



More than just Vacation: Exploring the Relevance of Interest, Interests, and Enjoyment for Tourist Experiences.

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Kjærsti Thorsteinsen, Tromsø, 4th of May, 2009

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Abstract (English)

This study sought to explore the relationship between interest, interests, and enjoyment in a tourist experience in order to learn more about how interest for something in a destination can be triggered and developed. A total of 100 tourists (57.3% women) who visited Tromsø between November 2008 and March 2009 participated in a questionnaire study. The questionnaire was three-folded with measures collected before (T1), during (T2), and after (T3) the excursion. The excursions in this study were able to reinforce interest for tourists with prior personal interests and arouse situational interest among tourists without a pre-existing interest. However, the situational interest was weaker than personal interest in terms of evoking a desire to do similar things again. Leisure Motivations influenced both Interest and Enjoyment in the end of the excursion, though this was more important for Interest. Further study of the role of enjoyment in sustaining of the new interest is warranted. The results of the study are discussed in light of interest development theories and implications for the tourism industry.

Key Words: interest, enjoyment, interest development, tourist experiences, motivation

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Abstract (Norsk)

Denne studien undersøkte sammenhengen mellom interesse, interesser, og behag i en turistopplevelser for å lære mer om hvordan interesse for noe i destinasjonen kan vekkes og utvikles. Totalt 100 turister (57.3% kvinner) som besøkte Tromsø i perioden mellom november 2008 og mars 2009 deltok i en spørreundersøkelse. Spørreundersøkelsen var tredelt, der turisten fylte ut spørreskjema før (T1), under (T2), og etter (T3) turistutflukten. Turistutfluktene i denne studien lyktes i å forsterke interesse for turister med personlig interesse på forhånd av utflukten, og vekke situasjonell interesse blant turister uten allerede eksisterende interesse. Dog, den situasjonelle interessen som ble vekket, var svakere enn den personlige interessen når det gjaldt å vekke et ønske om å gjøre lignende ting igjen. Fritid Motivasjoner påvirket både Interesse og Behag rapportert på slutten av utflukten, men disse var viktigere for Interesse. Videre undersøkelser av hvilken rolle Behag spiller for å vedlikeholde den nye situasjonelle interessen behøves. Resultatene av studien blir diskutert i lys av interesseutviklings teorier og verdien for turistindustrien.

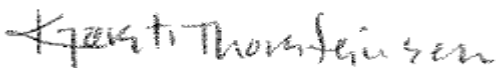
Nøkkelord: interesse, behag, interesseutvikling, turistopplevelser, motivasjon.

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Preface

The author was introduced to the idea of writing a master thesis in the field of interest development through tourist experiences by her supervisor, Dr. Tove I. Dahl. Literature and ideas were discussed through several meetings, which resulted in the present study.

Initial contact with Visit Tromsø (the tourist office in Tromsø) was in September 2008, and data were collected from November 2008 to March 2009. The author has administered the practical details of the project, from finding appropriate instruments for measuring variables, graphical layout of the questionnaires, practical carrying out, to entering the data into SPSS, with advice from Dahl. The design of this study was developed through contributions by both the author and the supervisor. The statistical analyses were conducted by the author, under the guidance of Dahl.



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Student



Dr. Tove I. Dahl

Supervisor

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When we travel, we do so for many reasons. Sometimes we just want to get away from our everyday life and enjoy lazy days on the beach, other times we are intrigued by a country's history and culture and want to experience this first hand, and still other times it is a combination of the two that motivate the voyage. A trip to Greece could be motivated by an aspiration for long days on the sandy beaches next to the bright blue sea, or an interest in art and literature, or both. When we are motivated by an aspiration for long days on the beach, we spend long days on the beach. On the other hand, when we are motivated by interests in art and culture, we seek out opportunities to visit galleries, museums, and exhibitions while in Greece. In both cases, we pursue our interests. In the first case, our interests are about relaxing, and in the second case they are about intellectually and affectively engaging in the environment around us. Sometimes, though, we get interested in something "accidentally". You get sunburned from lying on the beach all day and have to avoid the sun for a while, so you take the only excursion available from your hotel which is a visit to ancient city ruins. During the excursion you find the information from the guide interesting and discover an urge to know more about Greece's ancient history. In this case there was no pre-existing interest in Greece's ancient history, but the situation, being in the ruins and listening to a knowledgeable and engaging guide telling its history, triggered an interest in you. This interest may be transient and forgotten the moment you step back in your hotel or it may motivate you to find out more about Greece's history afterwards. This example illustrates how interest could be something we have upfront which influences what we do while in a destination or something that gets sparked unexpectedly while in a new situation. These two conceptions of interest have been termed *individual interest* and *situational interest* in educational psychology (Hidi, 1990; Krapp, Hidi, & Renninger, 1992).

