the thesis. For example, many international visitors may only take infrequent or even perhaps only once in a life-time visits, and indeed many domestic tourists may be travelling far from their normal place

of residence. It has been argued within the thesis that involvement with a site is a means of encouraging repeat visitation, but as stated, even here complexities abound in that, for example, the visit may be primarily motivated by an involvement in an activity (namely visiting historic sites in this study) rather than simply repeating visitation to a given site. In the case of museums a common means of encouraging repeat visitation is through the use of touring exhibits (Chen & Ryan, 2012), and these are also means of increasing revenue. In the case of historic and heritage sites, much will depend upon other factors. For example, heritage sites may not have the specific display halls that museums, by their nature, possess, and the architecture of the site may inhibit such a strategy. However, a well-recognised way of securing more revenue is through retailing and the selling of souvenirs plus the provision of catering. Generally catering is often, it is thought, seen as simply a means of increasing revenue per visitor, but in this sample another aspect emerged that may be of some importance to some venues. The setting of the heritage site often possesses uniqueness, and that uniqueness is a resource on which a regular clientele for ancillary services can be developed. In the case of this study it was found that the cafés at the Bathhouse Museum and Rangiriri could attract a regular clientele on the basis of both location and historic linkages. In theory, this principle of ancillary service marketing can be extended to a range of activities including those of weddings, the small business conference market and other similar promotions.

The cluster analysis showed that the two largest clusters in the sample are the history-orientated and heritage enthusiasts, and while the latter may not wholly equate to the purposeful heritage seeker as defined by McKercher and Du Cros (2002a) the findings support the continuing need for good interpretative practice that evokes an affective as well as cognitive reaction on the part of visitors. Modes of presentation that also further enable social interaction on the part of visitors is also thought pertinent and this confirms other literature relating to museum studies (Ryan, 1992, Ryan & Hsu, 2011).

8.4. Theoretical implications

First, it is still argued by some commentators that the concepts of consumer satisfaction and consumer loyalty (and hence in tourism) are poorly defined and not

clearly established in the consumer behaviour tourism literature although various measures are well established in the marketing literature (Pearce & Kang, 2009). Consistent with the argument that “satisfaction” in the context of tourism is a poor measure because many visitors will express high levels of satisfaction but have no intention to return (Pearce & Kang, 2009), this thesis posed some major questions in the context of heritage tourism: what is meant by satisfaction and how do we measure it, or what criteria can be selected from among heritage site attributes to measure it? Also the methods used in this study are consistent with Frochot (2004)’s notes from her study on tourist satisfaction at historic houses. She noted that most approaches to satisfaction measurement usually investigated the types of attributes sought in a product and their relative importance to predict consumer choice in the pre-purchase stage but the relationship between these two aspects of decision taking and evaluation in the post-purchase stage was often assumed. Similarly, the debate on loyalty has also raised the view that loyalty must involve the affective and experiential McKercher et al’s (2012). Findings from this research have noted that developing a linkage between visitation and subsequent behaviour is a better indicator than a simple measure of satisfaction. It was thus concluded that the willingness to make a recommendation to another person to visit the site was of importance. Indeed it was suggested as a result of the analysis that the process of recommending a site is itself an action that adds to the enjoyment of the post-visit experience, and hence to making yet more future recommendations.

As the analysis evolved it was also found that the original conceptualization of tourist satisfaction should be replaced by a compound or aggregated measure that included conative components such as loyalty (as measured by repeat visitation or repeated activities) or as a willingness to make recommendations and it can be argued that in turn these generic attitudinal measures can be replaced by a greater emphasis on the intent to engage in specific actions. In other words, the concept of satisfaction as an outcome of the visit was increasingly seen as redundant. Prentice et al (1998) noted in the context of heritage settings that first time visitors tended to enjoy a fundamentally cognitive experience, whereas only more expert/enthusiasts /visitors were able to fully grasp the deeper and more meaningful symbolisms of the destination. From this it is possible to argue that destination attributes play a

significant role in determining the involvement/engagement/ to the place, but that the degrees to which tourists wish to be involved in heritage and culture is also important.

It is this distinction of degree and depth of interest that arguably leads to the findings of McKercher and Du Cros (2002a, 2002b) and the concept of the purposeful heritage tourist. Additionally, based the fact that many overseas visitors would not be in a position to make a second visit some researchers have argued that recommendation of a place is a better measurement of satisfaction in tourism because it contains a conative action – namely to make a recommendation (de Rojas & Camarero, 2008). Consequently the item ‘I would recommend this place to a friend’ came to be used as the determined variable rather than simply items relating to satisfaction or revisiting. Here it is suggested that a recommendation to a third party is such a statement of trust in the quality of the experience, and those making a recommendation have invested a personal investment of their own status, or friendship, in making such a recommendation. However, bearing in mind the recent work of McKercher et al (2012) that repeat behaviour may be simply habitual with little emotive involvement, it is suggested here that while that observation may apply to visitation to a specific site, it is less likely to apply to a given generic behaviour or activity such as visiting heritage sites in general unless some good reason exists. Such a reason may relate to an ancillary service. In this case one example was the willingness to make repeat visitation on the part of some domestic tourists who used the venues of the Museum and the Battlefield Interpretation Centre as a café because, it is suggested, of an appreciation of the milieu produced by the heritage setting. Habit and ambience reconfirm each other in this case.

Second, there is a lack of empirical studies on consumer loyalty and satisfaction, its dimensions, antecedents and consequences in tourism settings such as heritage other than a few exceptions such as those by Nowacki (2009) and Chen & Chen (2010). There are still gaps in the measurement of tourists’ psychological and emotional experience, internal and affective outcomes of tourists in relation to tourist satisfaction and loyalty with reference to heritage tourism. This research has filled in gaps by demonstrating the importance of enduring involvement that can affect “loyalty” in terms of recommendation, visiting other similar destinations or by joining an association. Here, the research identified the affective aspects of creating a sense of

place and self, and also the behavioural component of often visiting a site. These create the conative predisposition of wanting to join an association, which is an antecedent of actual membership, that is, a predisposition that can be converted into actual membership. A pattern emerges of the development of an enduring, serious involvement in historic and cultural places leading to a sustained pattern of visitation that fulfils needs of establishing senses of place and hence subsequently self, and this final action of commitment. As such, the research has continued to contribute to the understanding the nature of ‘enduring involvement’ in terms of the sense of serious involvement with this place, a personal sense of place. That is, as visitors become more personally involved in the destination experience, they become more attached to the place or sense of history, they are likely to visit again and commit to joining an association.

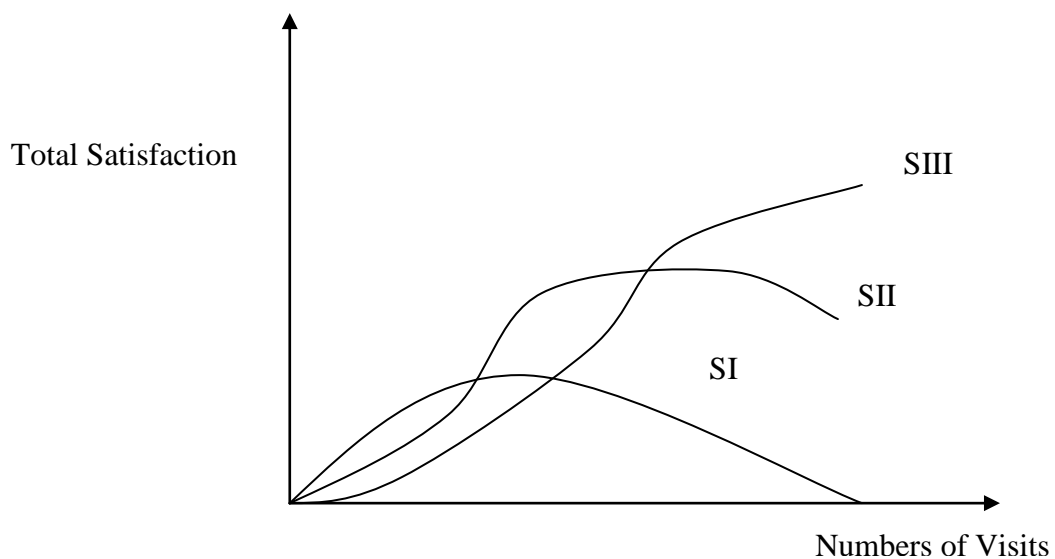
8.5. Recommendation for future research

In terms of future research, a yet to be published paper by Antón, Camarero and García (2012) suggests a new way of looking at the linkages between satisfaction and subsequent behaviours. They suggest a number of reasons as to why “satisfaction” alone is inadequate by itself as a measure, and like others discern a link between satisfaction and measures of loyalty, including repeated visits. However they additionally note variety seeking tourists seek untried experiences and thus satisfaction by itself will not account for loyalty. Thus they too argue that a need exists for other measures, and again the willingness to make a recommendation is suggested as an appropriate measure. But the argument has been further developed to suggest that a non-linear relationship exists between higher levels of enjoyment and repeat visitation, and that evidence exists for non-correlation between repurchase behaviour and recommendations to other (Barroso et al, 2007; Lee et al, 2007). Antón et al (2012) also go onto make distinctions between time dimensions that exist between satisfaction and varying measures of loyalty.

In many ways, a diminution of satisfaction from repeated visits is to be expected. Basic economic theory proposes that repeated purchasing generates diminishing marginal utility, and repeated purchasing will cease once the incremental utility derived from an additional visit is less than the cost of that visit. In the opinion

of this researcher a factor that increases the repetition of visitation and associated activities such as visiting other historic sites can be explained by reference to the degree of enduring involvement that exists. This can be seen in Figure 8.1. In the first instance, it is suggested that increasing marginal utility leads one to expect increases in total satisfaction as loyalty builds up and repeated visits are made, but after a point diminishing marginal utility will lead to diminishing total satisfaction. However, that point can be delayed by the generation of differing degrees of loyalty being engendered by management action. This is shown by the difference between curves SI and SII in Figure 8.1. Enduring loyalty however stems from closer involvement and the generation of more knowledge and interest in heritage. Consequently curve SIII may result, and be displayed through behaviour such as seeking membership of heritage associations.

Figure 8.1 **Alternate Theories of Involvement and Satisfaction**



Each curve may be said to represent differing relationships between loyalty measures and quality of experiences associated with the differing interests of tourists. Thus:

SI is, in McKercher and du Cros's terminology the pattern associated with those having low levels of serious and deep interest in heritage

SII is the pattern associated with loyalty to a given site. This involves a degree of situational involvement that can be sustained with appropriate managerial action on the part of heritage management sites, but as noted, not all of these may be wholly associated with a strong interest in heritage. Thus part of the loyalty may be associated attachment to individuals, or to ancillary services such as catering.

SIII is associated with enduring involvement and can lead to behavioural changes such as visiting other sites, or becoming members of heritage associations.

Figure 8.1 begins to explain why the modelling advanced in the thesis may not have achieved the desired goodness of fit indices. First, generally linear patterns were assumed. Second, for each of the above curves, SI, SII and SIII, a satisfied visitor may be willing to make a recommendation to others to visit a site, but that willingness can be separate from other loyalty measures such as membership of the Historic Place Trust. From this perspective a CFI of 0.85 represents a strong indicative relationship, but one that is not definitive.

It is suggested that the analysis represents a development of the work of Pearce and Kang (2009). They write ‘Both consumer involvement theory and specialisation theory conceive of the role of traveller experience and satisfaction on repeat behaviour in a similar way. In effect they suggest that with increasing experience comes traveller loyalty, which can be defined as a continuing interest and readiness again to purchase the holiday experiences which the visitor has enjoyed’ (p.174). In their paper they note visitation to four types of tourist attraction, including a cultural setting, under four sets of circumstances, namely: 1) no prior experience, no recent experience, 2) prior experience, no recent experience, 3) no prior experience, recent experience and 4) both prior and recent experience. The determined variable that is examined is ‘continuing interest level’. As might be expected the level of continuing interest is highest for the fourth category. While empirical evidence of this relationship is important, Pearce and Kang (2009) provide a conceptual explanation in terms of involvement, but it is suggested this thesis examines the relationships a little more closely. First, as noted, repeated patterns may be habitual rather than purposeful. Second, distinctions may be drawn between the specifics of a site and a commitment to an activity that takes the tourist to different locations to pursue the same interest. It is suggested in the light of the findings from this thesis that future studies could

distinguryanish more carefully between the variables of situational involvement, enduring involvement, behavioural aspects, cognitive and emotive aspects and their implications for the conative.

There also remains a further complicating factor, which is definitional in part. In Chapter Three the literature was divided into six themes that informed the research design. These themes were: 1) tourist motivation, 2) enduring involvement items, 3) perceived value, 4) satisfaction, 5) benefits gained and 6) loyalty. From these measures scales were developed that possessed reliability as measured by the normal statistical measures of Cronbach's alpha, item to scale measurements and convergent tests including exploratory factor analysis. What emerged and represents a challenge for future research is that many of the concepts overlap in many ways. This is illustrated in Figure 8.2.

This overlapping of concepts, where, for example, the willingness to make a recommendation is determined by experience at the site, and an evaluation of that experience, which may be determined by degrees of involvement, yet which further inhibits or reinforces subsequent involvement, has several implications from the statistical perspective.

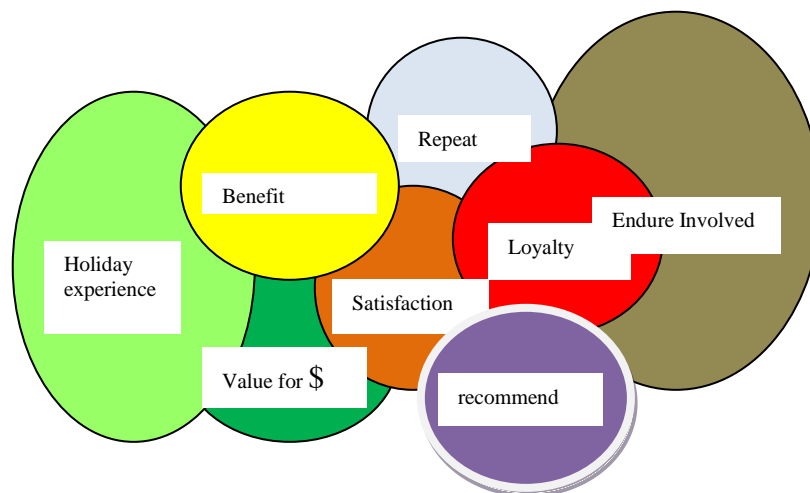


Figure 8.2. The Overlapping Concepts

First the overlaps limit the use of ordinary least squares regression. As Byrne (2001) writes, when comparing SEM to other techniques ‘... most other multivariate procedures are essentially descriptive by nature (e.g. exploratory factor analysis), so that hypothesis testing is difficult, if not impossible’ (p. 3). She continues to add that traditional multivariate procedures are ‘incapable of either assessing or correcting for measurement error’ (Byrne, 2001, p.3), and that in regression errors are assumed to disappear. On the other hand a number of assumptions still exist in the use of SEM, and there is the issue of the degree to which variables need to be independent. The statistical discussions that extend around such issues are beyond the purposes of this thesis and are covered in varying texts including those of Byrne (2001) and Kline (2005). Hence the final implication for future research is that it may need to be primarily confirmatory in nature. This thesis commenced as an exploratory work, and as the results became evident it attempted to assess the directions of causality so as to better understand the data. It was an ambitious attempt, and it is felt that the thesis does make a positive advance in the understanding of what constitutes visitor experiences at heritage sites. Yet, as each answer emerged, so in turn did a number of questions, and they are the final contribution of the thesis. As knowledge advances, it throws up new issues, and this thesis has identified such questions based on the evidence derived from the collected data.

Finally, it needs to be noted that issues referred to above emerge from the approach taken in this research. It was noted in Chapter Two that the researcher had initially visited a number of properties belonging to the New Zealand Historic Places Trust and engaged in conversation with those people visiting the sites. In many ways this research would have benefitted from an additional qualitative component of further interaction with visitors. It would have been enjoyable, interesting and insightful. However, not being a native English speaker inhibited a proper understanding of nuanced meanings, and hence the recourse to a quantitative technique. However, it is strongly recommended that any future researcher should engage in conversational data collection to obtain the rich insights that are offered through such grounded research methods.

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APPENDIX

APPENDIX

Appendix One

Implied Covariances (Group number 1 - Default model)

	things	willvisi	Recom	pice	value	good	pleasure	Display	Learn	History	often	museum	interest	sense	past
things	3.559														
willvisi	.898	2.676													
Recom	.784	1.119	1.785												
pice	.435	.592	.517	2.258											
value	.599	.815	.711	1.165	1.887										
good	.426	.580	.506	.829	1.141	1.477									
pleasure	.260	.320	.279	.155	.213	.152	2.149								
Display	.641	.790	.689	.382	.526	.375	.228	1.704							
Learn	.862	1.062	.927	.514	.708	.504	.307	.758	2.250						
History	.727	.896	.782	.434	.597	.425	.259	.639	.860	1.616					
often	.709	.575	.502	.000	.000	.000	.253	.624	.839	.708	2.428				
museum	.642	.521	.455	.000	.000	.000	.229	.565	.760	.641	1.257	2.706			
interest	.696	.564	.492	.000	.000	.000	.248	.612	.823	.694	1.362	1.234	1.801		
sense	.597	.484	.422	.000	.000	.000	.213	.525	.706	.595	1.167	1.058	1.146	1.627	
past	.596	.484	.422	.000	.000	.000	.213	.525	.705	.595	1.167	1.057	1.145	.982	1.537

Appendix Two Partial Display of Correlation Matrix for SEM (full details available on request)

Correlations of Estimates (Default model)

	par_1	par_2	par_3	par_4	par_5	par_6	par_7	par_8	par_9	par_10	par_11	par_12	par_13	par_14	par_15	par_16
par_1	1.000															
par_2	.515	1.000														
par_3	.359	.432	1.000													
par_4	.441	.512	.427	1.000												
par_5	.001	.005	-.017	-.011	1.000											
par_6	.000	.005	-.016	-.014	.576	1.000										
par_7	.000	.003	-.008	-.008	.272	.246	1.000									
par_8	-.001	.003	.002	.004	-.010	-.034	-.028	1.000								
par_9	.000	.001	.000	.001	-.006	-.013	-.006	.528	1.000							
par_10	-.089	-.091	-.098	-.103	.427	.342	.199	.030	.007	1.000						
par_11	.000	.004	-.015	-.016	.090	.053	.027	.001	-.041	.620	1.000					
par_12	-.002	-.009	.014	.008	.013	.050	-.004	-.076	-.024	-.786	-.811	1.000				
par_13	.001	.002	.001	.002	.023	.003	-.009	.005	.003	.175	.094	-.290	1.000			
par_14	-.001	.004	-.010	-.008	.466	.407	.199	-.002	.000	.298	.114	-.006	.021	1.000		
par_15	.002	.001	-.002	.007	-.118	-.096	-.010	-.493	-.294	.022	-.245	.006	-.003	-.130	1.000	
par_16	-.201	-.241	-.147	-.186	-.577	-.502	-.260	.070	.031	-.436	-.031	.055	-.014	-.388	-.090	1.000
par_17	.000	.001	.001	.002	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
par_18	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
par_19	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
par_20	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
par_21	.000	.000	.000	.001	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
par_22	.000	.000	.000	.000	-.001	-.001	.000	.000	.000	.000	-.001	.000	.000	-.001	.001	.000
par_23	.000	.000	.000	.000	.000	-.001	.000	.000	.000	-.001	.001	.000	.000	-.001	-.001	.001
par_24	.000	.000	.000	.000	-.002	-.001	-.001	.000	.000	-.002	.000	.001	-.001	-.001	-.001	.002
par_25	.000	.000	.000	.000	.000	.000	.000	.003	.000	.000	.001	.000	.000	.000	.000	.000
par_26	.000	.000	.000	.000	.000	.000	.000	-.002	-.001	.000	.000	.000	.000	.001	.000	.000

	par_18	par_19	par_20	par_21	par_22	par_23	par_24	par_25	par_26	par_27	par_28
par_18	1.000										
par_19	.669	1.000									
par_20	.504	.559	1.000								
par_21	.586	.650	.490	1.000							
par_22	.367	.407	.306	.356	1.000						
par_23	.368	.409	.308	.358	.450	1.000					
par_24	.314	.349	.263	.305	.384	.386	1.000				
par_25	.113	.126	.095	.110	.139	.139	.119	1.000			
par_26	.000	.000	.000	.000	.275	.276	.235	.085	1.000		
par_27	.000	.000	.000	.000	.342	.343	.293	.106	.683	1.000	
par_28	.000	.000	.000	.000	.227	.228	.194	.070	.454	.564	1.000

Appendix Three

Cluster Distribution from two step cluster analysis

		N	% of Combined	% of Total
Cluster	1	588	67.0%	55.1%
	2	289	33.0%	27.1%
	Combined	877	100.0%	82.2%
Excluded Cases		190		17.8%
Total		1067		100.0%

Appendix Four

Questionnaire



The University of Waikato

Te Whare Wānanga o Waikato

Waikato Management School

Te Raupapa

Kia Ora

We are from the University of Waikato, New Zealand. We are undertaking a survey about tourists' perceptions of historic attractions in New Zealand. Please spend 10 minutes to answer the following questionnaire. Your opinions are important to us.