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Individual interest is a person's relatively enduring tendency to reengage particular content over time (Renninger, 2000). Situational interest, on the other hand, refers to focused attention and the affective reaction that is sparked in the moment by environmental stimuli (Hidi, 1990). This type of interest may or may not last over time and situations. Both types of interest have been shown to be involved in learning processes by influencing attention, goals, and levels of learning (Hidi & Renninger, 2006). Though it is common for the tourism industry to attract people to destinations based on their personal interests (emphasizing golf opportunities in advertisement), or to feed their interests once there (having a wide range of activities to choose from in a resort area). Another goal for the tourism industry, though, could be to complement the feeding of existing interests with the activation of new interests related to the destination. But how can we evoke interest where it does not already exist?

Worldwide, an increasingly larger number of people travel each year with leisure and recreation as the main focus of the trip (World Tourism Organization, 2008). Tourist experiences, as a leisure activity, have been seen as having some special quality, that is, more than simply an experience accompanying travel or tourist behavior (Mannell & Iso-Ahola, 1987). It has been hypothesized that the psychological benefits of recreational travel emanate from the interplay of two forces: *escaping* routine and stressful environments and *seeking* out recreational opportunities for certain psychological rewards, such as self-determination, sense of competence or mastery, challenge, learning, exploration, relaxation, or social interaction. Tourism offers great opportunities to visit historical sites, learn about different cultures, and experience new parts of the world. Thus, there are many opportunities in tourism for learning new things and creating interest in culture, heritage, customs, and nature.

Knowledge of how enduring interests develop can help us design tourist excursions which trigger interest, and possibly create and sustain an nascent interest into something that lasts across situations and over time – essentially becoming a personal individual interest. In this

study the development of interest will be explored, using empirical data gathered from tourists.

Interest development has been a central theme in educational psychology, as we through feelings of interest are inspired, motivated, and drawn to acquiring more knowledge about themes that appeal to us (Krapp, 1999). Interest manifests itself in several ways, including active engagement, focusing one's attentional resources, and learning more than one would otherwise learn (Schraw & Lehman, 2001). Through the current study we are interested in exploring how the emotion of interest is awakened and the relationship between that and the development of interest through tourist experiences.

Interest vs. Interests

Interest has been conceptualized both as a psychological state and as an individual predisposition (Ainley, Hidi, & Berndorff, 2002). Interest as a psychological state has been termed *psychological state of interest* (Hidi, 2000), *actualized* interest, and *situational* interest (Krapp et al., 1992; Schraw & Lehman, 2001). Interest as an individual predisposition has been labeled *individual* interest by some researchers (Krapp et al., 1992) and *personal* interest by others (Schraw & Lehman, 2001). According to Silvia (2006), it is appropriate to refer to the distinction between trait and state with the simple terms *interest* and *interests*.

Interest, without the "s", refers to the emotional experience, curiosity, and momentary motivation (Silvia, 2006). This is the transient feeling of interest caused by interpretation of events and covers the terms psychological state of interest, actualized interest, and situational interest. Curiosity, a closely related concept to interest, involves the active recognition, pursuit, and regulation of our experience in response to challenging opportunities (Peterson & Seligman, 2004). How is curiosity different from interest? Interest and curiosity have been used interchangeably, and given that there is no scientific evidence that suggests differences between interest and curiosity equating them is justified (Silvia, 2006). However, scales

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assess curiosity as a positive, emotional-motivational system that energizes and directs novelty-seeking behavior, with the ultimate goal of stimulating, rather than maintaining, one's interest (Litman & Silvia, 2006). Izard (2007) argues that curiosity is a defining property of interest, thus, it seems that curiosity is more important to initial feelings of interest. Interest motivates learning and exploration by attracting us to new and unfamiliar things (Silvia, 2008). Interest is, according to Izard (2007), a natural kind of *basic emotion* because of its unique capacity to regulate and motivate cognition and emotion. It has also been conceptualized as a knowledge *emotion* (Silvia, 2008). Feelings of interest are necessary for the development of enduring interests, and it is the emotion of interest that initiates interest development and contributes to the development of enduring interests (Silvia, 2001).