Please be assured that the questionnaire is anonymous and your name and address is not required. You need not respond to each question. The data will enable Thu Trinh to complete her studies and the information is for academic purposes. Many thanks for your cooperation and we hope you have a wonderful holiday.

Thu Trinh (ttt19@waikato.ac.nz)

Professor Chris Ryan (caryan@waikato.ac.nz)

Section One Visiting New Zealand or living in New Zealand

Are you normally resident in New Zealand? Yes If yes – please go to _____
No

Including this trip, how many times have you visited New Zealand?

How many nights will you stay on this visit?

Are you travelling as part of a tour group? Yes No

Please provide three words or short phrases that described your image of New Zealand prior to your arrival.

.....
.....
.....

Please provide three short words or phrases that described your image of THIS location prior to your arrival.

.....
.....
.....



Section Two

Your Visits to Historic Places

Below is a list of attitudes toward historic places. Using the scale where

Of no interest/the lowest score	1
The mid point of the scale	4
Extremely important to me/the highest score	7

Please **circle the number** that best represents your answer

Lowest

Highest

I have an interest in visiting historical places	1	2	3	4	5	6	7
Historic places help you to capture a sense of the past	1	2	3	4	5	6	7
I like to have a sense of the past	1	2	3	4	5	6	7
This location enables me to imagine the past	1	2	3	4	5	6	7
My interest in history is especially specific to this place	1	2	3	4	5	6	7
This is just a place to see while on my holiday	1	2	3	4	5	6	7
I often visit historical sites	1	2	3	4	5	6	7
Because visiting historic places helps create sense of self	1	2	3	4	5	6	7
Because visiting historic places helps create sense of place	1	2	3	4	5	6	7
I enjoy learning about a place's history and heritage	1	2	3	4	5	6	7
I often visit museums	1	2	3	4	5	6	7
I would recommend this place to my friends	1	2	3	4	5	6	7
Based on my visit here I will visit other historic locations in NZ	1	2	3	4	5	6	7
I find the service here to be very good	1	2	3	4	5	6	7
I think this place represents good value	1	2	3	4	5	6	7
I actually learnt a lot by coming here	1	2	3	4	5	6	7
This visit helps me to enjoy my holiday	1	2	3	4	5	6	7
I thought the interpretation offered here was interesting	1	2	3	4	5	6	7
I thought the displays here were interesting	1	2	3	4	5	6	7
I would like to be a member of the NZ Historic Places Trust	1	2	3	4	5	6	7
Coming here gave my group interesting things to talk about	1	2	3	4	5	6	7
This is just a pleasurable place to visit	1	2	3	4	5	6	7
The prices here are quite reasonable.	1	2	3	4	5	6	7

Section Three

Undertaking activities

Have you undertaken any of the following activities - if so please **tick the ones that you have done IN THE LAST TWO YEARS** below.

Taken photographs at this location	<input type="checkbox"/>	Picked up brochures about this place	<input type="checkbox"/>
I have visited a museum	<input type="checkbox"/>	Looked up the internet about this place	<input type="checkbox"/>
Talked to the local staff here	<input type="checkbox"/>	Stayed here longer than you thought you might	<input type="checkbox"/>
I have visited heritage sites in NZ	<input type="checkbox"/>	I am a member of the NZ Historic Places Trust	<input type="checkbox"/>
Visited places of Maori culture	<input type="checkbox"/>	Purchased souvenirs <i>of heritage/historic sites</i>	<input type="checkbox"/>
I have visited historic sites outside New Zealand	<input type="checkbox"/>	I have visited an historic enactment performance	<input type="checkbox"/>

Section Four General Information

To help us classify the answers, can you please complete the following section

Are you Male Female

Are you 18 years old or less 19 – 25 years 26 to 35 years
36 to 45 years 46– 55 years 56 – 65 years
66 years and over

Do you have children under the age of 16 with you on this visit? Yes No

What is your highest level of education?
Up to and including primary school High school
Under-graduate Post graduate

Would you describe your **household income** as
Below Average Average Above Average Significantly above average

Where are you normally resident?.....

Thank you for your cooperation and we wish you have a wonderful holiday.

If you would wish to make any other comments please use the space below and over page if necessary

.....
.....
.....

Appendix Five
Result of post-hoc tests for the role of socio-demographic variables.

Tukey HSD

Dependent Variable	(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
I have an interest in visiting historical places	18 years old or less	19 - 25 years	.0349	.20015	1.000	-.5563	.6262
		26 - 35 years	-.3164	.18252	.594	-.8555	.2228
		36 - 45 years	-.3553	.18444	.463	-.9001	.1896
		46- 55 years	-.5719(*)	.18042	.026	1.1049	-.0390
		56 - 65 years	-.5874(*)	.17712	.016	1.1106	-.0642
		66 years and over	-.5175	.19758	.121	1.1012	.0661
	19 - 25 years	18 years old or less	-.0349	.20015	1.000	-.6262	.5563
		26 - 35 years	-.3513	.16287	.320	-.8324	.1298
		36 - 45 years	-.3902	.16502	.215	-.8777	.0973
		46- 55 years	-.6069(*)	.16052	.003	1.0810	-.1327
		56 - 65 years	-.6223(*)	.15679	.001	1.0855	-.1592
		66 years and over	-.5525(*)	.17959	.035	1.0830	-.0220
	26 - 35 years	18 years old or less	.3164	.18252	.594	-.2228	.8555
		19 - 25 years	.3513	.16287	.320	-.1298	.8324
		36 - 45 years	-.0389	.14313	1.000	-.4617	.3839
		46- 55 years	-.2556	.13791	.512	-.6629	.1518
		56 - 65 years	-.2710	.13355	.397	-.6656	.1235
		66 years and over	-.2012	.15970	.870	-.6729	.2706
	36 - 45 years	18 years old or less	.3553	.18444	.463	-.1896	.9001
		19 - 25 years	.3902	.16502	.215	-.0973	.8777
		26 - 35 years	.0389	.14313	1.000	-.3839	.4617
		46- 55 years	-.2167	.14045	.719	-.6315	.1982
		56 - 65 years	-.2321	.13617	.613	-.6344	.1701
		66 years and over	-.1623	.16190	.954	-.6405	.3160
	46- 55 years	18 years old or less	.5719(*)	.18042	.026	.0390	1.1049
		19 - 25 years	.6069(*)	.16052	.003	.1327	1.0810
		26 - 35 years	.2556	.13791	.512	-.1518	.6629
		36 - 45 years	.2167	.14045	.719	-.1982	.6315
		56 - 65 years	-.0155	.13068	1.000	-.4015	.3705
		66 years and over	.0544	.15730	1.000	-.4103	.5191
	56 - 65 years	18 years old or less	.5874(*)	.17712	.016	.0642	1.1106
		19 - 25 years	.6223(*)	.15679	.001	.1592	1.0855
		26 - 35 years	.2710	.13355	.397	-.1235	.6656
		36 - 45 years	.2321	.13617	.613	-.1701	.6344
		46- 55 years	.0155	.13068	1.000	-.3705	.4015
		66 years and over	.0699	.15350	.999	-.3836	.5233
	66 years and over	18 years old or less	.5175	.19758	.121	-.0661	1.1012
		19 - 25 years	.5525(*)	.17959	.035	.0220	1.0830
		26 - 35 years	.2012	.15970	.870	-.2706	.6729
		36 - 45 years	.1623	.16190	.954	-.3160	.6405
		46- 55 years	-.0544	.15730	1.000	-.5191	.4103

Historic places help you to capture a sense of the past	18 years old or less	56 - 65 years	-.0699	.15350	.999	-.5233	.3836
		19 - 25 years	-.2350	.18422	.863	-.7792	.3092
		26 - 35 years	-.5023(*)	.16799	.045	-.9986	-.0061
		36 - 45 years	-.4912	.16976	.059	-.9927	.0103
		46- 55 years	-.7945(*)	.16618	.000	-	-.3036
		56 - 65 years	-.7958(*)	.16311	.000	-	-.3140
	19 - 25 years	66 years and over	-.7237(*)	.18185	.001	-	-.1865
		18 years old or less	.2350	.18422	.863	-.3092	.7792
		26 - 35 years	-.2673	.14991	.560	-.7102	.1755
		36 - 45 years	-.2562	.15189	.625	-.7049	.1925
		46- 55 years	-.5595(*)	.14788	.003	-.9963	-.1227
		56 - 65 years	-.5608(*)	.14442	.002	-.9874	-.1342
	26 - 35 years	66 years and over	-.4887(*)	.16529	.050	-.9770	-.0004
		18 years old or less	.5023(*)	.16799	.045	.0061	.9986
		19 - 25 years	.2673	.14991	.560	-.1755	.7102
		36 - 45 years	.0111	.13174	1.000	-.3780	.4003
		46- 55 years	-.2922	.12709	.245	-.6676	.0833
		56 - 65 years	-.2934	.12305	.206	-.6569	.0700
	36 - 45 years	66 years and over	-.2213	.14699	.741	-.6556	.2129
		18 years old or less	.4912	.16976	.059	-.0103	.9927
		19 - 25 years	.2562	.15189	.625	-.1925	.7049
		26 - 35 years	-.0111	.13174	1.000	-.4003	.3780
		46- 55 years	-.3033	.12942	.224	-.6856	.0790
		56 - 65 years	-.3046	.12545	.188	-.6752	.0660
46- 55 years	66 years and over	-.2325	.14901	.708	-.6726	.2077	
	18 years old or less	.7945(*)	.16618	.000	.3036	1.2854	
	19 - 25 years	.5595(*)	.14788	.003	.1227	.9963	
	26 - 35 years	.2922	.12709	.245	-.0833	.6676	
	36 - 45 years	.3033	.12942	.224	-.0790	.6856	
	56 - 65 years	-.0013	.12056	1.000	-.3574	.3549	
56 - 65 years	66 years and over	.0708	.14492	.999	-.3573	.4989	
	18 years old or less	.7958(*)	.16311	.000	.3140	1.2776	
	19 - 25 years	.5608(*)	.14442	.002	.1342	.9874	
	26 - 35 years	.2934	.12305	.206	-.0700	.6569	
	36 - 45 years	.3046	.12545	.188	-.0660	.6752	
	46- 55 years	.0013	.12056	1.000	-.3549	.3574	
66 years and over	66 years and over	.0721	.14139	.999	-.3456	.4898	
	18 years old or less	.7237(*)	.18185	.001	.1865	1.2609	
	19 - 25 years	.4887(*)	.16529	.050	.0004	.9770	
	26 - 35 years	.2213	.14699	.741	-.2129	.6556	
	36 - 45 years	.2325	.14901	.708	-.2077	.6726	
	46- 55 years	-.0708	.14492	.999	-.4989	.3573	
I like to have a sense of the past	18 years old or less	56 - 65 years	-.0721	.14139	.999	-.4898	.3456
		19 - 25 years	-.0015	.19155	1.000	-.5674	.5644
		26 - 35 years	-.2967	.17482	.618	-.8131	.2197
		36 - 45 years	-.3919	.17664	.286	-.9137	.1299
		46- 55 years	-.5313(*)	.17283	.035	-	-.0207
		56 - 65 years	-.5347(*)	.16979	.028	-	-.0332
					1.0363		

		66 years and over	-.6958(*)	.18911	.005	-	1.2544	-.1371
	19 - 25 years	18 years old or less	.0015	.19155	1.000	-.5644	.5674	
		26 - 35 years	-.2952	.15527	.480	-.7538	.1635	
		36 - 45 years	-.3904	.15732	.167	-.8552	.0743	
		46- 55 years	-.5298(*)	.15303	.010	-.9818	-.0777	
		56 - 65 years	-.5332(*)	.14959	.007	-.9751	-.0913	
		66 years and over	-.6943(*)	.17121	.001	-	1.2001	-.1885
	26 - 35 years	18 years old or less	.2967	.17482	.618	-.2197	.8131	
		19 - 25 years	.2952	.15527	.480	-.1635	.7538	
		36 - 45 years	-.0952	.13645	.993	-.4983	.3078	
		46- 55 years	-.2346	.13147	.559	-.6230	.1538	
		56 - 65 years	-.2380	.12745	.502	-.6145	.1385	
		66 years and over	-.3991	.15225	.121	-.8489	.0506	
	36 - 45 years	18 years old or less	.3919	.17664	.286	-.1299	.9137	
		19 - 25 years	.3904	.15732	.167	-.0743	.8552	
		26 - 35 years	.0952	.13645	.993	-.3078	.4983	
		46- 55 years	-.1394	.13389	.944	-.5349	.2561	
		56 - 65 years	-.1428	.12994	.928	-.5267	.2411	
		66 years and over	-.3039	.15435	.435	-.7598	.1521	
	46- 55 years	18 years old or less	.5313(*)	.17283	.035	.0207	1.0418	
		19 - 25 years	.5298(*)	.15303	.010	.0777	.9818	
		26 - 35 years	.2346	.13147	.559	-.1538	.6230	
		36 - 45 years	.1394	.13389	.944	-.2561	.5349	
		56 - 65 years	-.0034	.12471	1.000	-.3718	.3650	
		66 years and over	-.1645	.14996	.929	-.6075	.2785	
	56 - 65 years	18 years old or less	.5347(*)	.16979	.028	.0332	1.0363	
		19 - 25 years	.5332(*)	.14959	.007	.0913	.9751	
		26 - 35 years	.2380	.12745	.502	-.1385	.6145	
		36 - 45 years	.1428	.12994	.928	-.2411	.5267	
		46- 55 years	.0034	.12471	1.000	-.3650	.3718	
		66 years and over	-.1611	.14645	.928	-.5937	.2715	
	66 years and over	18 years old or less	.6958(*)	.18911	.005	.1371	1.2544	
		19 - 25 years	.6943(*)	.17121	.001	.1885	1.2001	
		26 - 35 years	.3991	.15225	.121	-.0506	.8489	
		36 - 45 years	.3039	.15435	.435	-.1521	.7598	
		46- 55 years	.1645	.14996	.929	-.2785	.6075	
		56 - 65 years	.1611	.14645	.928	-.2715	.5937	
		66 years and over	-.4693	.22358	.354	-	.1912	
	19 - 25 years	18 years old or less	-.1322	.22649	.997	1.1298	-.8012	.5369
		26 - 35 years	-.2187	.18449	.900	-.7637	.3263	
		36 - 45 years	-.2779	.18674	.752	-.8295	.2738	
		46- 55 years	-.3679	.18164	.399	-.9045	.1687	
		56 - 65 years	-.3225	.17742	.536	-.8466	.2016	
		66 years and over	-.6015(*)	.20322	.049	-	1.2018	-.0012
	26 - 35 years	18 years old or less	.0865	.20670	1.000	-.5241	.6971	

This location enables me to imagine the past

		19 - 25 years	.2187	.18449	.900	-.3263	.7637
		36 - 45 years	-.0592	.16218	1.000	-.5382	.4199
		46- 55 years	-.1492	.15628	.963	-.6108	.3125
		56 - 65 years	-.1038	.15136	.993	-.5509	.3433
		66 years and over	-.3828	.18091	.344	-.9172	.1516
	36 - 45 years	18 years old or less	.1457	.20871	.993	-.4709	.7622
		19 - 25 years	.2779	.18674	.752	-.2738	.8295
		26 - 35 years	.0592	.16218	1.000	-.4199	.5382
		46- 55 years	-.0900	.15893	.998	-.5595	.3795
		56 - 65 years	-.0446	.15409	1.000	-.4998	.4105
		66 years and over	-.3236	.18320	.571	-.8648	.2176
	46- 55 years	18 years old or less	.2357	.20416	.911	-.3674	.8388
		19 - 25 years	.3679	.18164	.399	-.1687	.9045
		26 - 35 years	.1492	.15628	.963	-.3125	.6108
		36 - 45 years	.0900	.15893	.998	-.3795	.5595
		56 - 65 years	.0454	.14787	1.000	-.3914	.4822
		66 years and over	-.2336	.17800	.846	-.7594	.2922
	56 - 65 years	18 years old or less	.1903	.20042	.964	-.4017	.7824
		19 - 25 years	.3225	.17742	.536	-.2016	.8466
		26 - 35 years	.1038	.15136	.993	-.3433	.5509
		36 - 45 years	.0446	.15409	1.000	-.4105	.4998
		46- 55 years	-.0454	.14787	1.000	-.4822	.3914
		66 years and over	-.2790	.17370	.678	-.7921	.2341
	66 years and over	18 years old or less	.4693	.22358	.354	-.1912	1.1298
		19 - 25 years	.6015(*)	.20322	.049	.0012	1.2018
		26 - 35 years	.3828	.18091	.344	-.1516	.9172
		36 - 45 years	.3236	.18320	.571	-.2176	.8648
		46- 55 years	.2336	.17800	.846	-.2922	.7594
		56 - 65 years	.2790	.17370	.678	-.2341	.7921
My interest in history is especially specific to this place	18 years old or less	19 - 25 years	.4672	.25477	.525	-.2854	1.2198
		26 - 35 years	.2425	.23252	.944	-.4444	.9294
		36 - 45 years	.0971	.23478	1.000	-.5964	.7907
		46- 55 years	.0927	.23016	1.000	-.5873	.7726
		56 - 65 years	.4954	.22584	.300	-.1717	1.1626
		66 years and over	.2731	.25194	.933	-.4712	1.0173
	19 - 25 years	18 years old or less	-.4672	.25477	.525	-	.2854
		26 - 35 years	-.2247	.20753	.933	-.8377	.3884
		36 - 45 years	-.3700	.21006	.574	-.9906	.2505
		46- 55 years	-.3745	.20489	.529	-.9798	.2307
		56 - 65 years	.0282	.20002	1.000	-.5626	.6191
		66 years and over	-.1941	.22909	.980	-.8708	.4826
	26 - 35 years	18 years old or less	-.2425	.23252	.944	-.9294	.4444
		19 - 25 years	.2247	.20753	.933	-.3884	.8377
		36 - 45 years	-.1454	.18243	.985	-.6843	.3935
		46- 55 years	-.1498	.17645	.980	-.6711	.3714
		56 - 65 years	.2529	.17078	.756	-.2516	.7574
		66 years and over	.0306	.20405	1.000	-.5722	.6333
	36 - 45 years	18 years old or less	-.0971	.23478	1.000	-.7907	.5964
		19 - 25 years	.3700	.21006	.574	-.2505	.9906
		26 - 35 years	.1454	.18243	.985	-.3935	.6843
		46- 55 years	-.0045	.17942	1.000	-.5345	.5255