Interests, with an “s”, on the other hand, refer to a person's enduring interests in activities, and this concept covers the terms individual interest, and personal interest. How much we know about a topic and how important it is for us is a good estimator of our *interests* in a topic (Ainley et al., 2002; Renninger, 2000). When we have strong interests in something, for example golf, we have often acquired extensive knowledge and expertise in the field – knowing which clubs to use in which situation, where the best golf courses are, how the professionals train and so on. We believe, too, that if it is an important topic, we talk about it to our friends and always keep updated on the latest golf news. Such activities are expressive of strongly developed individual/personal interests. The concept of interests is defined by Silvia (2001) as self-sustaining motives that lead people to engage in certain idiosyncratic and person-specific activities with certain objects and ideas for their own sake. In addition, interests serve long-term goals of adaptation such as cultivating knowledge and promoting diversified skills and experience.

As previously mentioned, interest is not the only emotion central in the development of enduring interests; enjoyment also plays an important role. But what is the relationship between interest and enjoyment in the development of interests?

Interest vs. Enjoyment

Interest is often confused with other positive affect emotions, most often enjoyment. Both interest and enjoyment (joy) are natural kinds of basic emotions (Izard, 2007), and both are involved in the development of enduring interests (Hidi & Renninger, 2006; Silvia, 2006). Research has supported the notion that interest and enjoyment are distinct emotions (for a review see Silvia, 2006). Tomkins (1962, referred to in Silvia, 2006) argued that the difference between the two can be distinguished functionally. Interest has the function of motivating people to engage with new, complex aspects of the world, while enjoyment has the function of rewarding people by building attachments to familiar things and attaining goals. Furthermore, according to Izard (1977), the two emotions also have different antecedents and consequences. In terms of antecedents, interest is experienced as a result of novelty and complexity, while enjoyment is experienced as a result of simple and familiar stimuli. In terms of consequences, interest causes the desire to learn and feelings of personal involvement, while enjoyment causes feelings of contentment and self-confidence (Izard, 1977). For example, Turner and Silvia (2006) found different appraisal structures of interest and enjoyment with regard to novelty/complexity and coping potential. Novelty/complexity refers to whether an event is new, uncertain, complex or contradictory, while coping potential is the ability to understand the new and/or complex things. They found that appraisals of novelty/complexity and coping potential strongly predicted interest, while only appraisals of coping potential predicted enjoyment. Moreover, they found a negative relationship between novelty/complexity and enjoyment. Thus when evaluating paintings, people found novel and complex paintings more interesting and less enjoyable. In the reading of short stories, interest

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and enjoyment (liking) also behaved in different ways with regard to surprise, incongruity resolution, and outcome valence (whether the story had a good or bad ending) (Iran-Nejad, 1987). Surprise and incongruity resolution influenced interest positively, while it had no effect on enjoyment. Instead, enjoyment was influenced by outcome valence, which had no effect on interest. Thus, people thought surprising stories, where incongruity was eventually reduced, were interesting, while they thought stories with happy endings were enjoyable – regardless of the stories' surprise and incongruity resolution. Interest (engagement) has also been connected to personal growth, while enjoyment (pleasantness) has been connected with life satisfaction (Vittersø, Oelmann, & Wang, 2009).

What makes the distinction between interest and enjoyment confusing at times is that there is some overlap between interest and enjoyment. Sometimes when we are interested, we also enjoy ourselves (Ellsworth & Smith, 1988; Smith & Ellsworth, 1985), thus a feeling of interest can cause a feeling of enjoyment (Izard, 1977), but this is not always the case (Turner & Silvia, 2006). Sometimes you feel interested without enjoying yourself and interest could be a general response to situations perceived as subjectively important – a state that subsequently motivates high levels of attentional activity. Still research suggests that both interest and enjoyment are relatively distinct emotions central to development of enduring interests (Silvia, 2006).