		56 - 65 years	.3983	.17384	.249	-.1152	.9118
		66 years and over	.1759	.20662	.979	-.4344	.7863
	46- 55 years	18 years old or less	-.0927	.23016	1.000	-.7726	.5873
		19 - 25 years	.3745	.20489	.529	-.2307	.9798
		26 - 35 years	.1498	.17645	.980	-.3714	.6711
		36 - 45 years	.0045	.17942	1.000	-.5255	.5345
		56 - 65 years	.4028	.16755	.198	-.0922	.8977
		66 years and over	.1804	.20136	.973	-.4144	.7752
	56 - 65 years	18 years old or less	-.4954	.22584	.300	-	1.1626
		19 - 25 years	-.0282	.20002	1.000	-.6191	.5626
		26 - 35 years	-.2529	.17078	.756	-.7574	.2516
		36 - 45 years	-.3983	.17384	.249	-.9118	.1152
		46- 55 years	-.4028	.16755	.198	-.8977	.0922
		66 years and over	-.2224	.19641	.918	-.8026	.3578
	66 years and over	18 years old or less	-.2731	.25194	.933	-	1.0173
		19 - 25 years	.1941	.22909	.980	-.4826	.8708
		26 - 35 years	-.0306	.20405	1.000	-.6333	.5722
		36 - 45 years	-.1759	.20662	.979	-.7863	.4344
		46- 55 years	-.1804	.20136	.973	-.7752	.4144
		56 - 65 years	.2224	.19641	.918	-.3578	.8026
This is just a place to see while on my holiday	18 years old or less	19 - 25 years	-.1700	.27595	.996	-.9852	.6452
		26 - 35 years	-.0938	.25224	1.000	-.8389	.6514
		36 - 45 years	.0412	.25559	1.000	-.7138	.7962
		46- 55 years	-.0725	.24973	1.000	-.8102	.6652
		56 - 65 years	.0856	.24499	1.000	-.6381	.8093
		66 years and over	.3598	.27342	.845	-.4479	1.1675
	19 - 25 years	18 years old or less	.1700	.27595	.996	-.6452	.9852
		26 - 35 years	.0762	.22303	1.000	-.5826	.7351
		36 - 45 years	.2112	.22681	.968	-.4588	.8812
		46- 55 years	.0975	.22018	.999	-.5529	.7479
		56 - 65 years	.2556	.21479	.898	-.3789	.8901
		66 years and over	.5298	.24673	.326	-.1991	1.2586
	26 - 35 years	18 years old or less	.0938	.25224	1.000	-.6514	.8389
		19 - 25 years	-.0762	.22303	1.000	-.7351	.5826
		36 - 45 years	.1350	.19728	.993	-.4478	.7178
		46- 55 years	.0213	.18963	1.000	-.5389	.5815
		56 - 65 years	.1793	.18334	.959	-.3623	.7210
		66 years and over	.4536	.21989	.376	-.1960	1.1031
	36 - 45 years	18 years old or less	-.0412	.25559	1.000	-.7962	.7138
		19 - 25 years	-.2112	.22681	.968	-.8812	.4588
		26 - 35 years	-.1350	.19728	.993	-.7178	.4478
		46- 55 years	-.1137	.19406	.997	-.6870	.4596
		56 - 65 years	.0444	.18793	1.000	-.5108	.5995
		66 years and over	.3186	.22373	.789	-.3423	.9795
	46- 55 years	18 years old or less	.0725	.24973	1.000	-.6652	.8102
		19 - 25 years	-.0975	.22018	.999	-.7479	.5529
		26 - 35 years	-.0213	.18963	1.000	-.5815	.5389
		36 - 45 years	.1137	.19406	.997	-.4596	.6870
		56 - 65 years	.1581	.17987	.976	-.3733	.6894
		66 years and over	.4323	.21701	.420	-.2088	1.0733
	56 - 65 years	18 years old or less	-.0856	.24499	1.000	-.8093	.6381

		19 - 25 years	-.2556	.21479	.898	-.8901	.3789
		26 - 35 years	-.1793	.18334	.959	-.7210	.3623
		36 - 45 years	-.0444	.18793	1.000	-.5995	.5108
		46- 55 years	-.1581	.17987	.976	-.6894	.3733
		66 years and over	.2742	.21153	.854	-.3507	.8991
	66 years and over	18 years old or less	-.3598	.27342	.845	-	.4479
						1.1675	
		19 - 25 years	-.5298	.24673	.326	-	.1991
		26 - 35 years	-.4536	.21989	.376	1.2586	
		36 - 45 years	-.3186	.22373	.789	1.1031	.1960
		46- 55 years	-.4323	.21701	.420	-	.3423
		56 - 65 years	-.2742	.21153	.854	1.0733	.2088
	I often visit historical sites	18 years old or less	-.2742	.21153	.854	-.8991	.3507
		19 - 25 years	-.0903	.23421	1.000	-.7822	.6016
		26 - 35 years	-.7967(*)	.21368	.004	-	-
						1.4280	-.1655
		36 - 45 years	-.6928(*)	.21587	.023	-	-.0551
		46- 55 years	-.8149(*)	.21159	.002	1.3305	
		56 - 65 years	-.9933(*)	.20777	.000	-	-.1898
		66 years and over	-.9933(*)	.20777	.000	1.4400	-.3795
						1.6070	
	19 - 25 years	18 years old or less	-.9409(*)	.23084	.001	-	-.2590
						1.6228	
		26 - 35 years	.0903	.23421	1.000	-.6016	.7822
		36 - 45 years	-.7064(*)	.18854	.004	-	-.1494
						1.2633	
		46- 55 years	-.6024(*)	.19102	.028	-	-.0382
		56 - 65 years	-.7246(*)	.18617	.002	1.1667	
		66 years and over	-.9029(*)	.18181	.000	-	-.1746
						1.2745	
						1.4400	-.3659
	26 - 35 years	18 years old or less	-.8505(*)	.20778	.001	-	-.2367
						1.4643	
		19 - 25 years	.7967(*)	.21368	.004	.1655	1.4280
		26 - 35 years	.7064(*)	.18854	.004	.1494	1.2633
		36 - 45 years	.1040	.16520	.996	-.3840	.5920
		46- 55 years	-.0182	.15957	1.000	-.4895	.4532
		56 - 65 years	-.1965	.15445	.864	-.6528	.2597
		66 years and over	-.1442	.18433	.987	-.6887	.4004
	36 - 45 years	18 years old or less	.6928(*)	.21587	.023	.0551	1.3305
		19 - 25 years	.6024(*)	.19102	.028	.0382	1.1667
		26 - 35 years	-.1040	.16520	.996	-.5920	.3840
		36 - 45 years	-.1221	.16249	.989	-.6021	.3579
		46- 55 years	-.3005	.15747	.475	-.7657	.1647
		56 - 65 years	-.2481	.18686	.839	-.8001	.3039
	46- 55 years	18 years old or less	.8149(*)	.21159	.002	.1898	1.4400
		19 - 25 years	.7246(*)	.18617	.002	.1746	1.2745
		26 - 35 years	.0182	.15957	1.000	-.4532	.4895
		36 - 45 years	.1221	.16249	.989	-.3579	.6021
		46- 55 years	-.1784	.15155	.903	-.6261	.2693
		56 - 65 years	-.1260	.18190	.993	-.6633	.4114
	56 - 65 years	18 years old or less	.9933(*)	.20777	.000	.3795	1.6070
		19 - 25 years	.9029(*)	.18181	.000	.3659	1.4400
		26 - 35 years	.1965	.15445	.864	-.2597	.6528
		36 - 45 years	.3005	.15747	.475	-.1647	.7657

		46- 55 years	.1784	.15155	.903	-.2693	.6261
		66 years and over	.0524	.17744	1.000	-.4718	.5766
	66 years and over	18 years old or less	.9409(*)	.23084	.001	.2590	1.6228
		19 - 25 years	.8505(*)	.20778	.001	.2367	1.4643
		26 - 35 years	.1442	.18433	.987	-.4004	.6887
		36 - 45 years	.2481	.18686	.839	-.3039	.8001
		46- 55 years	.1260	.18190	.993	-.4114	.6633
		56 - 65 years	-.0524	.17744	1.000	-.5766	.4718
Because visiting historic places helps create sense of self	18 years old or less	19 - 25 years	.1873	.24330	.988	-.5314	.9060
		26 - 35 years	-.2938	.22223	.842	-.9502	.3627
		36 - 45 years	-.3354	.22441	.748	-.9983	.3275
		46- 55 years	-.4394	.21947	.414	-	.2090
		56 - 65 years	-.3871	.21542	.550	1.0877	-.2492
		66 years and over	-.3360	.24103	.805	-	.3760
	19 - 25 years	18 years old or less	-.1873	.24330	.988	1.0480	-.9060
		26 - 35 years	-.4810	.19839	.189	-	.5314
		36 - 45 years	-.5227	.20083	.126	1.0671	-.1050
		46- 55 years	-.6266(*)	.19530	.023	-	.0706
		56 - 65 years	-.5744(*)	.19073	.042	1.1160	-.0497
		66 years and over	-.5233	.21924	.205	-	-.0110
	26 - 35 years	18 years old or less	.2938	.22223	.842	1.1709	-.1244
		19 - 25 years	.4810	.19839	.189	-	.9502
		36 - 45 years	-.0416	.17472	1.000	1.0671	1.0671
		46- 55 years	-.1456	.16833	.978	-	.4745
		56 - 65 years	-.0934	.16301	.998	1.1160	.3517
		66 years and over	-.0422	.19561	1.000	-	.3882
36 - 45 years	18 years old or less	.3354	.22441	.748	1.2036	-.5356	
	19 - 25 years	.5227	.20083	.126	-	.9983	
	26 - 35 years	.0416	.17472	1.000	1.1160	1.1160	
	46- 55 years	-.1040	.17120	.997	-	.4018	
	56 - 65 years	-.0517	.16597	1.000	1.1709	.4386	
	66 years and over	-.0006	.19808	1.000	-	.5846	
46- 55 years	18 years old or less	.4394	.21947	.414	1.1709	1.0877	
	19 - 25 years	.6266(*)	.19530	.023	-	1.2036	
	26 - 35 years	.1456	.16833	.978	1.2036	.6429	
	36 - 45 years	.1040	.17120	.997	-	.6097	
	56 - 65 years	.0522	.15923	1.000	1.2036	.5226	
	66 years and over	.1034	.19247	.998	-	.6719	
56 - 65 years	18 years old or less	.3871	.21542	.550	1.2036	1.0235	
	19 - 25 years	.5744(*)	.19073	.042	-	1.1378	
	26 - 35 years	.0934	.16301	.998	1.1378	.5749	
	36 - 45 years	.0517	.16597	1.000	-	.5420	
	46- 55 years	-.0522	.15923	1.000	1.1378	.4181	
	66 years and over	.0511	.18783	1.000	-	.6060	
66 years and over	18 years old or less	.3360	.24103	.805	1.1378	1.0480	
	19 - 25 years	.5233	.21924	.205	-	1.1709	

		26 - 35 years	.0422	.19561	1.000	-.5356	.6201	
		36 - 45 years	.0006	.19808	1.000	-.5846	.5857	
		46- 55 years	-.1034	.19247	.998	-.6719	.4652	
		56 - 65 years	-.0511	.18783	1.000	-.6060	.5037	
Because visiting historic places helps create sense of place	18 years old or less	19 - 25 years	.1134	.22597	.999	-.5542	.7809	
		26 - 35 years	-.3344	.20658	.670	-.9446	.2759	
		36 - 45 years	-.3080	.20883	.760	-.9249	.3089	
		46- 55 years	-.4785	.20400	.223	-	.1242	
		56 - 65 years	-.4337	.20043	.316	-	.1584	
			66 years and over	-.4384	.22428	.445	-	.2242
		19 - 25 years	18 years old or less	-.1134	.22597	.999	-.7809	.5542
			26 - 35 years	-.4478	.18446	.188	-.9927	.0972
			36 - 45 years	-.4214	.18697	.268	-.9737	.1310
			46- 55 years	-.5918(*)	.18156	.020	-	-.0555
			56 - 65 years	-.5471(*)	.17754	.034	-	-.0226
			66 years and over	-.5517	.20408	.098	-	.0511
		26 - 35 years	18 years old or less	.3344	.20658	.670	-.2759	.9446
			19 - 25 years	.4478	.18446	.188	-.0972	.9927
			36 - 45 years	.0264	.16301	1.000	-.4551	.5079
			46- 55 years	-.1441	.15677	.970	-.6072	.3190
			56 - 65 years	-.0994	.15210	.995	-.5487	.3500
			66 years and over	-.1040	.18238	.998	-.6428	.4348
		36 - 45 years	18 years old or less	.3080	.20883	.760	-.3089	.9249
			19 - 25 years	.4214	.18697	.268	-.1310	.9737
	26 - 35 years		-.0264	.16301	1.000	-.5079	.4551	
	46- 55 years		-.1705	.15972	.937	-.6423	.3013	
	56 - 65 years		-.1258	.15513	.984	-.5840	.3325	
		66 years and over	-.1304	.18492	.992	-.6767	.4159	
	46- 55 years	18 years old or less	.4785	.20400	.223	-.1242	1.0811	
		19 - 25 years	.5918(*)	.18156	.020	.0555	1.1282	
		26 - 35 years	.1441	.15677	.970	-.3190	.6072	
		36 - 45 years	.1705	.15972	.937	-.3013	.6423	
		56 - 65 years	.0447	.14856	1.000	-.3942	.4836	
		66 years and over	.0401	.17944	1.000	-.4900	.5702	
	56 - 65 years	18 years old or less	.4337	.20043	.316	-.1584	1.0258	
		19 - 25 years	.5471(*)	.17754	.034	.0226	1.0716	
		26 - 35 years	.0994	.15210	.995	-.3500	.5487	
		36 - 45 years	.1258	.15513	.984	-.3325	.5840	
		46- 55 years	-.0447	.14856	1.000	-.4836	.3942	
		66 years and over	-.0046	.17538	1.000	-.5227	.5135	
	66 years and over	18 years old or less	.4384	.22428	.445	-.2242	1.1009	
		19 - 25 years	.5517	.20408	.098	-.0511	1.1546	
		26 - 35 years	.1040	.18238	.998	-.4348	.6428	
		36 - 45 years	.1304	.18492	.992	-.4159	.6767	
		46- 55 years	-.0401	.17944	1.000	-.5702	.4900	
		56 - 65 years	.0046	.17538	1.000	-.5135	.5227	
I enjoy learning about a place's history and heritage	18 years old or less	19 - 25 years	.1344	.19987	.994	-.4560	.7248	

		26 - 35 years	-.1722	.18242	.965	-.7111	.3666
		36 - 45 years	-.1644	.18436	.974	-.7090	.3802
		46- 55 years	-.3999	.18017	.286	-.9322	.1323
		56 - 65 years	-.3759	.17687	.338	-.8984	.1465
		66 years and over	-.4693	.19731	.209	-	.1136
	19 - 25 years	18 years old or less	-.1344	.19987	.994	-.7248	.4560
		26 - 35 years	-.3066	.16282	.492	-.7876	.1743
		36 - 45 years	-.2988	.16499	.541	-.7862	.1885
		46- 55 years	-.5343(*)	.16030	.015	-	-.0608
		56 - 65 years	-.5103(*)	.15658	.020	-.9729	-.0478
		66 years and over	-.6037(*)	.17934	.014	-	-.0739
	26 - 35 years	18 years old or less	.1722	.18242	.965	-.3666	.7111
		19 - 25 years	.3066	.16282	.492	-.1743	.7876
		36 - 45 years	.0078	.14335	1.000	-.4157	.4312
		46- 55 years	-.2277	.13792	.649	-.6351	.1797
		56 - 65 years	-.2037	.13358	.730	-.5983	.1909
		66 years and over	-.2971	.15966	.507	-.7687	.1746
	36 - 45 years	18 years old or less	.1644	.18436	.974	-.3802	.7090
		19 - 25 years	.2988	.16499	.541	-.1885	.7862
		26 - 35 years	-.0078	.14335	1.000	-.4312	.4157
		46- 55 years	-.2355	.14048	.632	-.6505	.1795
		56 - 65 years	-.2115	.13622	.713	-.6139	.1909
		66 years and over	-.3049	.16187	.492	-.7830	.1733
	46- 55 years	18 years old or less	.3999	.18017	.286	-.1323	.9322
		19 - 25 years	.5343(*)	.16030	.015	.0608	1.0079
		26 - 35 years	.2277	.13792	.649	-.1797	.6351
		36 - 45 years	.2355	.14048	.632	-.1795	.6505
		56 - 65 years	.0240	.13050	1.000	-.3615	.4095
		66 years and over	-.0694	.15709	.999	-.5334	.3947
	56 - 65 years	18 years old or less	.3759	.17687	.338	-.1465	.8984
		19 - 25 years	.5103(*)	.15658	.020	.0478	.9729
		26 - 35 years	.2037	.13358	.730	-.1909	.5983
		36 - 45 years	.2115	.13622	.713	-.1909	.6139
		46- 55 years	-.0240	.13050	1.000	-.4095	.3615
		66 years and over	-.0934	.15329	.997	-.5462	.3595
	66 years and over	18 years old or less	.4693	.19731	.209	-.1136	1.0522
		19 - 25 years	.6037(*)	.17934	.014	.0739	1.1335
		26 - 35 years	.2971	.15966	.507	-.1746	.7687
		36 - 45 years	.3049	.16187	.492	-.1733	.7830
		46- 55 years	.0694	.15709	.999	-.3947	.5334
		56 - 65 years	.0934	.15329	.997	-.3595	.5462
I often visit museums	18 years old or less	19 - 25 years	.0898	.24582	1.000	-.6364	.8159
		26 - 35 years	-.2523	.22417	.920	-.9145	.4099
		36 - 45 years	-.3841	.22653	.619	-	.2851
		46- 55 years	-.3348	.22159	.738	-.9894	.3198
		56 - 65 years	-.5820	.21753	.106	-	.0606
		66 years and over	-.6228	.24267	.137	-	.0940
	19 - 25 years	18 years old or less	-.0898	.24582	1.000	-.8159	.6364
		26 - 35 years	-.3421	.20003	.609	-.9330	.2488

		36 - 45 years	- .4739	.20268	.227	-	.1249
		46- 55 years	- .4246	.19715	.322	1.0726	.1578
		56 - 65 years	- .6718(*)	.19257	.009	-	- .1029
		66 years and over	- .7126(*)	.22057	.022	1.2406	- .0610
	26 - 35 years	18 years old or less	.2523	.22417	.920	1.3641	.9145
		19 - 25 years	.3421	.20003	.609	- .4099	.9330
		36 - 45 years	- .1317	.17579	.989	- .2488	.3875
		46- 55 years	- .0825	.16938	.999	- .6510	.4179
		56 - 65 years	- .3297	.16403	.409	- .5828	.1549
		66 years and over	- .3705	.19614	.488	- .8142	.2089
	36 - 45 years	18 years old or less	.3841	.22653	.619	- .9499	1.0533
		19 - 25 years	.4739	.20268	.227	- .2851	1.0726
		26 - 35 years	.1317	.17579	.989	- .1249	.6510
		46- 55 years	.0493	.17249	1.000	- .3875	.5588
		56 - 65 years	- .1979	.16725	.900	- .4603	.2961
		66 years and over	- .2387	.19884	.894	- .6920	.3487
	46- 55 years	18 years old or less	.3348	.22159	.738	- .8261	.9894
		19 - 25 years	.4246	.19715	.322	- .3198	1.0070
		26 - 35 years	.0825	.16938	.999	- .1578	.5828
		36 - 45 years	- .0493	.17249	1.000	- .4179	.4603
		56 - 65 years	- .2472	.16049	.720	- .5588	.2269
		66 years and over	- .2880	.19320	.751	- .7213	.2827
	56 - 65 years	18 years old or less	.5820	.21753	.106	- .8587	1.2246
		19 - 25 years	.6718(*)	.19257	.009	- .0606	1.2406
		26 - 35 years	.3297	.16403	.409	.1029	.8142
		36 - 45 years	.1979	.16725	.900	- .1549	.6920
		46- 55 years	.2472	.16049	.720	- .2961	.7213
		66 years and over	- .0408	.18853	1.000	- .2269	.5161
	66 years and over	18 years old or less	.6228	.24267	.137	- .5977	1.3396
		19 - 25 years	.7126(*)	.22057	.022	- .0940	1.3641
		26 - 35 years	.3705	.19614	.488	.0610	.9499
		36 - 45 years	.2387	.19884	.894	- .2089	.8261
		46- 55 years	.2880	.19320	.751	- .3487	.8587
		56 - 65 years	.0408	.18853	1.000	- .2827	.5977
I would recommend this place to my friends	18 years old or less	19 - 25 years	- .0743	.20393	1.000	- .5161	.5282
		26 - 35 years	- .2302	.18626	.880	- .6767	.3200
		36 - 45 years	- .2457	.18818	.850	- .7804	.3102
		46- 55 years	- .2981	.18416	.670	- .8016	.2459
		56 - 65 years	- .1906	.18095	.941	- .8421	.3439
		66 years and over	- .2240	.20135	.924	- .7252	.3708
	19 - 25 years	18 years old or less	.0743	.20393	1.000	- .8188	.6767
		26 - 35 years	- .1559	.16465	.965	- .5282	.3305
		36 - 45 years	- .1714	.16683	.948	- .6423	.3214
		46- 55 years	- .2239	.16227	.813	- .6642	.2555
		56 - 65 years	- .1164	.15862	.990	- .7032	.3522
		66 years and over	- .1498	.18155	.982	- .5850	.3865
	26 - 35 years	18 years old or less	.2302	.18626	.880	- .6861	.7804
		19 - 25 years	.1559	.16465	.965	- .3200	.6423
		36 - 45 years	- .0155	.14469	1.000	- .3305	.4120
		46- 55 years	- .0679	.13941	.999	- .4429	.3439

		56 - 65 years	.0395	.13515	1.000	-.3597	.4388
		66 years and over	.0061	.16145	1.000	-.4708	.4831
	36 - 45 years	18 years old or less	.2457	.18818	.850	-.3102	.8016
		19 - 25 years	.1714	.16683	.948	-.3214	.6642
		26 - 35 years	.0155	.14469	1.000	-.4120	.4429
		46- 55 years	-.0525	.14198	1.000	-.4719	.3669
		56 - 65 years	.0550	.13779	1.000	-.3520	.4621
		66 years and over	.0216	.16367	1.000	-.4619	.5051
	46- 55 years	18 years old or less	.2981	.18416	.670	-.2459	.8421
		19 - 25 years	.2239	.16227	.813	-.2555	.7032
		26 - 35 years	.0679	.13941	.999	-.3439	.4798
		36 - 45 years	.0525	.14198	1.000	-.3669	.4719
		56 - 65 years	.1075	.13224	.984	-.2832	.4981
		66 years and over	.0741	.15902	.999	-.3957	.5438
	56 - 65 years	18 years old or less	.1906	.18095	.941	-.3439	.7252
		19 - 25 years	.1164	.15862	.990	-.3522	.5850
		26 - 35 years	-.0395	.13515	1.000	-.4388	.3597
		36 - 45 years	-.0550	.13779	1.000	-.4621	.3520
		46- 55 years	-.1075	.13224	.984	-.4981	.2832
		66 years and over	-.0334	.15529	1.000	-.4921	.4254
	66 years and over	18 years old or less	.2240	.20135	.924	-.3708	.8188
		19 - 25 years	.1498	.18155	.982	-.3865	.6861
		26 - 35 years	-.0061	.16145	1.000	-.4831	.4708
		36 - 45 years	-.0216	.16367	1.000	-.5051	.4619
		46- 55 years	-.0741	.15902	.999	-.5438	.3957
		56 - 65 years	.0334	.15529	1.000	-.4254	.4921
Based on my visit here I will visit other historic locations in NZ	18 years old or less	19 - 25 years	.2239	.25211	.974	-.5208	.9687
		26 - 35 years	.1009	.22990	.999	-.5782	.7800
		36 - 45 years	.1128	.23232	.999	-.5735	.7991
		46- 55 years	.1466	.22759	.995	-.5257	.8189
		56 - 65 years	.2333	.22309	.943	-.4257	.8923
		66 years and over	.2110	.24976	.980	-.5268	.9488
	19 - 25 years	18 years old or less	-.2239	.25211	.974	-.9687	.5208
		26 - 35 years	-.1231	.20515	.997	-.7291	.4830
		36 - 45 years	-.1111	.20786	.998	-.7252	.5029
		46- 55 years	-.0773	.20256	1.000	-.6756	.5211
		56 - 65 years	.0094	.19749	1.000	-.5740	.5928
		66 years and over	-.0129	.22718	1.000	-.6840	.6582
	26 - 35 years	18 years old or less	-.1009	.22990	.999	-.7800	.5782
		19 - 25 years	.1231	.20515	.997	-.4830	.7291
		36 - 45 years	.0119	.18028	1.000	-.5207	.5445
		46- 55 years	.0458	.17414	1.000	-.4686	.5602
		56 - 65 years	.1324	.16822	.986	-.3645	.6294
		66 years and over	.1101	.20226	.998	-.4874	.7076
	36 - 45 years	18 years old or less	-.1128	.23232	.999	-.7991	.5735
		19 - 25 years	.1111	.20786	.998	-.5029	.7252
		26 - 35 years	-.0119	.18028	1.000	-.5445	.5207
		46- 55 years	.0339	.17733	1.000	-.4900	.5577
		56 - 65 years	.1205	.17152	.992	-.3861	.6272
		66 years and over	.0982	.20501	.999	-.5074	.7038
	46- 55 years	18 years old or less	-.1466	.22759	.995	-.8189	.5257

		19 - 25 years	.0773	.20256	1.000	-.5211	.6756
		26 - 35 years	-.0458	.17414	1.000	-.5602	.4686
		36 - 45 years	-.0339	.17733	1.000	-.5577	.4900
		56 - 65 years	.0867	.16505	.998	-.4009	.5742
		66 years and over	.0644	.19963	1.000	-.5254	.6541
	56 - 65 years	18 years old or less	-.2333	.22309	.943	-.8923	.4257
		19 - 25 years	-.0094	.19749	1.000	-.5928	.5740
		26 - 35 years	-.1324	.16822	.986	-.6294	.3645
		36 - 45 years	-.1205	.17152	.992	-.6272	.3861
		46- 55 years	-.0867	.16505	.998	-.5742	.4009
		66 years and over	-.0223	.19449	1.000	-.5968	.5522
	66 years and over	18 years old or less	-.2110	.24976	.980	-.9488	.5268
		19 - 25 years	.0129	.22718	1.000	-.6582	.6840
		26 - 35 years	-.1101	.20226	.998	-.7076	.4874
		36 - 45 years	-.0982	.20501	.999	-.7038	.5074
		46- 55 years	-.0644	.19963	1.000	-.6541	.5254
		56 - 65 years	.0223	.19449	1.000	-.5522	.5968
I find the service here to be very good	18 years old or less	19 - 25 years	.2381	.17697	.830	-.2847	.7609
		26 - 35 years	.3288	.16165	.394	-.1487	.8063
		36 - 45 years	.2061	.16309	.868	-.2756	.6879
		46- 55 years	.1245	.15965	.987	-.3471	.5961
		56 - 65 years	.0573	.15661	1.000	-.4053	.5200
		66 years and over	.0439	.17470	1.000	-.4722	.5599
	19 - 25 years	18 years old or less	-.2381	.17697	.830	-.7609	.2847
		26 - 35 years	.0907	.14431	.996	-.3356	.5170
		36 - 45 years	-.0319	.14592	1.000	-.4630	.3991
		46- 55 years	-.1135	.14206	.985	-.5332	.3061
		56 - 65 years	-.1807	.13864	.850	-.5903	.2288
		66 years and over	-.1942	.15879	.885	-.6633	.2749
	26 - 35 years	18 years old or less	-.3288	.16165	.394	-.8063	.1487
		19 - 25 years	-.0907	.14431	.996	-.5170	.3356
		36 - 45 years	-.1227	.12690	.961	-.4975	.2522
		46- 55 years	-.2043	.12245	.637	-.5660	.1574
		56 - 65 years	-.2715	.11846	.249	-.6214	.0785
		66 years and over	-.2849	.14152	.407	-.7030	.1331
	36 - 45 years	18 years old or less	-.2061	.16309	.868	-.6879	.2756
		19 - 25 years	.0319	.14592	1.000	-.3991	.4630
		26 - 35 years	.1227	.12690	.961	-.2522	.4975
		46- 55 years	-.0816	.12433	.995	-.4489	.2857
		56 - 65 years	-.1488	.12041	.880	-.5045	.2069
		66 years and over	-.1623	.14315	.918	-.5852	.2606
	46- 55 years	18 years old or less	-.1245	.15965	.987	-.5961	.3471
		19 - 25 years	.1135	.14206	.985	-.3061	.5332
		26 - 35 years	.2043	.12245	.637	-.1574	.5660
		36 - 45 years	.0816	.12433	.995	-.2857	.4489
		56 - 65 years	-.0672	.11570	.997	-.4090	.2746
		66 years and over	-.0807	.13922	.997	-.4919	.3306
	56 - 65 years	18 years old or less	-.0573	.15661	1.000	-.5200	.4053
		19 - 25 years	.1807	.13864	.850	-.2288	.5903
		26 - 35 years	.2715	.11846	.249	-.0785	.6214
		36 - 45 years	.1488	.12041	.880	-.2069	.5045
		46- 55 years	.0672	.11570	.997	-.2746	.4090

		66 years and over	-.0135	.13573	1.000	-.4144	.3875
	66 years and over	18 years old or less	-.0439	.17470	1.000	-.5599	.4722
		19 - 25 years	.1942	.15879	.885	-.2749	.6633
		26 - 35 years	.2849	.14152	.407	-.1331	.7030
		36 - 45 years	.1623	.14315	.918	-.2606	.5852
		46- 55 years	.0807	.13922	.997	-.3306	.4919
		56 - 65 years	.0135	.13573	1.000	-.3875	.4144
I think this place represents good value	18 years old or less	19 - 25 years	.2736	.20449	.834	-.3305	.8776
		26 - 35 years	.2257	.18692	.891	-.3265	.7779
		36 - 45 years	.2301	.18870	.887	-.3274	.7875
		46- 55 years	.1541	.18480	.981	-.3918	.7000
		56 - 65 years	.0199	.18145	1.000	-.5161	.5559
		66 years and over	-.0676	.20191	1.000	-.6640	.5289
	19 - 25 years	18 years old or less	-.2736	.20449	.834	-.8776	.3305
		26 - 35 years	-.0478	.16528	1.000	-.5361	.4404
		36 - 45 years	-.0435	.16729	1.000	-.5377	.4507
		46- 55 years	-.1195	.16287	.990	-.6006	.3616
		56 - 65 years	-.2537	.15906	.686	-.7235	.2162
		66 years and over	-.3411	.18205	.498	-.8789	.1967
	26 - 35 years	18 years old or less	-.2257	.18692	.891	-.7779	.3265
		19 - 25 years	.0478	.16528	1.000	-.4404	.5361
		36 - 45 years	.0043	.14529	1.000	-.4249	.4335
		46- 55 years	-.0716	.14018	.999	-.4857	.3424
		56 - 65 years	-.2059	.13573	.735	-.6068	.1951
		66 years and over	-.2933	.16207	.542	-.7721	.1855
	36 - 45 years	18 years old or less	-.2301	.18870	.887	-.7875	.3274
		19 - 25 years	.0435	.16729	1.000	-.4507	.5377
		26 - 35 years	-.0043	.14529	1.000	-.4335	.4249
		46- 55 years	-.0760	.14254	.998	-.4970	.3451
		56 - 65 years	-.2102	.13817	.732	-.6183	.1980
		66 years and over	-.2976	.16412	.539	-.7824	.1872
	46- 55 years	18 years old or less	-.1541	.18480	.981	-.7000	.3918
		19 - 25 years	.1195	.16287	.990	-.3616	.6006
		26 - 35 years	.0716	.14018	.999	-.3424	.4857
		36 - 45 years	.0760	.14254	.998	-.3451	.4970
		56 - 65 years	-.1342	.13279	.952	-.5265	.2581
		66 years and over	-.2216	.15961	.808	-.6932	.2499
	56 - 65 years	18 years old or less	-.0199	.18145	1.000	-.5559	.5161
		19 - 25 years	.2537	.15906	.686	-.2162	.7235
		26 - 35 years	.2059	.13573	.735	-.1951	.6068
		36 - 45 years	.2102	.13817	.732	-.1980	.6183
		46- 55 years	.1342	.13279	.952	-.2581	.5265
		66 years and over	-.0874	.15572	.998	-.5475	.3726
	66 years and over	18 years old or less	.0676	.20191	1.000	-.5289	.6640
		19 - 25 years	.3411	.18205	.498	-.1967	.8789
		26 - 35 years	.2933	.16207	.542	-.1855	.7721
		36 - 45 years	.2976	.16412	.539	-.1872	.7824
		46- 55 years	.2216	.15961	.808	-.2499	.6932
		56 - 65 years	.0874	.15572	.998	-.3726	.5475
I actually learnt a lot by coming here	18 years old or less	19 - 25 years	.8496(*)	.23076	.005	.1679	1.5313
		26 - 35 years	.5076	.21061	.195	-.1146	1.1297

		36 - 45 years	.4834	.21265	.258	-.1448	1.1116
		46- 55 years	.4567	.20802	.299	-.1577	1.0712
		56 - 65 years	.6073(*)	.20432	.047	.0038	1.2109
		66 years and over	.4955	.22820	.312	-.1787	1.1696
	19 - 25 years	18 years old or less	-.8496(*)	.23076	.005	-	1.5313
		26 - 35 years	-.3420	.18797	.535	-.8973	.2133
		36 - 45 years	-.3662	.19026	.464	-.9283	.1958
		46- 55 years	-.3929	.18507	.340	-.9396	.1538
		56 - 65 years	-.2423	.18090	.833	-.7767	.2921
		66 years and over	-.3541	.20750	.612	-.9671	.2588
	26 - 35 years	18 years old or less	-.5076	.21061	.195	-	1.1297
		19 - 25 years	.3420	.18797	.535	-.2133	.8973
		36 - 45 years	-.0242	.16524	1.000	-.5123	.4640
		46- 55 years	-.0508	.15923	1.000	-.5212	.4196
		56 - 65 years	.0998	.15437	.995	-.3563	.5558
		66 years and over	-.0121	.18483	1.000	-.5581	.5339
	36 - 45 years	18 years old or less	-.4834	.21265	.258	-	1.1116
		19 - 25 years	.3662	.19026	.464	-.1958	.9283
		26 - 35 years	.0242	.16524	1.000	-.4640	.5123
		46- 55 years	-.0266	.16193	1.000	-.5050	.4517
		56 - 65 years	.1239	.15715	.986	-.3403	.5882
		66 years and over	.0121	.18715	1.000	-.5408	.5649
	46- 55 years	18 years old or less	-.4567	.20802	.299	-	1.0712
		19 - 25 years	.3929	.18507	.340	-.1538	.9396
		26 - 35 years	.0508	.15923	1.000	-.4196	.5212
		36 - 45 years	.0266	.16193	1.000	-.4517	.5050
		56 - 65 years	.1506	.15082	.954	-.2949	.5961
		66 years and over	.0387	.18187	1.000	-.4985	.5760
	56 - 65 years	18 years old or less	-.6073(*)	.20432	.047	-	1.2109
		19 - 25 years	.2423	.18090	.833	-.2921	.7767
		26 - 35 years	-.0998	.15437	.995	-.5558	.3563
		36 - 45 years	-.1239	.15715	.986	-.5882	.3403
		46- 55 years	-.1506	.15082	.954	-.5961	.2949
		66 years and over	-.1119	.17763	.996	-.6366	.4129
	66 years and over	18 years old or less	-.4955	.22820	.312	-	1.1696
		19 - 25 years	.3541	.20750	.612	-.2588	.9671
		26 - 35 years	.0121	.18483	1.000	-.5339	.5581
		36 - 45 years	-.0121	.18715	1.000	-.5649	.5408
		46- 55 years	-.0387	.18187	1.000	-.5760	.4985
		56 - 65 years	.1119	.17763	.996	-.4129	.6366
	18 years old or less	19 - 25 years	.1703	.21836	.987	-.4747	.8154
		26 - 35 years	.0893	.19944	.999	-.4999	.6785
		36 - 45 years	.2157	.20155	.937	-.3797	.8111
		46- 55 years	-.0658	.19744	1.000	-.6491	.5174
		56 - 65 years	.2647	.19365	.819	-.3074	.8368
		66 years and over	.3406	.21713	.702	-.3008	.9820
	19 - 25 years	18 years old or less	-.1703	.21836	.987	-.8154	.4747
		26 - 35 years	-.0810	.17718	.999	-.6044	.4424

		36 - 45 years	.0454	.17955	1.000	-.4850	.5758
		46- 55 years	-.2362	.17492	.828	-.7529	.2806
		56 - 65 years	.0943	.17064	.998	-.4097	.5984
		66 years and over	.1703	.19688	.978	-.4113	.7519
	26 - 35 years	18 years old or less	-.0893	.19944	.999	-.6785	.4999
		19 - 25 years	.0810	.17718	.999	-.4424	.6044
		36 - 45 years	.1264	.15599	.984	-.3344	.5872
		46- 55 years	-.1551	.15065	.947	-.6002	.2899
		56 - 65 years	.1754	.14565	.893	-.2549	.6057
		66 years and over	.2513	.17566	.785	-.2676	.7702
	36 - 45 years	18 years old or less	-.2157	.20155	.937	-.8111	.3797
		19 - 25 years	-.0454	.17955	1.000	-.5758	.4850
		26 - 35 years	-.1264	.15599	.984	-.5872	.3344
		46- 55 years	-.2816	.15342	.524	-.7348	.1717
		56 - 65 years	.0490	.14852	1.000	-.3898	.4877
		66 years and over	.1249	.17805	.993	-.4011	.6509
	46- 55 years	18 years old or less	.0658	.19744	1.000	-.5174	.6491
		19 - 25 years	.2362	.17492	.828	-.2806	.7529
		26 - 35 years	.1551	.15065	.947	-.2899	.6002
		36 - 45 years	.2816	.15342	.524	-.1717	.7348
		56 - 65 years	.3305	.14290	.239	-.0916	.7527
		66 years and over	.4064	.17339	.224	-.1058	.9186
	56 - 65 years	18 years old or less	-.2647	.19365	.819	-.8368	.3074
		19 - 25 years	-.0943	.17064	.998	-.5984	.4097
		26 - 35 years	-.1754	.14565	.893	-.6057	.2549
		36 - 45 years	-.0490	.14852	1.000	-.4877	.3898
		46- 55 years	-.3305	.14290	.239	-.7527	.0916
		66 years and over	.0759	.16906	.999	-.4235	.5754
	66 years and over	18 years old or less	-.3406	.21713	.702	-.9820	.3008
		19 - 25 years	-.1703	.19688	.978	-.7519	.4113
		26 - 35 years	-.2513	.17566	.785	-.7702	.2676
		36 - 45 years	-.1249	.17805	.993	-.6509	.4011
		46- 55 years	-.4064	.17339	.224	-.9186	.1058
		56 - 65 years	-.0759	.16906	.999	-.5754	.4235
	18 years old or less	19 - 25 years	.3103	.21518	.779	-.3253	.9460
		26 - 35 years	.0472	.19650	1.000	-.5332	.6277
		36 - 45 years	.1554	.19809	.986	-.4298	.7405
		46- 55 years	-.0564	.19373	1.000	-.6287	.5159
		56 - 65 years	.2632	.19004	.810	-.2982	.8246
		66 years and over	-.0641	.21354	1.000	-.6949	.5667
	19 - 25 years	18 years old or less	-.3103	.21518	.779	-.9460	.3253
		26 - 35 years	-.2631	.17601	.748	-.7830	.2569
		36 - 45 years	-.1550	.17778	.977	-.6801	.3702
		46- 55 years	-.3668	.17291	.341	-.8776	.1440
		56 - 65 years	-.0472	.16877	1.000	-.5457	.4514
		66 years and over	-.3744	.19485	.466	-.9500	.2012
	26 - 35 years	18 years old or less	-.0472	.19650	1.000	-.6277	.5332
		19 - 25 years	.2631	.17601	.748	-.2569	.7830
		36 - 45 years	.1081	.15465	.993	-.3487	.5650
		46- 55 years	-.1037	.14903	.993	-.5439	.3366
		56 - 65 years	.2159	.14420	.747	-.2101	.6419