Theories of interest development

As previously mentioned, one goal for the tourist industry could be to produce interest for something in the destination, but how can we evoke interest where it does not already exist? Some findings from psychology could help enlighten us on this question. One basic notion is that it is difficult to experience interest when uncomfortable or threatened (Sloboda, 1990), but there are also theories about how interest develops which could shed some light on

how the tourism industry might evoke interest and facilitate the development of enduring interests.

Hidi and Renninger (2006) proposes a four-phase model of interest development to account for how interest develops into interests. That is, for example, how the feeling of situational interest during a tourist excursion to an ancient city ruin in Greece, which you had little knowledge about upfront, can develop into more enduring individual interests in Greece's history. In Hidi and Renningers view, interest is a psychological state that, in later phases of development, also is a predisposition to reengage with content that applies to in-school and out-of-school learning among young and old alike. Thus, Hidi and Renningers model suggests how a situational interest can develop to become an individual interest; how the emotion of interest contributes to that process. Both cognitive and affective processes are involved.

In the four-phase model, interest is first triggered by environmental stimuli in phase one. In our example interest is triggered by an excursion to ancient city ruins in Greece, by engaging information from the guide and an experienced fascination with how people lived back then. This phase involves *triggered situational interest*. In this phase, the environment creates a feeling of interest through novelty, complexity, uncertainty, and conflict – stimuli Berlyne (1966) named collative variables. In this phase, feelings of curiosity are central and affect can be both positive and negative (Hidi & Harackiewicz, 2000). That is, you can become interested in something you find disturbing (Turner & Silvia, 2006), but if the interest is to develop to later stages it is important that the affect is turned positive (Ainley et al., 2002; Izard & Ackerman, 2000). Triggered situational interest is typically, but not exclusively, externally supported. The guide facilitates feelings of interest through the information, but just being in the ruins also creates interest.

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Phase two involves the maintenance of situational interest. Situational interest is held and sustained through experiences of personal meaningfulness and involvement. By being in the ruins and listening to the guide, you desire to seek more information about Greece's history, and when you come back to the hotel you pick up brochures and information about this topic in the local shop. This phase is also typically, but not exclusively, externally supported. That is, further information needs to be easily available in order for the interest to be sustained.

In phase three, an individual interest emerges, accompanied by positive feelings (e.g. enjoyment), stored knowledge and stored value. You have read up on Greece's history after you came home from your trip and you think that it is an important topic. Based on previous engagement, you value the opportunity to reengage in tasks related to your emerging individual interest and will opt to do these if given a choice. Emerging individual interests require some external support such as easily available information or someone to talk with about this topic. That, in turn, contributes to increased understanding and challenge and provides opportunity for further development of your knowledge.

In the fourth and final phase, individual interest is well-developed and interaction with the interest object generates positive feelings, more knowledge and more value. After your trip to Greece, you may decide to enroll in an introduction course in Greek language or history. Thus, this phase is named *well-developed individual interest*. A person with a well-developed individual interest may generate and seek answers to curiosity questions and expend effort that actually feels effortless. It enables a person to sustain long-term constructive and creative endeavors, and it generates more types and deeper levels of strategies for work with tasks. A well-developed interest is typically, but not exclusively, self-generated. Instructional learning environments can facilitate the development and deepening

of well-developed individual interest by providing opportunities that include interaction, with relevant information and challenge that leads to knowledge building.

In contrast with Hidi and Renninger, Silvia (2006) argues for an emotion-attribution theory to account for how interest develops. In his theory, the experience of interest influences the development of enduring interests. It is a relationship between emotion and personality, where transient experiences like feelings of curiosity and interest influence enduring psychological structures like knowledge structures. When we think about our emotions and try to understand the cause and consequences of our emotional experience, we develop emotional knowledge. The core statement in the theory is that the development of interests involves the development of emotional knowledge. We know that something has triggered interest in the past, and expect the same things to trigger interest in the future.