I thought the interpretation offered here was interesting

		66 years and over	-.1114	.17400	.995	-.6254	.4027
	36 - 45 years	18 years old or less	-.1554	.19809	.986	-.7405	.4298
		19 - 25 years	.1550	.17778	.977	-.3702	.6801
		26 - 35 years	-.1081	.15465	.993	-.5650	.3487
		46- 55 years	-.2118	.15112	.801	-.6582	.2346
		56 - 65 years	.1078	.14636	.990	-.3246	.5402
		66 years and over	-.2195	.17580	.875	-.7388	.2998
	46- 55 years	18 years old or less	.0564	.19373	1.000	-.5159	.6287
		19 - 25 years	.3668	.17291	.341	-.1440	.8776
		26 - 35 years	.1037	.14903	.993	-.3366	.5439
		36 - 45 years	.2118	.15112	.801	-.2346	.6582
		56 - 65 years	.3196	.14041	.257	-.0952	.7344
		66 years and over	-.0077	.17087	1.000	-.5124	.4971
	56 - 65 years	18 years old or less	-.2632	.19004	.810	-.8246	.2982
		19 - 25 years	.0472	.16877	1.000	-.4514	.5457
		26 - 35 years	-.2159	.14420	.747	-.6419	.2101
		36 - 45 years	-.1078	.14636	.990	-.5402	.3246
		46- 55 years	-.3196	.14041	.257	-.7344	.0952
		66 years and over	-.3273	.16668	.439	-.8196	.1651
	66 years and over	18 years old or less	.0641	.21354	1.000	-.5667	.6949
		19 - 25 years	.3744	.19485	.466	-.2012	.9500
		26 - 35 years	.1114	.17400	.995	-.4027	.6254
		36 - 45 years	.2195	.17580	.875	-.2998	.7388
		46- 55 years	.0077	.17087	1.000	-.4971	.5124
		56 - 65 years	.3273	.16668	.439	-.1651	.8196
I thought the displays here were interesting	18 years old or less	19 - 25 years	.4464	.20042	.282	-.1457	1.0384
		26 - 35 years	.2345	.18307	.861	-.3063	.7753
		36 - 45 years	.4386	.18469	.210	-.1070	.9842
		46- 55 years	.1908	.18093	.941	-.3437	.7252
		56 - 65 years	.3463	.17736	.446	-.1776	.8703
		66 years and over	.0287	.19892	1.000	-.5589	.6163
	19 - 25 years	18 years old or less	-.4464	.20042	.282	1.0384	-.1457
		26 - 35 years	-.2119	.16343	.854	-.6947	.2709
		36 - 45 years	-.0078	.16525	1.000	-.4959	.4804
		46- 55 years	-.2556	.16103	.690	-.7313	.2201
		56 - 65 years	-.1001	.15701	.996	-.5639	.3638
		66 years and over	-.4177	.18101	.241	-.9524	.1170
	26 - 35 years	18 years old or less	-.2345	.18307	.861	-.7753	.3063
		19 - 25 years	.2119	.16343	.854	-.2709	.6947
		36 - 45 years	.2041	.14371	.791	-.2204	.6287
		46- 55 years	-.0437	.13884	1.000	-.4539	.3664
		56 - 65 years	.1119	.13415	.981	-.2844	.5082
		66 years and over	-.2058	.16158	.864	-.6831	.2715
	36 - 45 years	18 years old or less	-.4386	.18469	.210	-.9842	.1070
		19 - 25 years	.0078	.16525	1.000	-.4804	.4959
		26 - 35 years	-.2041	.14371	.791	-.6287	.2204
		46- 55 years	-.2478	.14097	.577	-.6643	.1686
		56 - 65 years	-.0923	.13636	.994	-.4951	.3105
		66 years and over	-.4099	.16342	.157	-.8927	.0728
	46- 55 years	18 years old or less	-.1908	.18093	.941	-.7252	.3437
		19 - 25 years	.2556	.16103	.690	-.2201	.7313

I would like to be a member of the NZ Historic Places Trust	26 - 35 years	.0437	.13884	1.000	-.3664	.4539	
		36 - 45 years	.2478	.14097	.577	-.1686	.6643
		56 - 65 years	.1556	.13121	.900	-.2320	.5432
		66 years and over	-.1621	.15915	.950	-.6322	.3081
	56 - 65 years	18 years old or less	-.3463	.17736	.446	-.8703	.1776
		19 - 25 years	.1001	.15701	.996	-.3638	.5639
		26 - 35 years	-.1119	.13415	.981	-.5082	.2844
		36 - 45 years	.0923	.13636	.994	-.3105	.4951
	66 years and over	46- 55 years	-.1556	.13121	.900	-.5432	.2320
		66 years and over	-.3176	.15508	.385	-.7758	.1405
		18 years old or less	-.0287	.19892	1.000	-.6163	.5589
		19 - 25 years	.4177	.18101	.241	-.1170	.9524
	18 years old or less	26 - 35 years	.2058	.16158	.864	-.2715	.6831
		36 - 45 years	.4099	.16342	.157	-.0728	.8927
		46- 55 years	.1621	.15915	.950	-.3081	.6322
		56 - 65 years	.3176	.15508	.385	-.1405	.7758
	19 - 25 years	19 - 25 years	.1986	.25740	.988	-.5618	.9590
		26 - 35 years	.3596	.23483	.726	-.3342	1.0533
		36 - 45 years	-.0381	.23773	1.000	-.7404	.6642
		46- 55 years	.3787	.23284	.665	-.3092	1.0665
	26 - 35 years	56 - 65 years	.6525	.22861	.066	-.0228	1.3278
		66 years and over	.2785	.25455	.930	-.4735	1.0305
		18 years old or less	-.1986	.25740	.988	-.9590	.5618
		26 - 35 years	.1610	.20825	.987	-.4542	.7762
	36 - 45 years	36 - 45 years	-.2367	.21151	.922	-.8615	.3881
		46- 55 years	.1800	.20600	.976	-.4285	.7886
		56 - 65 years	.4539	.20120	.267	-.1405	1.0483
		66 years and over	.0799	.23026	1.000	-.6004	.7601
	46- 55 years	18 years old or less	-.3596	.23483	.726	-	.3342
		19 - 25 years	-.1610	.20825	.987	-.7762	.4542
		36 - 45 years	-.3977	.18338	.314	-.9394	.1441
		46- 55 years	.0191	.17699	1.000	-.5038	.5419
	56 - 65 years	56 - 65 years	.2929	.17139	.610	-.2134	.7992
		66 years and over	-.0811	.20472	1.000	-.6859	.5237
		18 years old or less	.0381	.23773	1.000	-.6642	.7404
		19 - 25 years	.2367	.21151	.922	-.3881	.8615
	66 years and over	26 - 35 years	.3977	.18338	.314	-.1441	.9394
		46- 55 years	.4167	.18082	.243	-.1174	.9509
		56 - 65 years	.6906(*)	.17534	.002	.1726	1.2085
		66 years and over	.3166	.20803	.732	-.2980	.9311
18 years old or less	18 years old or less	-.3787	.23284	.665	-	.3092	
	19 - 25 years	-.1800	.20600	.976	-.7886	.4285	
	26 - 35 years	-.0191	.17699	1.000	-.5419	.5038	
	36 - 45 years	-.4167	.18082	.243	-.9509	.1174	
26 - 35 years	56 - 65 years	.2738	.16864	.667	-.2244	.7720	
	66 years and over	-.1002	.20242	.999	-.6982	.4978	
	18 years old or less	-.6525	.22861	.066	-	.0228	
	19 - 25 years	-.4539	.20120	.267	-	.1405	
36 - 45 years	26 - 35 years	-.2929	.17139	.610	1.0483	.2134	
	56 - 65 years	-.2929	.17139	.610	-.7992	.2134	

		36 - 45 years	-.6906(*)	.17534	.002	-	1.2085	-.1726
		46- 55 years	-.2738	.16864	.667	-.7720	.2244	
		66 years and over	-.3740	.19754	.485	-.9576	.2096	
	66 years and over	18 years old or less	-.2785	.25455	.930	-	.4735	
		19 - 25 years	-.0799	.23026	1.000	-.7601	.6004	
		26 - 35 years	.0811	.20472	1.000	-.5237	.6859	
		36 - 45 years	-.3166	.20803	.732	-.9311	.2980	
		46- 55 years	.1002	.20242	.999	-.4978	.6982	
		56 - 65 years	.3740	.19754	.485	-.2096	.9576	
Coming here gave my group interesting things to talk about	18 years old or less	19 - 25 years	.5239	.28272	.512	-.3114	1.3591	
		26 - 35 years	-.0704	.25890	1.000	-.8352	.6945	
		36 - 45 years	.2667	.26203	.950	-.5074	1.0408	
		46- 55 years	.2490	.25657	.960	-.5090	1.0070	
		56 - 65 years	.8786(*)	.25197	.009	.1342	1.6230	
		66 years and over	.9163(*)	.28383	.022	.0778	1.7548	
	19 - 25 years	18 years old or less	-.5239	.28272	.512	-	.3114	
		26 - 35 years	-.5942	.23128	.137	-	.0890	
		36 - 45 years	-.2571	.23477	.930	-.9507	.4365	
		46- 55 years	-.2748	.22867	.894	-.9504	.4007	
		56 - 65 years	.3547	.22349	.691	-.3055	1.0150	
		66 years and over	.3924	.25888	.735	-.3724	1.1572	
	26 - 35 years	18 years old or less	.0704	.25890	1.000	-.6945	.8352	
		19 - 25 years	.5942	.23128	.137	-.0890	1.2775	
		36 - 45 years	.3371	.20548	.656	-.2699	.9441	
		46- 55 years	.3194	.19847	.676	-.2670	.9057	
		56 - 65 years	.9490(*)	.19248	.000	.3803	1.5176	
		66 years and over	.9867(*)	.23264	.000	.2994	1.6740	
	36 - 45 years	18 years old or less	-.2667	.26203	.950	-	.5074	
		19 - 25 years	.2571	.23477	.930	-.4365	.9507	
		26 - 35 years	-.3371	.20548	.656	-.9441	.2699	
		46- 55 years	-.0177	.20254	1.000	-.6161	.5806	
		56 - 65 years	.6119(*)	.19667	.031	.0309	1.1929	
		66 years and over	.6496	.23612	.087	-.0480	1.3471	
	46- 55 years	18 years old or less	-.2490	.25657	.960	-	.5090	
		19 - 25 years	.2748	.22867	.894	-.4007	.9504	
		26 - 35 years	-.3194	.19847	.676	-.9057	.2670	
		36 - 45 years	.0177	.20254	1.000	-.5806	.6161	
		56 - 65 years	.6296(*)	.18934	.016	.0702	1.1889	
		66 years and over	.6673	.23005	.058	-.0123	1.3469	
	56 - 65 years	18 years old or less	-.8786(*)	.25197	.009	-	-.1342	
		19 - 25 years	-.3547	.22349	.691	-	.3055	
		26 - 35 years	-.9490(*)	.19248	.000	-	-.3803	
		36 - 45 years	-.6119(*)	.19667	.031	-	-.0309	
		46- 55 years	-.6296(*)	.18934	.016	-	-.0702	
		66 years and over	.0377	.22490	1.000	-.6267	.7021	

This is just a pleasurable place to visit	66 years and over	18 years old or less	-.9163(*)	.28383	.022	-	1.7548	-.0778
		19 - 25 years	-.3924	.25888	.735	-	1.1572	.3724
		26 - 35 years	-.9867(*)	.23264	.000	-	1.6740	-.2994
		36 - 45 years	-.6496	.23612	.087	-	1.3471	.0480
		46- 55 years	-.6673	.23005	.058	-	1.3469	.0123
		56 - 65 years	-.0377	.22490	1.000	-	1.3469	.6267
	18 years old or less	19 - 25 years	.1884	.21958	.978	-	1.3469	.8371
		26 - 35 years	.4932	.20001	.173	-	1.3469	1.0840
		36 - 45 years	.4341	.20214	.326	-	1.3469	1.0312
		46- 55 years	.4627	.19769	.226	-	1.3469	1.0467
		56 - 65 years	.7220(*)	.19393	.004	-	1.3469	1.2949
		66 years and over	.9552(*)	.21672	.000	-	1.3469	1.5954
	19 - 25 years	18 years old or less	-.1884	.21958	.978	-	1.3469	.4602
		26 - 35 years	.3047	.17904	.615	-	1.3469	.8336
		36 - 45 years	.2456	.18142	.826	-	1.3469	.7815
		46- 55 years	.2743	.17645	.712	-	1.3469	.7955
		56 - 65 years	.5336(*)	.17222	.033	-	1.3469	1.0424
		66 years and over	.7667(*)	.19753	.002	-	1.3469	1.3503
	26 - 35 years	18 years old or less	-.4932	.20001	.173	-	1.3469	.0977
		19 - 25 years	-.3047	.17904	.615	-	1.3469	.2242
		36 - 45 years	-.0591	.15717	1.000	-	1.3469	.4052
		46- 55 years	-.0305	.15140	1.000	-	1.3469	.4168
		56 - 65 years	.2289	.14646	.706	-	1.3469	.6615
		66 years and over	.4620	.17552	.117	-	1.3469	.9805
	36 - 45 years	18 years old or less	-.4341	.20214	.326	-	1.3469	.1631
		19 - 25 years	-.2456	.18142	.826	-	1.3469	.2903
		26 - 35 years	.0591	.15717	1.000	-	1.3469	.5234
		46- 55 years	.0286	.15421	1.000	-	1.3469	.4842
		56 - 65 years	.2880	.14935	.462	-	1.3469	.7292
		66 years and over	.5211	.17795	.054	-	1.3469	1.0468
	46- 55 years	18 years old or less	-.4627	.19769	.226	-	1.3469	.1213
		19 - 25 years	-.2743	.17645	.712	-	1.3469	.2470
		26 - 35 years	.0305	.15140	1.000	-	1.3469	.4777
		36 - 45 years	-.0286	.15421	1.000	-	1.3469	.4269
		56 - 65 years	.2593	.14328	.541	-	1.3469	.6826
		66 years and over	.4925	.17288	.067	-	1.3469	1.0032
	56 - 65 years	18 years old or less	-.7220(*)	.19393	.004	-	1.3469	-.1492
		19 - 25 years	-.5336(*)	.17222	.033	-	1.3469	-.0249
		26 - 35 years	-.2289	.14646	.706	-	1.3469	.2038
		36 - 45 years	-.2880	.14935	.462	-	1.3469	.1532
	46- 55 years	-.2593	.14328	.541	-	1.3469	.1639	
	66 years and over	.2331	.16856	.811	-	1.3469	.7311	
66 years and over	18 years old or less	-.9552(*)	.21672	.000	-	1.3469	-.3150	
	19 - 25 years	-.7667(*)	.19753	.002	-	1.3469	-.1832	
	26 - 35 years	-.4620	.17552	.117	-	1.3469	.0565	

The prices here are quite reasonable	18 years old or less	36 - 45 years	-.5211	.17795	.054	-	1.0468	.0045
		46- 55 years	-.4925	.17288	.067	-	1.0032	.0182
		56 - 65 years	-.2331	.16856	.811	-.7311	.2648	
	19 - 25 years	19 - 25 years	.4088	.23065	.567	-.2725	1.0902	
		26 - 35 years	.5170	.21066	.177	-.1053	1.1393	
		36 - 45 years	.3856	.21284	.540	-.2431	1.0144	
		46- 55 years	.3696	.20843	.567	-.2461	.9853	
		56 - 65 years	.1445	.20454	.992	-.4597	.7488	
		66 years and over	.0576	.22773	1.000	-.6151	.7303	
	26 - 35 years	18 years old or less	-.4088	.23065	.567	-	1.0902	.2725
		26 - 35 years	.1082	.18622	.997	-.4420	.6583	
		36 - 45 years	-.0232	.18869	1.000	-.5806	.5342	
		46- 55 years	-.0392	.18370	1.000	-.5819	.5034	
		56 - 65 years	-.2643	.17927	.760	-.7939	.2653	
		66 years and over	-.3512	.20534	.609	-.9578	.2554	
	36 - 45 years	18 years old or less	-.5170	.21066	.177	-	1.1393	.1053
		19 - 25 years	-.1082	.18622	.997	-.6583	.4420	
		36 - 45 years	-.1313	.16365	.985	-.6148	.3521	
		46- 55 years	-.1474	.15788	.967	-.6137	.3190	
		56 - 65 years	-.3724	.15270	.183	-.8235	.0787	
		66 years and over	-.4594	.18260	.155	-.9988	.0801	
	46- 55 years	18 years old or less	-.3856	.21284	.540	-	1.0144	.2431
		19 - 25 years	.0232	.18869	1.000	-.5342	.5806	
		26 - 35 years	.1313	.16365	.985	-.3521	.6148	
		46- 55 years	-.0160	.16077	1.000	-.4910	.4589	
		56 - 65 years	-.2411	.15570	.715	-.7010	.2189	
		66 years and over	-.3280	.18511	.567	-.8748	.2188	
	56 - 65 years	18 years old or less	-.3696	.20843	.567	-.9853	.2461	
		19 - 25 years	.0392	.18370	1.000	-.5034	.5819	
		26 - 35 years	.1474	.15788	.967	-.3190	.6137	
36 - 45 years		.0160	.16077	1.000	-.4589	.4910		
56 - 65 years		-.2251	.14962	.742	-.6670	.2169		
66 years and over		-.3120	.18003	.594	-.8438	.2198		
66 years and over	18 years old or less	-.1445	.20454	.992	-.7488	.4597		
	19 - 25 years	.2643	.17927	.760	-.2653	.7939		
	26 - 35 years	.3724	.15270	.183	-.0787	.8235		
	36 - 45 years	.2411	.15570	.715	-.2189	.7010		
	46- 55 years	.2251	.14962	.742	-.2169	.6670		
	66 years and over	-.0869	.17551	.999	-.6054	.4315		
66 years and over	18 years old or less	-.0576	.22773	1.000	-.7303	.6151		
	19 - 25 years	.3512	.20534	.609	-.2554	.9578		
	26 - 35 years	.4594	.18260	.155	-.0801	.9988		
	36 - 45 years	.3280	.18511	.567	-.2188	.8748		
	46- 55 years	.3120	.18003	.594	-.2198	.8438		
	56 - 65 years	.0869	.17551	.999	-.4315	.6054		

* The mean difference is significant at the .05 level.

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) Education	(J) Education	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		
						Lower Bound	Upper Bound	
I have an interest in visiting historical places	Up to and including primary school	High school	-.2222	.21357	.726	-.7718	.3273	
		Under-graduate	-.3985	.21669	.256	-.9561	.1591	
		Post graduate	-.5493(*)	.21141	.047	-1.0933	-.0052	
	High school	Up to and including primary school	Under-graduate	.2222	.21357	.726	-.3273	.7718
			Post graduate	-.1762	.11166	.391	-.4636	.1111
		Under-graduate	Post graduate	-.3270(*)	.10103	.007	-.5870	-.0671
	Under-graduate	Up to and including primary school	High school	.3985	.21669	.256	-.1591	.9561
			Post graduate	.1762	.11166	.391	-.1111	.4636
		Post graduate	Up to and including primary school	-.1508	.10747	.498	-.4273	.1258
	Historic places help you to capture a sense of the past	Up to and including primary school	High school	.5493(*)	.21141	.047	.0052	1.0933
			Under-graduate	.3270(*)	.10103	.007	.0671	.5870
			Post graduate	.1508	.10747	.498	-.1258	.4273
High school		Up to and including primary school	Under-graduate	-.1972	.19667	.748	-.7033	.3089
			Post graduate	-.3803	.19957	.226	-.8939	.1332
		Under-graduate	Post graduate	-.5642(*)	.19465	.020	-1.0651	-.0633
Under-graduate		Up to and including primary school	High school	.1972	.19667	.748	-.3089	.7033
			Post graduate	-.1832	.10299	.284	-.4482	.0819
		Post graduate	Up to and including primary school	-.3670(*)	.09310	.000	-.6066	-.1275
Post graduate		Up to and including primary school	High school	.3803	.19957	.226	-.1332	.8939
			Post graduate	.1832	.10299	.284	-.0819	.4482
		Under-graduate	Post graduate	-.1839	.09906	.248	-.4388	.0711
I like to have a sense of the past	Up to and including primary school	High school	.5642(*)	.19465	.020	.0633	1.0651	
		Under-graduate	.3670(*)	.09310	.000	.1275	.6066	
		Post graduate	.1839	.09906	.248	-.0711	.4388	
	High school	Up to and including primary school	Under-graduate	-.0289	.20376	.999	-.5532	.4955
			Post graduate	-.1128	.20676	.948	-.6449	.4192
		Under-graduate	Post graduate	-.3445	.20167	.320	-.8634	.1744
	Under-graduate	Up to and including primary school	High school	.0289	.20376	.999	-.4955	.5532
			Post graduate	-.0839	.10670	.861	-.3585	.1906
		Post graduate	Up to and including primary school	-.3156(*)	.09646	.006	-.5638	-.0674
	Post graduate	Up to and including primary school	High school	.1128	.20676	.948	-.4192	.6449
			Post graduate	.0839	.10670	.861	-.1906	.3585
		High school	Post graduate	-.2317	.10264	.109	-.4958	.0324
Post graduate	Up to and including primary school	High school	.3445	.20167	.320	-.1744	.8634	
		High school	.3156(*)	.09646	.006	.0674	.5638	

This location enables me to imagine the past	Up to and including primary school	Under-graduate	.2317	.10264	.109	-.0324	.4958	
		High school	-.2599	.24129	.704	-.8808	.3610	
	High school	Under-graduate	-.0372	.24488	.999	-.6673	.5930	
		Post graduate	-.2390	.23885	.749	-.8536	.3756	
	Under-graduate	Up to and including primary school	.2599	.24129	.704	-.3610	.8808	
		Under-graduate	.2227	.12628	.292	-.1023	.5477	
	Post graduate	Post graduate	.0209	.11414	.998	-.2729	.3146	
		Up to and including primary school	.0372	.24488	.999	-.5930	.6673	
	Post graduate	High school	-.2227	.12628	.292	-.5477	.1023	
		Post graduate	-.2018	.12156	.345	-.5146	.1110	
	My interest in history is especially specific to this place	Up to and including primary school	Up to and including primary school	.2390	.23885	.749	-.3756	.8536
			High school	-.0209	.11414	.998	-.3146	.2729
High school		Under-graduate	.2018	.12156	.345	-.1110	.5146	
		High school	.4178	.26924	.407	-.2751	1.1106	
Under-graduate		Under-graduate	.4613	.27327	.331	-.2420	1.1645	
		Post graduate	.6355	.26657	.081	-.0505	1.3215	
Under-graduate		Up to and including primary school	-.4178	.26924	.407	-1.1106	.2751	
		Under-graduate	.0435	.14113	.990	-.3197	.4067	
Post graduate		Post graduate	.2177	.12767	.321	-.1108	.5463	
		Up to and including primary school	-.4613	.27327	.331	-1.1645	.2420	
Post graduate		High school	-.0435	.14113	.990	-.4067	.3197	
		Post graduate	.1742	.13598	.575	-.1757	.5242	
Post graduate	Up to and including primary school	-.6355	.26657	.081	-1.3215	.0505		
	High school	-.2177	.12767	.321	-.5463	.1108		
This is just a place to see while on my holiday	Up to and including primary school	Under-graduate	-.1742	.13598	.575	-.5242	.1757	
		High school	-.1081	.29668	.983	-.8716	.6553	
	High school	Under-graduate	-.1230	.30096	.977	-.8975	.6515	
		Post graduate	-.1929	.29398	.913	-.9494	.5636	
	Under-graduate	Up to and including primary school	.1081	.29668	.983	-.6553	.8716	
		Under-graduate	-.0149	.15244	1.000	-.4072	.3774	
	Post graduate	Post graduate	-.0848	.13815	.928	-.4403	.2707	
		Up to and including primary school	.1230	.30096	.977	-.6515	.8975	
	Post graduate	High school	.0149	.15244	1.000	-.3774	.4072	
		Post graduate	-.0699	.14711	.965	-.4485	.3086	
	Post graduate	Up to and including primary school	.1929	.29398	.913	-.5636	.9494	
		High school	.0848	.13815	.928	-.2707	.4403	
I often visit historical sites	Up to and including primary school	Under-graduate	.0699	.14711	.965	-.3086	.4485	
		High school	.1201	.24943	.963	-.5218	.7620	

		Under-graduate	-.2759	.25287	.695	-.9266	.3748
		Post graduate	-.5845	.24694	.084	-1.2200	.0509
	High school	Up to and including primary school	-.1201	.24943	.963	-.7620	.5218
		Under-graduate	-.3961(*)	.12816	.011	-.7258	-.0663
		Post graduate	-.7046(*)	.11603	.000	-1.0032	-.4061
	Under-graduate	Up to and including primary school	.2759	.25287	.695	-.3748	.9266
		High school	.3961(*)	.12816	.011	.0663	.7258
	Post graduate	Post graduate	-.3086	.12323	.060	-.6257	.0085
		Up to and including primary school	.5845	.24694	.084	-.0509	1.2200
		High school	.7046(*)	.11603	.000	.4061	1.0032
		Under-graduate	.3086	.12323	.060	-.0085	.6257
	Up to and including primary school	High school	.0833	.25846	.988	-.5818	.7484
Because visiting historic places helps create sense of self		Under-graduate	.0949	.26231	.984	-.5801	.7699
		Post graduate	-.1368	.25595	.951	-.7954	.5218
	High school	Up to and including primary school	-.0833	.25846	.988	-.7484	.5818
		Under-graduate	.0115	.13527	1.000	-.3366	.3596
		Post graduate	-.2201	.12248	.275	-.5353	.0951
	Under-graduate	Up to and including primary school	-.0949	.26231	.984	-.7699	.5801
		High school	-.0115	.13527	1.000	-.3596	.3366
		Post graduate	-.2317	.13041	.285	-.5673	.1039
	Post graduate	Up to and including primary school	.1368	.25595	.951	-.5218	.7954
		High school	.2201	.12248	.275	-.0951	.5353
		Under-graduate	.2317	.13041	.285	-.1039	.5673
Because visiting historic places helps create sense of place	Up to and including primary school	High school	-.1087	.23923	.969	-.7244	.5069
		Under-graduate	-.2982	.24270	.609	-.9228	.3264
		Post graduate	-.4378	.23672	.251	-1.0470	.1713
	High school	Up to and including primary school	.1087	.23923	.969	-.5069	.7244
		Under-graduate	-.1894	.12579	.434	-.5132	.1343
		Post graduate	-.3291(*)	.11381	.020	-.6220	-.0362
	Under-graduate	Up to and including primary school	.2982	.24270	.609	-.3264	.9228
		High school	.1894	.12579	.434	-.1343	.5132
		Post graduate	-.1397	.12094	.656	-.4509	.1716
	Post graduate	Up to and including primary school	.4378	.23672	.251	-.1713	1.0470
		High school	.3291(*)	.11381	.020	.0362	.6220
		Under-graduate	.1397	.12094	.656	-.1716	.4509
I enjoy learning about a place's history and heritage	Up to and including primary school	High school	-.0061	.21173	1.000	-.5510	.5387
		Under-graduate	-.1799	.21484	.837	-.7328	.3729
		Post graduate	-.3001	.20955	.480	-.8393	.2392
	High school	Up to and including primary school	.0061	.21173	1.000	-.5387	.5510

I often visit museums	Under-graduate	Under-graduate	-.1738	.11087	.398	-.4591	.1115
		Post graduate	-.2939(*)	.10023	.018	-.5518	-.0360
		Up to and including primary school	.1799	.21484	.837	-.3729	.7328
	Post graduate	High school	.1738	.11087	.398	-.1115	.4591
		Post graduate	-.1201	.10665	.673	-.3946	.1543
		Up to and including primary school	.3001	.20955	.480	-.2392	.8393
	Up to and including primary school	High school	.2939(*)	.10023	.018	.0360	.5518
		Under-graduate	.1201	.10665	.673	-.1543	.3946
		High school	.2778	.25936	.707	-.3896	.9452
	High school	Under-graduate	-.0307	.26315	.999	-.7078	.6465
		Post graduate	-.2328	.25674	.801	-.8935	.4279
		Up to and including primary school	-.2778	.25936	.707	-.9452	.3896
I would recommend this place to my friends	Under-graduate	Under-graduate	-.3084	.13560	.105	-.6574	.0405
		Post graduate	-.5106(*)	.12269	.000	-.8263	-.1949
		Up to and including primary school	.0307	.26315	.999	-.6465	.7078
	Post graduate	High school	.3084	.13560	.105	-.0405	.6574
		Post graduate	-.2022	.13051	.409	-.5380	.1337
		Up to and including primary school	.2328	.25674	.801	-.4279	.8935
	Up to and including primary school	High school	.5106(*)	.12269	.000	.1949	.8263
		Under-graduate	.2022	.13051	.409	-.1337	.5380
		High school	-.0239	.21414	.999	-.5750	.5271
	High school	Under-graduate	-.0835	.21722	.981	-.6425	.4755
		Post graduate	-.2914	.21193	.515	-.8368	.2540
		Up to and including primary school	.0239	.21414	.999	-.5271	.5750
Based on my visit here I will visit other historic locations in NZ	Under-graduate	Under-graduate	-.0596	.11201	.951	-.3478	.2287
		Post graduate	-.2675(*)	.10137	.042	-.5283	-.0066
		Up to and including primary school	.0835	.21722	.981	-.4755	.6425
	Post graduate	High school	.0596	.11201	.951	-.2287	.3478
		Post graduate	-.2079	.10774	.216	-.4851	.0694
		Up to and including primary school	.2914	.21193	.515	-.2540	.8368
	Up to and including primary school	High school	.2675(*)	.10137	.042	.0066	.5283
		Under-graduate	.2079	.10774	.216	-.0694	.4851
		High school	.3105	.26808	.653	-.3794	1.0003
	High school	Under-graduate	.1678	.27194	.927	-.5320	.8676
		Post graduate	.0877	.26543	.988	-.5953	.7708
		Up to and including primary school	-.3105	.26808	.653	-1.0003	.3794
Under-graduate	Under-graduate	-.1427	.14023	.739	-.5035	.2182	
	Post graduate	-.2228	.12713	.297	-.5499	.1044	
	Up to and including primary school	-.1678	.27194	.927	-.8676	.5320	

I find the service here to be very good		High school	.1427	.14023	.739	-.2182	.5035
		Post graduate	-.0801	.13509	.934	-.4277	.2675
	Post graduate	Up to and including primary school	-.0877	.26543	.988	-.7708	.5953
		High school	.2228	.12713	.297	-.1044	.5499
		Under-graduate	.0801	.13509	.934	-.2675	.4277
	Up to and including primary school	High school	-.0296	.18650	.999	-.5095	.4503
		Under-graduate	.1496	.18928	.859	-.3375	.6366
		Post graduate	.1023	.18466	.945	-.3729	.5775
	High school	Up to and including primary school	.0296	.18650	.999	-.4503	.5095
		Under-graduate	.1792	.09761	.257	-.0720	.4304
		Post graduate	.1319	.08833	.442	-.0954	.3592
	I think this place represents good value	Under-graduate	Up to and including primary school	-.1496	.18928	.859	-.6366
		High school	-.1792	.09761	.257	-.4304	.0720
		Post graduate	-.0473	.09405	.958	-.2893	.1948
Post graduate		Up to and including primary school	-.1023	.18466	.945	-.5775	.3729
		High school	-.1319	.08833	.442	-.3592	.0954
		Under-graduate	.0473	.09405	.958	-.1948	.2893
Up to and including primary school		High school	-.0198	.21579	1.000	-.5750	.5355
		Under-graduate	.1654	.21900	.874	-.3982	.7289
		Post graduate	.1824	.21367	.829	-.3674	.7322
High school		Up to and including primary school	.0198	.21579	1.000	-.5355	.5750
		Under-graduate	.1851	.11294	.357	-.1055	.4758
I actually learnt a lot by coming here			Post graduate	.2021	.10220	.197	-.0609
	Under-graduate	Up to and including primary school	-.1654	.21900	.874	-.7289	.3982
		High school	-.1851	.11294	.357	-.4758	.1055
		Post graduate	.0170	.10883	.999	-.2630	.2970
	Post graduate	Up to and including primary school	-.1824	.21367	.829	-.7322	.3674
		High school	-.2021	.10220	.197	-.4651	.0609
		Under-graduate	-.0170	.10883	.999	-.2970	.2630
	Up to and including primary school	High school	.8185(*)	.24490	.005	.1883	1.4487
		Under-graduate	.7850(*)	.24855	.009	.1454	1.4246
		Post graduate	.6527(*)	.24246	.036	.0288	1.2766
	High school	Up to and including primary school	-.8185(*)	.24490	.005	-1.4487	-1.883
		Under-graduate	-.0335	.12818	.994	-.3633	.2964
Under-graduate		Post graduate	-.1658	.11592	.481	-.4641	.1325
	Up to and including primary school	High school	-.7850(*)	.24855	.009	-1.4246	-1.454
		High school	.0335	.12818	.994	-.2964	.3633
		Post graduate	-.1323	.12344	.707	-.4500	.1853
	Post graduate	Up to and including primary school	-.6527(*)	.24246	.036	-1.2766	-.0288

This visit helps me to enjoy my holiday	Up to and including primary school	High school	.1658	.11592	.481	-.1325	.4641		
		Under-graduate	.1323	.12344	.707	-.1853	.4500		
		High school	-.3222	.23643	.523	-.9306	.2862		
	High school	Up to and including primary school	Under-graduate	-.3703	.23977	.411	-.9873	.2467	
			Post graduate	-.4998	.23424	.143	-1.1026	.1029	
			Under-graduate	.3222	.23643	.523	-.2862	.9306	
	Under-graduate	Up to and including primary school	Under-graduate	-.0481	.12135	.979	-.3604	.2642	
			Post graduate	-.1777	.11003	.371	-.4608	.1055	
			High school	.3703	.23977	.411	-.2467	.9873	
		Post graduate	Up to and including primary school	High school	.0481	.12135	.979	-.2642	.3604
				Post graduate	-.1295	.11703	.685	-.4307	.1716
				High school	.4998	.23424	.143	-.1029	1.1026
I thought the interpretation offered here was interesting	Up to and including primary school	High school	.1777	.11003	.371	-.1055	.4608		
		Under-graduate	.1295	.11703	.685	-.1716	.4307		
		High school	.3221	.22896	.495	-.2671	.9112		
	High school	Up to and including primary school	Under-graduate	.2762	.23260	.635	-.3223	.8748	
			Post graduate	.1668	.22673	.883	-.4166	.7503	
			Under-graduate	-.3221	.22896	.495	-.9112	.2671	
	Under-graduate	Up to and including primary school	Under-graduate	-.0458	.12041	.981	-.3557	.2640	
			Post graduate	-.1552	.10864	.482	-.4348	.1244	
			High school	-.2762	.23260	.635	-.8748	.3223	
	Post graduate	Up to and including primary school	High school	.0458	.12041	.981	-.2640	.3557	
			Post graduate	-.1094	.11610	.782	-.4082	.1894	
			High school	-.1668	.22673	.883	-.7503	.4166	
Up to and including primary school		High school	.1552	.10864	.482	-.1244	.4348		
		Under-graduate	.1094	.11610	.782	-.1894	.4082		
		High school	.2155	.21343	.744	-.3337	.7648		
I thought the displays here were interesting	Up to and including primary school	High school	.3384	.21663	.401	-.2191	.8959		
		Post graduate	.2470	.21134	.647	-.2968	.7909		
		High school	-.2155	.21343	.744	-.7648	.3337		
	High school	Up to and including primary school	Under-graduate	.1228	.11188	.691	-.1651	.4107	
			Post graduate	.0315	.10127	.990	-.2291	.2921	
			Under-graduate	-.3384	.21663	.401	-.8959	.2191	
	Under-graduate	Up to and including primary school	High school	-.1228	.11188	.691	-.4107	.1651	
			Post graduate	-.0913	.10785	.832	-.3689	.1862	
			High school	-.2470	.21134	.647	-.7909	.2968	
	Post graduate	Up to and including primary school	High school	-.0315	.10127	.990	-.2921	.2291	
			Under-graduate	.0913	.10785	.832	-.1862	.3689	
			High school	.9298(*)	.27591	.004	.2198	1.6398	
I would like to be a member of the NZ Historic Places Trust	Up to and including primary school	High school							

		Under-graduate	.7733(*)	.27983	.030	.0532	1.4934
		Post graduate	1.0234(*)	.27316	.001	.3205	1.7264
	High school	Up to and including primary school	-.9298(*)	.27591	.004	-1.6398	-.2198
		Under-graduate	-.1565	.14236	.690	-.5228	.2099
		Post graduate	.0936	.12874	.886	-.2377	.4249
	Under-graduate	Up to and including primary school	-.7733(*)	.27983	.030	-1.4934	-.0532
		High school	.1565	.14236	.690	-.2099	.5228
		Post graduate	.2501	.13695	.261	-.1023	.6025
	Post graduate	Up to and including primary school	-1.0234(*)	.27316	.001	-1.7264	-.3205
		High school	-.0936	.12874	.886	-.4249	.2377
		Under-graduate	-.2501	.13695	.261	-.6025	.1023
	Up to and including primary school	High school	.8581(*)	.30359	.025	.0768	1.6394
Coming here gave my group interesting things to talk about		Under-graduate	.5830	.30796	.232	-.2095	1.3755
		Post graduate	.3745	.30070	.598	-.3993	1.1483
	High school	Up to and including primary school	-.8581(*)	.30359	.025	-1.6394	-.0768
		Under-graduate	-.2751	.16056	.317	-.6883	.1381
		Post graduate	-.4836(*)	.14614	.005	-.8597	-.1075
	Under-graduate	Up to and including primary school	-.5830	.30796	.232	-1.3755	.2095
		High school	.2751	.16056	.317	-.1381	.6883
		Post graduate	-.2085	.15502	.534	-.6075	.1904
	Post graduate	Up to and including primary school	-.3745	.30070	.598	-1.1483	.3993
		High school	.4836(*)	.14614	.005	.1075	.8597
		Under-graduate	.2085	.15502	.534	-.1904	.6075
	This is just a pleasurable place to visit	Up to and including primary school	.1944	.23395	.840	-.4076	.7965
		Under-graduate	.3141	.23744	.549	-.2969	.9251
		Post graduate	.3958	.23171	.320	-.2004	.9921
	High school	Up to and including primary school	-.1944	.23395	.840	-.7965	.4076
		Under-graduate	.1197	.12245	.762	-.1954	.4348
		Post graduate	.2014	.11094	.267	-.0841	.4869
	Under-graduate	Up to and including primary school	-.3141	.23744	.549	-.9251	.2969
		High school	-.1197	.12245	.762	-.4348	.1954
		Post graduate	.0817	.11811	.900	-.2222	.3857
	Post graduate	Up to and including primary school	-.3958	.23171	.320	-.9921	.2004
		High school	-.2014	.11094	.267	-.4869	.0841
		Under-graduate	-.0817	.11811	.900	-.3857	.2222
	The prices here are quite reasonable	Up to and including primary school	-.0975	.24299	.978	-.7228	.5278
		Under-graduate	.0235	.24661	1.000	-.6111	.6581
		Post graduate	.3188	.24053	.547	-.3002	.9378

High school	Up to and including primary school	Under-graduate	.0975	.24299	.978	-.5278	.7228
			.1210	.12717	.777	-.2062	.4483
Under-graduate	Up to and including primary school	Post graduate	.4163(*)	.11495	.002	.1205	.7121
		High school	-.0235	.24661	1.000	-.6581	.6111
Post graduate	Up to and including primary school	High school	-.1210	.12717	.777	-.4483	.2062
		Post graduate	.2953	.12242	.075	-.0197	.6103
		High school	-.3188	.24053	.547	-.9378	.3002
Under-graduate	Up to and including primary school	High school	-.4163(*)	.11495	.002	-.7121	-.1205
		Under-graduate	-.2953	.12242	.075	-.6103	.0197

* The mean difference is significant at the .05 level.