Causal attributions involve organizing events into cause-effect relationship. They can be accurate or inaccurate, but either way they have the potential to affect expectations for future events, and guide action, regardless of their accuracy. Accordingly, the development of interests involves the development of emotional knowledge regarding the emotional experience of interest. Attributions for the experience of interest inform people why they feel interest and what made them feel interested, and by influencing expectations and providing means-end knowledge, how they could feel interested in the future. Among the emotions involved in this process of developing interests, interest and happiness are central. Experiencing interest and attributing it to a particular activity leads to the expectation that that same activity will arouse interest in the future.

Happiness plays a role in the attributional process as well by rewarding the resolution of incongruities and the achievement of understanding. Although seemingly opposite, interest and happiness work together. Interest ensures that people seek out and learn new things; happiness ensures that people will not neglect what is safe, certain, and effective because of

the rewarding function. In sum, Silvia's (2006) view postulates that to have an enduring interest in something is to know that certain things have created interest in the past, to expect that they can create interest in the future, and to know how to bring about feelings of interest at will. Findings on how interest is triggered and developed could inform how to design better tourist experiences, which creates interest for something in the destination for the tourist.

The Tourism setting

Tourism has been defined by the World Tourism Organization (2008) as “a social, cultural and economic phenomenon related to the movement of people to places outside their usual place of residence, pleasure being the usual motivation” (p.1).

Motivation and satisfaction are central concepts in attempts to understand tourism behavior (Dunn Ross & Iso-Ahola, 1991). Before going on a holiday, we make many decisions which reflect our motivations for the trip. Which destination we choose, where we decide to overnight, and which activities we plan to engage in all reflect motivations for our trip. If we want a relaxing holiday, we may choose a quiet, remote destination, decide to live in a spa hotel and enjoy soothing massages. If, on the other hand, we want an adventurous holiday, we may travel to a destination which offers exciting activities, choose to live among the locals and engage in new activities every day. Beard and Ragheb (1983) propose four motivations for leisure activities; Intellectual, social, competence-mastery and stimulus-avoidance. Our motivations for going on a trip are related to how we interpret the events of our trip and how the destination satisfies these four types of expectations (Dunn Ross & Iso-Ahola, 1991). Tourism is rife with measures of satisfaction (Bowen & Clarke, 2002; Haber & Lerner, 1998) a qualitatively weak measure of an experience's cognitive and emotional quality. Tourist satisfaction can be further illuminated by ratings of interest and enjoyment, which could give a more useful information of the on-site experience (Vittersø, Vorkinn, Vistad, & Vaagland, 2000).

At the end of 2007, the Norwegian government proposed a national strategy for the travel industry which they called *Verdifulle opplevelser* or *Valuable experiences* (Nærings- og Handelsdepartementet, 2007). Through their strategy, the Norwegian government wants to make Norway a sustainable destination in a way that preserves and strengthens Norway's nature, culture and environment, social values and economic viability in the long term (For a discussion on sustainable tourism, see Butler, 1999). Because Norway is an expensive country to travel in, it is important to develop products of high quality in order to compete with less costly destinations. Through this strategy, the Norwegian government wants to attract responsible travelers who are conscious about preserving the environment and cultural uniqueness and who value quality experiences associated with local food, nature, and culture. The tourists Norway wants to attract are thus tourists with high intellectual motivations for travelling.

In Northern-Norway, the main attractions are connected to our clean and fresh nature, a lively coastal culture, and opportunities for nature based experiences (Visit Tromsø, 2008). Tourists are attracted to Northern Norway by the promise of magnificent fjords, the midnight sun or the northern lights among others and arctic scenery is central. How can we offer a good product for tourists who come to Northern Norway with these expectations, and how can we make the tourist experience in Northern Norway more than just a transient experience?

Research questions

The research questions for this study are two-fold. First we want to look at the relationship between interest and enjoyment, curiosity and interest, and how tourists' leisure motivations and individual interests influence these. Secondly, we want to explore whether tourists' trait curiosity, individual interest, leisure motivations, and experienced interest and enjoyment notably influence how tourists describe their experiences. These questions lead to the following research questions and hypotheses:

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Research questions 1: What is the relationship between Interest and Enjoyment?

Hypothesis 1: Interest will be predicted by appraisals of Novelty and appraisals of Coping Potential, while Enjoyment will be predicted by appraisals of Coping Potential (Turner & Silvia, 2006).