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) Income	(J) Income	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
I have an interest in visiting historical places	Below average	Average	-.1882	.16889	.681	-.6228	.2464
		Above average	-.2311	.17612	.555	-.6843	.2221
		Significantly above average	-.6190(*)	.20323	.013	-1.1420	-.0961
	Average	Below average	.1882	.16889	.681	-.2464	.6228
		Above average	-.0428	.09623	.971	-.2905	.2048
		Significantly above average	-.4308(*)	.13981	.011	-.7906	-.0711
	Above average	Below average	.2311	.17612	.555	-.2221	.6843
		Average	.0428	.09623	.971	-.2048	.2905
		Significantly above average	-.3880(*)	.14846	.045	-.7700	-.0060
	Significantly above average	Below average	.6190(*)	.20323	.013	.0961	1.1420
		Average	.4308(*)	.13981	.011	.0711	.7906
		Above average	.3880(*)	.14846	.045	.0060	.7700
Historic places help you to capture a sense of the past	Below average	Average	-.0036	.15489	1.000	-.4022	.3950
		Above average	-.1389	.16162	.826	-.5548	.2770
		Significantly above average	-.4524	.18638	.073	-.9320	.0272
	Average	Below average	.0036	.15489	1.000	-.3950	.4022
		Above average	-.1353	.08844	.420	-.3629	.0923
		Significantly above average	-.4488(*)	.12822	.003	-.7787	-.1189
	Above average	Below average	.1389	.16162	.826	-.2770	.5548
		Average	.1353	.08844	.420	-.0923	.3629
		Significantly above average	-.3135	.13627	.099	-.6641	.0372
	Significantly above average	Below average	.4524	.18638	.073	-.0272	.9320
		Average	.4488(*)	.12822	.003	.1189	.7787

I like to have a sense of the past	Below average	Above average	.3135	.13627	.099	-.0372	.6641
		Average	.0790	.16050	.961	-.3340	.4920
		Above average	.1108	.16733	.911	-.3198	.5413
	Average	Significantly above average	-.3284	.19309	.324	-.8252	.1685
		Below average	-.0790	.16050	.961	-.4920	.3340
		Above average	.0317	.09149	.986	-.2037	.2672
	Above average	Significantly above average	-.4074(*)	.13287	.012	-.7493	-.0655
		Below average	-.1108	.16733	.911	-.5413	.3198
		Average	-.0317	.09149	.986	-.2672	.2037
	Significantly above average	Significantly above average	-.4391(*)	.14105	.010	-.8021	-.0762
		Below average	.3284	.19309	.324	-.1685	.8252
		Average	.4074(*)	.13287	.012	.0655	.7493
This location enables me to imagine the past	Below average	Above average	.4391(*)	.14105	.010	.0762	.8021
		Average	.1423	.18992	.877	-.3464	.6310
		Above average	.1374	.19803	.899	-.3721	.6470
	Average	Significantly above average	-.0923	.22852	.978	-.6803	.4958
		Below average	-.1423	.18992	.877	-.6310	.3464
		Above average	-.0049	.10824	1.000	-.2834	.2737
	Above average	Significantly above average	-.2346	.15722	.443	-.6392	.1700
		Below average	-.1374	.19803	.899	-.6470	.3721
		Average	.0049	.10824	1.000	-.2737	.2834
	Significantly above average	Significantly above average	-.2297	.16693	.515	-.6593	.1998
		Below average	.0923	.22852	.978	-.4958	.6803
		Average	.2346	.15722	.443	-.1700	.6392
My interest in history is especially specific to this place	Below average	Above average	.2297	.16693	.515	-.1998	.6593
		Average	.0435	.21257	.997	-.5035	.5905
		Above average	.4497	.22141	.177	-.1200	1.0195
	Average	Significantly above average	.2841	.25558	.682	-.3736	.9418
		Below average	-.0435	.21257	.997	-.5905	.5035
		Above average	.4062(*)	.12054	.004	.0960	.7164
	Above average	Significantly above average	.2406	.17558	.518	-.2112	.6924
		Below average	-.4497	.22141	.177	-1.0195	.1200
		Average	-.4062(*)	.12054	.004	-.7164	-.0960
	Significantly above average	Significantly above average	-.1656	.18618	.810	-.6448	.3135
		Below average	-.2841	.25558	.682	-.9418	.3736
		Average	-.2406	.17558	.518	-.6924	.2112
		Above average	.1656	.18618	.810	-.3135	.6448

This is just a place to see while on my holiday	Below average	Average	-0.2765	.23264	.634	-0.8752	.3221	
		Above average	-0.1130	.24234	.966	-0.7367	.5106	
		Significantly above average	-0.1332	.27967	.964	-0.8529	.5864	
	Average	Below average	.2765	.23264	.634	-0.3221	.8752	
		Above average	.1635	.13061	.594	-0.1726	.4996	
		Significantly above average	.1433	.19116	.877	-0.3486	.6352	
	Above average	Below average	.1130	.24234	.966	-0.5106	.7367	
		Average	-0.1635	.13061	.594	-0.4996	.1726	
		Significantly above average	-0.0202	.20287	1.000	-0.5422	.5019	
	Significantly above average	Below average	.1332	.27967	.964	-0.5864	.8529	
		Average	-0.1433	.19116	.877	-0.6352	.3486	
		Above average	.0202	.20287	1.000	-0.5019	.5422	
	I often visit historical sites	Below average	Average	-0.0143	.19446	1.000	-0.5147	.4861
			Above average	-0.2262	.20297	.681	-0.7485	.2961
Significantly above average			-0.5154	.23433	.124	-1.1184	.0876	
Average		Below average	.0143	.19446	1.000	-0.4861	.5147	
		Above average	-0.2119	.11134	.227	-0.4984	.0746	
		Significantly above average	-0.5011(*)	.16159	.011	-0.9169	-0.0853	
Above average		Below average	.2262	.20297	.681	-0.2961	.7485	
		Average	.2119	.11134	.227	-0.0746	.4984	
		Significantly above average	-0.2891	.17174	.333	-0.7311	.1528	
Significantly above average		Below average	.5154	.23433	.124	-0.0876	1.1184	
		Average	.5011(*)	.16159	.011	.0853	.9169	
		Above average	.2891	.17174	.333	-0.1528	.7311	
Because visiting historic places helps create sense of self		Below average	Average	-0.2409	.20491	.642	-0.7682	.2864
			Above average	-0.0915	.21370	.974	-0.6414	.4584
	Significantly above average		-0.1905	.24644	.867	-0.8246	.4437	
	Average	Below average	.2409	.20491	.642	-0.2864	.7682	
		Above average	.1494	.11713	.579	-0.1520	.4508	
		Significantly above average	.0504	.16967	.991	-0.3862	.4870	
	Above average	Below average	.0915	.21370	.974	-0.4584	.6414	
		Average	-0.1494	.11713	.579	-0.4508	.1520	
		Significantly above average	-0.0990	.18018	.947	-0.5626	.3647	
	Significantly above average	Below average	.1905	.24644	.867	-0.4437	.8246	
		Average	-0.0504	.16967	.991	-0.4870	.3862	
		Above average	.0990	.18018	.947	-0.3647	.5626	
	Because visiting historic places helps	Below average	Average	-0.0730	.19050	.981	-0.5632	.4172

create sense of place	Average	Above average	-.0760	.19872	.981	-.5874	.4353	
		Significantly above average	-.1126	.22984	.961	-.7041	.4788	
		Below average	.0730	.19050	.981	-.4172	.5632	
	Above average	Above average	-.0030	.10920	1.000	-.2840	.2780	
		Significantly above average	-.0396	.15894	.995	-.4486	.3694	
		Below average	.0760	.19872	.981	-.4353	.5874	
	Significantly above average	Average	.0030	.10920	1.000	-.2780	.2840	
		Significantly above average	-.0366	.16870	.996	-.4707	.3975	
		Below average	.1126	.22984	.961	-.4788	.7041	
	I enjoy learning about a place's history and heritage	Below average	Average	.0396	.15894	.995	-.3694	.4486
			Above average	.0366	.16870	.996	-.3975	.4707
			Average	-.0415	.16660	.995	-.4702	.3872
		Average	Above average	-.1497	.17369	.824	-.5967	.2973
			Significantly above average	-.4038	.20043	.183	-.9195	.1120
			Below average	.0415	.16660	.995	-.3872	.4702
Above average		Above average	-.1082	.09497	.665	-.3526	.1362	
		Significantly above average	-.3623(*)	.13792	.043	-.7172	-.0074	
		Below average	.1497	.17369	.824	-.2973	.5967	
Significantly above average		Average	.1082	.09497	.665	-.1362	.3526	
		Significantly above average	-.2541	.14641	.306	-.6308	.1227	
		Below average	.4038	.20043	.183	-.1120	.9195	
I often visit museums		Below average	Average	.3623(*)	.13792	.043	.0074	.7172
			Above average	.2541	.14641	.306	-.1227	.6308
			Average	.1278	.20495	.924	-.3996	.6552
	Average	Above average	.0209	.21372	1.000	-.5290	.5709	
		Significantly above average	-.3046	.24662	.605	-.9392	.3301	
		Below average	-.1278	.20495	.924	-.6552	.3996	
	Above average	Above average	-.1069	.11678	.797	-.4074	.1936	
		Significantly above average	-.4324	.16965	.053	-.8690	.0042	
		Below average	-.0209	.21372	1.000	-.5709	.5290	
	Significantly above average	Average	.1069	.11678	.797	-.1936	.4074	
		Significantly above average	-.3255	.18015	.271	-.7891	.1381	
		Below average	.3046	.24662	.605	-.3301	.9392	
	Below average	Average	.4324	.16965	.053	-.0042	.8690	
		Above average	.3255	.18015	.271	-.1381	.7891	
		Average	-.2164	.16853	.573	-.6501	.2172	
I would recommend this place to my friends	Below average	Average						

		Above average	-.2279	.17585	.566	-.6805	.2246
		Significantly above average	-.3810	.20280	.238	-.9028	.1409
	Average	Below average	.2164	.16853	.573	-.2172	.6501
		Above average	-.0115	.09623	.999	-.2591	.2361
		Significantly above average	-.1645	.13951	.640	-.5235	.1945
	Above average	Below average	.2279	.17585	.566	-.2246	.6805
		Average	.0115	.09623	.999	-.2361	.2591
		Significantly above average	-.1530	.14827	.731	-.5345	.2285
	Significantly above average	Below average	.3810	.20280	.238	-.1409	.9028
		Average	.1645	.13951	.640	-.1945	.5235
		Above average	.1530	.14827	.731	-.2285	.5345
	Below average	Average	-.0233	.21123	1.000	-.5668	.5203
Based on my visit here I will visit other historic locations in NZ		Above average	.0575	.22019	.994	-.5091	.6242
		Significantly above average	-.2909	.25454	.663	-.9459	.3641
	Average	Below average	.0233	.21123	1.000	-.5203	.5668
		Above average	.0808	.12044	.908	-.2291	.3907
		Significantly above average	-.2676	.17553	.423	-.7193	.1841
	Above average	Below average	-.0575	.22019	.994	-.6242	.5091
		Average	-.0808	.12044	.908	-.3907	.2291
		Significantly above average	-.3485	.18622	.241	-.8277	.1307
	Significantly above average	Below average	.2909	.25454	.663	-.3641	.9459
		Average	.2676	.17553	.423	-.1841	.7193
		Above average	.3485	.18622	.241	-.1307	.8277
	Below average	Average	-.0379	.14847	.994	-.4200	.3441
I find the service here to be very good		Above average	.0568	.15480	.983	-.3415	.4552
		Significantly above average	-.0841	.17927	.966	-.5454	.3772
	Average	Below average	.0379	.14847	.994	-.3441	.4200
		Above average	.0947	.08461	.677	-.1230	.3125
		Significantly above average	-.0462	.12382	.982	-.3648	.2725
	Above average	Below average	-.0568	.15480	.983	-.4552	.3415
		Average	-.0947	.08461	.677	-.3125	.1230
		Significantly above average	-.1409	.13135	.706	-.4789	.1971
	Significantly above average	Below average	.0841	.17927	.966	-.3772	.5454
		Average	.0462	.12382	.982	-.2725	.3648
		Above average	.1409	.13135	.706	-.1971	.4789
	Below average	Average	.1274	.17115	.879	-.3130	.5678
I think this place represents good value		Above average	.3165	.17832	.286	-.1423	.7754

		Significantly above average	.2266	.20584	.689	-.3031	.7563
	Average	Below average	-.1274	.17115	.879	-.5678	.3130
		Above average	.1892	.09698	.208	-.0604	.4387
		Significantly above average	.0993	.14134	.896	-.2645	.4630
	Above average	Below average	-.3165	.17832	.286	-.7754	.1423
		Average	-.1892	.09698	.208	-.4387	.0604
		Significantly above average	-.0899	.14996	.932	-.4758	.2960
	Significantly above average	Below average	-.2266	.20584	.689	-.7563	.3031
		Average	-.0993	.14134	.896	-.4630	.2645
		Above average	.0899	.14996	.932	-.2960	.4758
I actually learnt a lot by coming here	Below average	Average	-.0124	.19292	1.000	-.5088	.4840
		Above average	-.0262	.20119	.999	-.5440	.4915
		Significantly above average	-.2788	.23209	.626	-.8760	.3185
	Average	Below average	.0124	.19292	1.000	-.4840	.5088
		Above average	-.0138	.11009	.999	-.2971	.2694
		Significantly above average	-.2664	.15971	.341	-.6773	.1446
	Above average	Below average	.0262	.20119	.999	-.4915	.5440
		Average	.0138	.11009	.999	-.2694	.2971
		Significantly above average	-.2525	.16961	.445	-.6890	.1839
	Significantly above average	Below average	.2788	.23209	.626	-.3185	.8760
		Average	.2664	.15971	.341	-.1446	.6773
		Above average	.2525	.16961	.445	-.1839	.6890
This visit helps me to enjoy my holiday	Below average	Average	-.2962	.18631	.385	-.7757	.1832
		Above average	-.1818	.19389	.785	-.6807	.3171
		Significantly above average	-.4037	.22395	.273	-.9800	.1726
	Average	Below average	.2962	.18631	.385	-.1832	.7757
		Above average	.1144	.10430	.692	-.1540	.3828
		Significantly above average	-.1074	.15310	.896	-.5014	.2865
	Above average	Below average	.1818	.19389	.785	-.3171	.6807
		Average	-.1144	.10430	.692	-.3828	.1540
		Significantly above average	-.2219	.16224	.520	-.6393	.1956
	Significantly above average	Below average	.4037	.22395	.273	-.1726	.9800
		Average	.1074	.15310	.896	-.2865	.5014
		Above average	.2219	.16224	.520	-.1956	.6393
I thought the interpretation offered here was interesting	Below average	Average	-.1553	.18042	.825	-.6196	.3090
		Above average	-.1049	.18816	.944	-.5891	.3793
		Significantly above average	-.4196	.21693	.214	-.9779	.1386

I thought the displays here were interesting	Average	Below average	.1553	.18042	.825	-.3090	.6196	
		Above average	.0504	.10329	.962	-.2154	.3162	
		Significantly above average	-.2643	.14940	.289	-.6488	.1201	
	Above average	Below average	.1049	.18816	.944	-.3793	.5891	
		Average	-.0504	.10329	.962	-.3162	.2154	
		Significantly above average	-.3147	.15867	.195	-.7230	.0936	
	Significantly above average	Below average	.4196	.21693	.214	-.1386	.9779	
		Average	.2643	.14940	.289	-.1201	.6488	
		Above average	.3147	.15867	.195	-.0936	.7230	
	I would like to be a member of the NZ Historic Places Trust	Below average	Average	-.0680	.16933	.978	-.5038	.3677
			Above average	.0278	.17655	.999	-.4265	.4821
			Significantly above average	-.0992	.20439	.962	-.6252	.4267
Average		Below average	.0680	.16933	.978	-.3677	.5038	
		Above average	.0959	.09667	.754	-.1529	.3446	
		Significantly above average	-.0312	.14124	.996	-.3947	.3323	
Above average		Below average	-.0278	.17655	.999	-.4821	.4265	
		Average	-.0959	.09667	.754	-.3446	.1529	
		Significantly above average	-.1271	.14983	.831	-.5126	.2585	
Significantly above average		Below average	.0992	.20439	.962	-.4267	.6252	
		Average	.0312	.14124	.996	-.3323	.3947	
		Above average	.1271	.14983	.831	-.2585	.5126	
Coming here gave my group interesting things to talk about	Below average	Average	.0169	.22076	1.000	-.5512	.5850	
		Above average	.2771	.22980	.623	-.3142	.8685	
		Significantly above average	-.0294	.26624	1.000	-.7145	.6557	
	Average	Below average	-.0169	.22076	1.000	-.5850	.5512	
		Above average	.2602	.12320	.150	-.0568	.5773	
		Significantly above average	-.0463	.18235	.994	-.5156	.4229	
	Above average	Below average	-.2771	.22980	.623	-.8685	.3142	
		Average	-.2602	.12320	.150	-.5773	.0568	
		Significantly above average	-.3066	.19321	.387	-.8037	.1906	
	Significantly above average	Below average	.0294	.26624	1.000	-.6557	.7145	
		Average	.0463	.18235	.994	-.4229	.5156	
		Above average	.3066	.19321	.387	-.1906	.8037	
Below average	Average	.2410	.24272	.754	-.3836	.8656		
	Above average	.1823	.25301	.889	-.4688	.8335		
	Significantly above average	-.1868	.29513	.921	-.9463	.5727		

This is just a pleasurable place to visit	Average	Below average	-.2410	.24272	.754	-.8656	.3836	
	Above average	Above average	-.0587	.13929	.975	-.4171	.2998	
		Significantly above average	-.4278	.20613	.162	-.9582	.1027	
		Below average	-.1823	.25301	.889	-.8335	.4688	
	Significantly above average	Average	.0587	.13929	.975	-.2998	.4171	
		Significantly above average	-.3691	.21815	.328	-.9305	.1923	
		Below average	.1868	.29513	.921	-.5727	.9463	
	Below average	Average	.4278	.20613	.162	-.1027	.9582	
		Above average	.3691	.21815	.328	-.1923	.9305	
		Average	.1194	.18585	.918	-.3588	.5976	
	The prices here are quite reasonable	Above average	Above average	.2435	.19388	.591	-.2554	.7424
			Significantly above average	.2305	.22398	.732	-.3459	.8069
Below average			-.1194	.18585	.918	-.5976	.3588	
Average		Above average	.1241	.10616	.647	-.1491	.3973	
		Significantly above average	.1111	.15443	.889	-.2863	.5085	
		Below average	-.2435	.19388	.591	-.7424	.2554	
Significantly above average		Average	-.1241	.10616	.647	-.3973	.1491	
		Significantly above average	-.0130	.16401	1.000	-.4350	.4091	
		Below average	-.2305	.22398	.732	-.8069	.3459	
Below average		Average	-.1111	.15443	.889	-.5085	.2863	
		Above average	.0130	.16401	1.000	-.4091	.4350	
		Average	-.2945	.19167	.416	-.7877	.1987	
Average	Above average	.0031	.19989	1.000	-.5112	.5175		
	Significantly above average	-.2381	.23059	.730	-.8315	.3553		
	Below average	.2945	.19167	.416	-.1987	.7877		
Above average	Above average	.2976(*)	.10937	.033	.0162	.5790		
	Significantly above average	.0564	.15868	.985	-.3519	.4647		
	Below average	-.0031	.19989	1.000	-.5175	.5112		
Significantly above average	Average	-.2976(*)	.10937	.033	-.5790	-.0162		
	Significantly above average	-.2412	.16851	.480	-.6748	.1924		
	Below average	.2381	.23059	.730	-.3553	.8315		
Significantly above average	Average	-.0564	.15868	.985	-.4647	.3519		
	Above average	.2412	.16851	.480	-.1924	.6748		

* The mean difference is significant at the .05 level.