Research question 2: What is the relationship between Trait Curiosity (high or low), and Interest after the tourist excursion? Is this relationship different if the interest is situational vs. personal?

Research question 3: How do tourists' Trait Curiosity, Individual Interest (Prior knowledge and Value), and the Leisure Motivations (Intellectual, Social, Competence/Mastery, Stimulus Avoidance) predict reports of interest and enjoyment?

Research question 4: Can we discern if we are measuring situational or individual interest?

Research question 5: How do Interest, Enjoyment, tourists' Leisure Motivations, Individual Interest and Trait Curiosity influence the Tourists' Experiences of the excursion?

Research question 6: Which variables influence whether tourists report being Likely to do the excursion Again and if they are Likely to Recommend the excursion to a friend?

The present study

In the current research we investigated our hypotheses and research questions by completing a survey amongst tourists participating in excursions coordinated by Visit Tromsø. The activities suppliers were Visit Tromsø, Natur i nord, Lyngsfjord Adventure, and Villmarksenteret in Tromsø. These offer a variety of excursions and included dog sledding, sightseeing, Northern lights (Aurora Borealis) watching, snow mobile driving, and nature guiding (Visit Tromsø, 2008). The excursions had different durations and physical aspects.

The design takes advantage of using measures before, during, and after a tourist excursion. This enables us to look at the relationship between individual variables (curiosity, individual interest (topic knowledge and topic value), leisure motivations) and situational variables (interest during and after, enjoyment during and after, and excursion specific tourist experiences), and enable us to explore which variables influence how people describe their tourist experience.

Method

Participants

A total of 100 tourists signing up for excursions with four different activities suppliers (Visit Tromsø, Natur-i-Nord, Lyngsfjord Adventure, and Villmarkssentret in Tromsø) participated in a survey study. The survey was conducted in the period between November 2008 and March 2009. Age ranged from 18 to 69 years, with a mean of 40.7 and a standard deviation of 14. The questionnaires were filled out by 55 women (57.3%) and 41 men. Tourists from nineteen different countries participated in the study (see Table 1), most of them European (88.5%), with the majority British (46.9%). The questionnaire was only available in English, 57.3 % of the tourists reported that English was their mother tongue. 63.2 % had not visited Norway and 76.8 % had never been to Northern Norway before. None of the tourists were from the region, two reported living in the region now, and only three had taken the particular excursion before. Four tourists did not fill out any of the background information questions.

Table 1

Nationality Frequency of tourists participating in the study

| Nationality | Frequency | Valid percent |
|-------------|-----------|---------------|
| British | 45 | 46.9 |
| German | 8 | 8.3 |
| Dutch | 8 | 8.3 |
| Italian | 7 | 7.3 |
| French | 4 | 4.2 |
| Spanish | 3 | 3.1 |
| Swedish | 3 | 3.1 |
| Australian | 3 | 3.1 |
| American | 2 | 2.1 |
| Singaporean | 2 | 2.1 |
| Austrian | 2 | 2.1 |
| Irish | 2 | 2.1 |
| Chinese | 1 | 1.0 |
| Finnish | 1 | 1.0 |
| Canadian | 1 | 1.0 |
| Mexican | 1 | 1.0 |
| Turkish | 1 | 1.0 |
| Norwegian | 1 | 1.0 |
| Malaysian | 1 | 1.0 |
| Sum | 96 | 100 |

Materials

To avoid making a huge interruption in people's tourist experience, the materials chosen to measure the variables of interest are relatively short and time efficient. Part 1 (T1) of the questionnaire takes approximately 3-5 minutes to complete, the Part 2 (T2) 1-2 minutes, and Part 3 (T3) 5-8 minutes. The complete questionnaire, Part 1, Part 2 and Part 3, is attached respectively in Appendix A, B, and C. Evaluation of instruments considered for measuring Interest, Interests, and Enjoyment is attached in Appendix E, F, and G.