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) Income	(J) Income	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
I have an interest in visiting historical places	Below average	Average	-.1882	.16889	.681	-.6228	.2464
		Above average	-.2311	.17612	.555	-.6843	.2221
		Significantly above average	-.6190(*)	.20323	.013	-1.1420	-.0961
	Average	Below average	.1882	.16889	.681	-.2464	.6228
		Above average	-.0428	.09623	.971	-.2905	.2048
		Significantly above average	-.4308(*)	.13981	.011	-.7906	-.0711
	Above average	Below average	.2311	.17612	.555	-.2221	.6843
		Average	.0428	.09623	.971	-.2048	.2905
		Significantly above average	-.3880(*)	.14846	.045	-.7700	-.0060
	Significantly above average	Below average	.6190(*)	.20323	.013	.0961	1.1420
		Average	.4308(*)	.13981	.011	.0711	.7906
		Above average	.3880(*)	.14846	.045	.0060	.7700
Historic places help you to capture a sense of the past	Below average	Average	-.0036	.15489	1.000	-.4022	.3950
		Above average	-.1389	.16162	.826	-.5548	.2770
		Significantly above average	-.4524	.18638	.073	-.9320	.0272
	Average	Below average	.0036	.15489	1.000	-.3950	.4022
		Above average	-.1353	.08844	.420	-.3629	.0923
		Significantly above average	-.4488(*)	.12822	.003	-.7787	-.1189
	Above average	Below average	.1389	.16162	.826	-.2770	.5548
		Average	.1353	.08844	.420	-.0923	.3629
		Significantly above average	-.3135	.13627	.099	-.6641	.0372
	Significantly above average	Below average	.4524	.18638	.073	-.0272	.9320
		Average	.4488(*)	.12822	.003	.1189	.7787
		Above average	.3135	.13627	.099	-.0372	.6641
I like to have a sense of the past	Below average	Average	.0790	.16050	.961	-.3340	.4920
		Above average	.1108	.16733	.911	-.3198	.5413
		Significantly above average	-.3284	.19309	.324	-.8252	.1685
	Average	Below average	-.0790	.16050	.961	-.4920	.3340
		Above average	.0317	.09149	.986	-.2037	.2672
		Significantly above average	-.4074(*)	.13287	.012	-.7493	-.0655
	Above average	Below average	-.1108	.16733	.911	-.5413	.3198
		Average	-.0317	.09149	.986	-.2672	.2037
		Significantly above average	-.4391(*)	.14105	.010	-.8021	-.0762

This location enables me to imagine the past	Significantly above average	Below average	.3284	.19309	.324	-.1685	.8252
		Average	.4074(*)	.13287	.012	.0655	.7493
		Above average	.4391(*)	.14105	.010	.0762	.8021
	Below average	Average	.1423	.18992	.877	-.3464	.6310
		Above average	.1374	.19803	.899	-.3721	.6470
		Significantly above average	-.0923	.22852	.978	-.6803	.4958
	Average	Below average	-.1423	.18992	.877	-.6310	.3464
		Above average	-.0049	.10824	1.000	-.2834	.2737
		Significantly above average	-.2346	.15722	.443	-.6392	.1700
	Above average	Below average	-.1374	.19803	.899	-.6470	.3721
My interest in history is especially specific to this place		Average	.0049	.10824	1.000	-.2737	.2834
		Significantly above average	-.2297	.16693	.515	-.6593	.1998
	Significantly above average	Below average	.0923	.22852	.978	-.4958	.6803
		Average	.2346	.15722	.443	-.1700	.6392
		Above average	.2297	.16693	.515	-.1998	.6593
	Below average	Average	.0435	.21257	.997	-.5035	.5905
		Above average	.4497	.22141	.177	-.1200	1.0195
		Significantly above average	.2841	.25558	.682	-.3736	.9418
	Average	Below average	-.0435	.21257	.997	-.5905	.5035
		Above average	.4062(*)	.12054	.004	.0960	.7164
This is just a place to see while on my holiday		Significantly above average	.2406	.17558	.518	-.2112	.6924
	Above average	Below average	-.4497	.22141	.177	-1.0195	.1200
		Average	-.4062(*)	.12054	.004	-.7164	-.0960
		Significantly above average	-.1656	.18618	.810	-.6448	.3135
	Significantly above average	Below average	-.2841	.25558	.682	-.9418	.3736
		Average	-.2406	.17558	.518	-.6924	.2112
		Above average	.1656	.18618	.810	-.3135	.6448
	Below average	Average	-.2765	.23264	.634	-.8752	.3221
		Above average	-.1130	.24234	.966	-.7367	.5106
		Significantly above average	-.1332	.27967	.964	-.8529	.5864
This is just a place to see while on my holiday	Average	Below average	.2765	.23264	.634	-.3221	.8752
		Above average	.1635	.13061	.594	-.1726	.4996
		Significantly above average	.1433	.19116	.877	-.3486	.6352
	Above average	Below average	.1130	.24234	.966	-.5106	.7367
		Average	-.1635	.13061	.594	-.4996	.1726
		Significantly above average	-.0202	.20287	1.000	-.5422	.5019
	Significantly above	Below average	.1332	.27967	.964	-.5864	.8529

	average	Average	-.1433	.19116	.877	-.6352	.3486
		Above average	.0202	.20287	1.000	-.5019	.5422
I often visit historical sites	Below average	Average	-.0143	.19446	1.000	-.5147	.4861
		Above average	-.2262	.20297	.681	-.7485	.2961
		Significantly above average	-.5154	.23433	.124	-1.1184	.0876
	Average	Below average	.0143	.19446	1.000	-.4861	.5147
		Above average	-.2119	.11134	.227	-.4984	.0746
		Significantly above average	-.5011(*)	.16159	.011	-.9169	-.0853
	Above average	Below average	.2262	.20297	.681	-.2961	.7485
		Average	.2119	.11134	.227	-.0746	.4984
		Significantly above average	-.2891	.17174	.333	-.7311	.1528
	Significantly above average	Below average	.5154	.23433	.124	-.0876	1.1184
		Average	.5011(*)	.16159	.011	.0853	.9169
		Above average	.2891	.17174	.333	-.1528	.7311
Because visiting historic places helps create sense of self	Below average	Average	-.2409	.20491	.642	-.7682	.2864
		Above average	-.0915	.21370	.974	-.6414	.4584
		Significantly above average	-.1905	.24644	.867	-.8246	.4437
	Average	Below average	.2409	.20491	.642	-.2864	.7682
		Above average	.1494	.11713	.579	-.1520	.4508
		Significantly above average	.0504	.16967	.991	-.3862	.4870
	Above average	Below average	.0915	.21370	.974	-.4584	.6414
		Average	-.1494	.11713	.579	-.4508	.1520
		Significantly above average	-.0990	.18018	.947	-.5626	.3647
	Significantly above average	Below average	.1905	.24644	.867	-.4437	.8246
		Average	-.0504	.16967	.991	-.4870	.3862
		Above average	.0990	.18018	.947	-.3647	.5626
Because visiting historic places helps create sense of place	Below average	Average	-.0730	.19050	.981	-.5632	.4172
		Above average	-.0760	.19872	.981	-.5874	.4353
		Significantly above average	-.1126	.22984	.961	-.7041	.4788
	Average	Below average	.0730	.19050	.981	-.4172	.5632
		Above average	-.0030	.10920	1.000	-.2840	.2780
		Significantly above average	-.0396	.15894	.995	-.4486	.3694
	Above average	Below average	.0760	.19872	.981	-.4353	.5874
		Average	.0030	.10920	1.000	-.2780	.2840
		Significantly above average	-.0366	.16870	.996	-.4707	.3975
	Significantly above average	Below average	.1126	.22984	.961	-.4788	.7041

		Average	.0396	.15894	.995	-.3694	.4486
		Above average	.0366	.16870	.996	-.3975	.4707
I enjoy learning about a place's history and heritage	Below average	Average	-.0415	.16660	.995	-.4702	.3872
		Above average	-.1497	.17369	.824	-.5967	.2973
	Average	Significantly above average	-.4038	.20043	.183	-.9195	.1120
		Below average	.0415	.16660	.995	-.3872	.4702
		Above average	-.1082	.09497	.665	-.3526	.1362
		Significantly above average	-.3623(*)	.13792	.043	-.7172	-.0074
	Above average	Below average	.1497	.17369	.824	-.2973	.5967
		Average	.1082	.09497	.665	-.1362	.3526
	Significantly above average	Significantly above average	-.2541	.14641	.306	-.6308	.1227
		Below average	.4038	.20043	.183	-.1120	.9195
		Average	.3623(*)	.13792	.043	.0074	.7172
		Above average	.2541	.14641	.306	-.1227	.6308
I often visit museums	Below average	Average	.1278	.20495	.924	-.3996	.6552
		Above average	.0209	.21372	1.000	-.5290	.5709
	Average	Significantly above average	-.3046	.24662	.605	-.9392	.3301
		Below average	-.1278	.20495	.924	-.6552	.3996
		Above average	-.1069	.11678	.797	-.4074	.1936
		Significantly above average	-.4324	.16965	.053	-.8690	.0042
	Above average	Below average	-.0209	.21372	1.000	-.5709	.5290
		Average	.1069	.11678	.797	-.1936	.4074
	Significantly above average	Significantly above average	-.3255	.18015	.271	-.7891	.1381
		Below average	.3046	.24662	.605	-.3301	.9392
		Average	.4324	.16965	.053	-.0042	.8690
		Above average	.3255	.18015	.271	-.1381	.7891
I would recommend this place to my friends	Below average	Average	-.2164	.16853	.573	-.6501	.2172
		Above average	-.2279	.17585	.566	-.6805	.2246
	Average	Significantly above average	-.3810	.20280	.238	-.9028	.1409
		Below average	.2164	.16853	.573	-.2172	.6501
		Above average	-.0115	.09623	.999	-.2591	.2361
		Significantly above average	-.1645	.13951	.640	-.5235	.1945
	Above average	Below average	.2279	.17585	.566	-.2246	.6805
		Average	.0115	.09623	.999	-.2361	.2591
	Significantly above average	Significantly above average	-.1530	.14827	.731	-.5345	.2285
		Below average	.3810	.20280	.238	-.1409	.9028
		Average	.1645	.13951	.640	-.1945	.5235
		Above average	.1530	.14827	.731	-.2285	.5345

Based on my visit here I will visit other historic locations in NZ	Below average	Average	-0.0233	.21123	1.000	-.5668	.5203	
	Average	Above average	.0575	.22019	.994	-.5091	.6242	
		Significantly above average	-.2909	.25454	.663	-.9459	.3641	
		Below average	.0233	.21123	1.000	-.5203	.5668	
	Above average	Above average	.0808	.12044	.908	-.2291	.3907	
		Significantly above average	-.2676	.17553	.423	-.7193	.1841	
		Below average	-.0575	.22019	.994	-.6242	.5091	
	Significantly above average	Average	-.0808	.12044	.908	-.3907	.2291	
		Significantly above average	-.3485	.18622	.241	-.8277	.1307	
		Below average	.2909	.25454	.663	-.3641	.9459	
	Average	Average	.2676	.17553	.423	-.1841	.7193	
		Above average	.3485	.18622	.241	-.1307	.8277	
		Below average	-.0379	.14847	.994	-.4200	.3441	
	I find the service here to be very good	Below average	Average	-.0379	.14847	.994	-.4200	.3441
		Average	Above average	.0568	.15480	.983	-.3415	.4552
Significantly above average			-.0841	.17927	.966	-.5454	.3772	
Below average			.0379	.14847	.994	-.3441	.4200	
Above average		Above average	.0947	.08461	.677	-.1230	.3125	
		Significantly above average	-.0462	.12382	.982	-.3648	.2725	
		Below average	-.0568	.15480	.983	-.4552	.3415	
Significantly above average		Average	-.0947	.08461	.677	-.3125	.1230	
		Significantly above average	-.1409	.13135	.706	-.4789	.1971	
		Below average	.0841	.17927	.966	-.3772	.5454	
Average		Average	.0462	.12382	.982	-.2725	.3648	
		Above average	.1409	.13135	.706	-.1971	.4789	
		Below average	.1274	.17115	.879	-.3130	.5678	
I think this place represents good value		Below average	Average	.1274	.17115	.879	-.3130	.5678
		Average	Above average	.3165	.17832	.286	-.1423	.7754
	Significantly above average		.2266	.20584	.689	-.3031	.7563	
	Below average		-.1274	.17115	.879	-.5678	.3130	
	Above average	Above average	.1892	.09698	.208	-.0604	.4387	
		Significantly above average	.0993	.14134	.896	-.2645	.4630	
		Below average	-.3165	.17832	.286	-.7754	.1423	
	Significantly above average	Average	-.1892	.09698	.208	-.4387	.0604	
		Significantly above average	-.0899	.14996	.932	-.4758	.2960	
		Below average	-.2266	.20584	.689	-.7563	.3031	
	Average	Average	-.0993	.14134	.896	-.4630	.2645	
		Above average	.0899	.14996	.932	-.2960	.4758	

I actually learnt a lot by coming here	Below average	Average	-0.0124	.19292	1.000	-.5088	.4840
		Above average	-0.0262	.20119	.999	-.5440	.4915
		Significantly above average	-.2788	.23209	.626	-.8760	.3185
	Average	Below average	.0124	.19292	1.000	-.4840	.5088
		Above average	-.0138	.11009	.999	-.2971	.2694
		Significantly above average	-.2664	.15971	.341	-.6773	.1446
	Above average	Below average	.0262	.20119	.999	-.4915	.5440
		Average	.0138	.11009	.999	-.2694	.2971
		Significantly above average	-.2525	.16961	.445	-.6890	.1839
	Significantly above average	Below average	.2788	.23209	.626	-.3185	.8760
		Average	.2664	.15971	.341	-.1446	.6773
		Above average	.2525	.16961	.445	-.1839	.6890
This visit helps me to enjoy my holiday	Below average	Average	-.2962	.18631	.385	-.7757	.1832
		Above average	-.1818	.19389	.785	-.6807	.3171
		Significantly above average	-.4037	.22395	.273	-.9800	.1726
	Average	Below average	.2962	.18631	.385	-.1832	.7757
		Above average	.1144	.10430	.692	-.1540	.3828
		Significantly above average	-.1074	.15310	.896	-.5014	.2865
	Above average	Below average	.1818	.19389	.785	-.3171	.6807
		Average	-.1144	.10430	.692	-.3828	.1540
		Significantly above average	-.2219	.16224	.520	-.6393	.1956
	Significantly above average	Below average	.4037	.22395	.273	-.1726	.9800
		Average	.1074	.15310	.896	-.2865	.5014
		Above average	.2219	.16224	.520	-.1956	.6393
I thought the interpretation offered here was interesting	Below average	Average	-.1553	.18042	.825	-.6196	.3090
		Above average	-.1049	.18816	.944	-.5891	.3793
		Significantly above average	-.4196	.21693	.214	-.9779	.1386
	Average	Below average	.1553	.18042	.825	-.3090	.6196
		Above average	.0504	.10329	.962	-.2154	.3162
		Significantly above average	-.2643	.14940	.289	-.6488	.1201
	Above average	Below average	.1049	.18816	.944	-.3793	.5891
		Average	-.0504	.10329	.962	-.3162	.2154
		Significantly above average	-.3147	.15867	.195	-.7230	.0936
	Significantly above average	Below average	.4196	.21693	.214	-.1386	.9779
		Average	.2643	.14940	.289	-.1201	.6488
		Above average	.3147	.15867	.195	-.0936	.7230
I thought the displays here were interesting	Below average	Average	-0.0680	.16933	.978	-.5038	.3677

		Above average	.0278	.17655	.999	-.4265	.4821
		Significantly above average	-.0992	.20439	.962	-.6252	.4267
	Average	Below average	.0680	.16933	.978	-.3677	.5038
		Above average	.0959	.09667	.754	-.1529	.3446
		Significantly above average	-.0312	.14124	.996	-.3947	.3323
	Above average	Below average	-.0278	.17655	.999	-.4821	.4265
		Average	-.0959	.09667	.754	-.3446	.1529
		Significantly above average	-.1271	.14983	.831	-.5126	.2585
	Significantly above average	Below average	.0992	.20439	.962	-.4267	.6252
		Average	.0312	.14124	.996	-.3323	.3947
		Above average	.1271	.14983	.831	-.2585	.5126
I would like to be a member of the NZ Historic Places Trust	Below average	Average	.0169	.22076	1.000	-.5512	.5850
		Above average	.2771	.22980	.623	-.3142	.8685
		Significantly above average	-.0294	.26624	1.000	-.7145	.6557
	Average	Below average	-.0169	.22076	1.000	-.5850	.5512
		Above average	.2602	.12320	.150	-.0568	.5773
		Significantly above average	-.0463	.18235	.994	-.5156	.4229
	Above average	Below average	-.2771	.22980	.623	-.8685	.3142
		Average	-.2602	.12320	.150	-.5773	.0568
		Significantly above average	-.3066	.19321	.387	-.8037	.1906
	Significantly above average	Below average	.0294	.26624	1.000	-.6557	.7145
		Average	.0463	.18235	.994	-.4229	.5156
Coming here gave my group interesting things to talk about	Below average	Above average	.3066	.19321	.387	-.1906	.8037
		Average	.2410	.24272	.754	-.3836	.8656
		Above average	.1823	.25301	.889	-.4688	.8335
		Significantly above average	-.1868	.29513	.921	-.9463	.5727
	Average	Below average	-.2410	.24272	.754	-.8656	.3836
		Above average	-.0587	.13929	.975	-.4171	.2998
		Significantly above average	-.4278	.20613	.162	-.9582	.1027
	Above average	Below average	-.1823	.25301	.889	-.8335	.4688
		Average	.0587	.13929	.975	-.2998	.4171
		Significantly above average	-.3691	.21815	.328	-.9305	.1923
	Significantly above average	Below average	.1868	.29513	.921	-.5727	.9463
		Average	.4278	.20613	.162	-.1027	.9582
		Above average	.3691	.21815	.328	-.1923	.9305
This is just a pleasurable place to	Below average	Average	.1194	.18585	.918	-.3588	.5976

visit		Above average	.2435	.19388	.591	-.2554	.7424	
		Significantly above average	.2305	.22398	.732	-.3459	.8069	
	Average	Below average	-.1194	.18585	.918	-.5976	.3588	
		Above average	.1241	.10616	.647	-.1491	.3973	
		Significantly above average	.1111	.15443	.889	-.2863	.5085	
	Above average	Below average	-.2435	.19388	.591	-.7424	.2554	
		Average	-.1241	.10616	.647	-.3973	.1491	
		Significantly above average	-.0130	.16401	1.000	-.4350	.4091	
	Significantly above average	Below average	-.2305	.22398	.732	-.8069	.3459	
		Average	-.1111	.15443	.889	-.5085	.2863	
		Above average	.0130	.16401	1.000	-.4091	.4350	
	The prices here are quite reasonable	Below average	Average	-.2945	.19167	.416	-.7877	.1987
			Above average	.0031	.19989	1.000	-.5112	.5175
			Significantly above average	-.2381	.23059	.730	-.8315	.3553
	Average	Below average	.2945	.19167	.416	-.1987	.7877	
			Above average	.2976(*)	.10937	.033	.0162	.5790
			Significantly above average	.0564	.15868	.985	-.3519	.4647
	Above average	Below average	-.0031	.19989	1.000	-.5175	.5112	
			Average	-.2976(*)	.10937	.033	-.5790	-.0162
			Significantly above average	-.2412	.16851	.480	-.6748	.1924
	Significantly above average	Below average	.2381	.23059	.730	-.3553	.8315	
			Average	-.0564	.15868	.985	-.4647	.3519
			Above average	.2412	.16851	.480	-.1924	.6748

* The mean difference is significant at the .05 level.