Trait curiosity was measured using the Curiosity and Exploration Inventory (CEI: Kashdan, Rose, & Fincham, 2004) at T1. The CEI consists of seven items such as “I would describe myself as someone who actively seeks as much information as I can in a new situation.” Each sentence is rated on a seven-point Likert scale with three guiding descriptions 1 (strongly disagree), 4 (neither agree nor disagree), and 7 (strongly agree). Kashdan et. al (2004) argue that the scale tap two different aspects of Trait Curiosity; exploration and absorption. Exploration is the tendency to seek out new information and experiences. Absorption is the tendency to become fully engaged in these experiences. Alpha coefficients, for the total scale, the exploration-, and the absorption subscale ranging from .63 to .80 have been documented in earlier research. In our study the alpha coefficient for the total scale, the exploration- and the absorption subscale were .82, .83, and .65, respectively.

Topic knowledge and value were measured as an indicator of individual interest at T1, as Renninger (2000) argues that individual interest consist of a value component and a knowledge component. The topic of the excursion were written in an open field by the tourist. The topic of excursions varied, and primarily included sightseeing, dog sledding, and aurora borealis hunting. Using a five-point Likert scale the tourist indicated how much he/she knows about the topic of the excursion up front and how important this topic is for him/her. This model is adopted from Ainley, Hidi and Berndorff (2002) and is an indicator of the tourists individual interest in this topic before taking the excursion.

Enjoyment and Interest were measured both during (T2) and after (T3) the excursion using seven-point bipolar Likert scales (Turner & Silvia, 2006). Tourists were asked to indicate to which degree they, at the time, find the excursion: interesting/uninteresting, boring/engaging, enjoyable/unenjoyable, cheerful/sad, or pleasing/displeasing by responding on the scale. Appraisals of novelty/complexity (familiar/unfamiliar, simple-complex, common-unusual) and coping potential (easy/hard to understand, comprehensible-

incomprehensible, coherent-incoherent) were also measured using the same 7 point bipolar scales. The Alpha Coefficient for interest was .87 both at T2 and T3. The Alpha coefficient for Enjoyment were .89 (T2) and .93 (T3); for Coping potential .89 (T2) and .91 (T3); for Novelty/Complexity .41 (T2) and .29 (T3). The Alpha coefficients for Novelty/Complexity revealed a shortcoming in the items. Turner and Silvia (2006) used a composite variable of Novelty and Complexity in their study where subjects were asked to evaluate paintings. In the present study Complexity proved to be completely uncorrelated with Novelty items and made the combined variable useless. Thus, in this study only Novelty- items are used in the following analyses.

Tourists motivations for leisure activities were measured at T1 using Leisure Motivation Items (Beard & Ragheb, 1983). The items begin with the statement “One of my reasons for engaging in leisure activities is...” followed by brief numbered statements such as “To learn about things around me.” Participants are then asked to respond using a five-point Likert scale where 1= never true, 2= seldom true, 3= somewhat true, 4= often true, and 5= always true. Beard and Ragheb (1983) developed a short scale of the Leisure Motivation Items which consists of 32 of the 48 items, with comparable reliability, this is the version used in the current study to use time effectively and avoid interrupting the tourists’ vacation more than absolutely necessary. The short scale of the Leisure Motivation Items consists of four subscales with 8 items each. The subscales are Intellectual, Social, Competence-Mastery, and Stimulus-Avoidance. The Intellectual component assesses the extent to which individuals are motivated to engage in leisure activities which involve substantial mental activities such as learning, exploring, discovering, creating, or imagining. The Social component assesses the extent to which individuals engage in leisure activities for social reasons. Competence-Mastery assesses if individuals are motivated to achieve, master, challenge, and compete while engaging in leisure activities. Stimulus-Avoidance assesses drive to escape and get

away from overstimulating life situations. The leisure motivations items were filled out before the excursion started. Alpha coefficients reported by Beard and Ragheb (1983) varied from .89 to .91 for the subscales. In this study the Alpha coefficients were .82 for the Intellectual component, .91 for the Social component, .91 for the Competence-Mastery component, and .84 for the Stimulus-Avoidance component.

Specific Tourist Experience was measured at T3 using modified Leisure Motivation items. The instructions asked tourists to respond according to their experience. They were asked to read the sentences carefully and circle the number on the scale that best indicated how true they were for them. The items began with the sentence “While on this excursion...” and were followed by statements like “I learned about things around me”, the items are presented in Table 6. Response was made on a five-point Likert scale equivalent to the one used in Leisure Motivation Items. The items were subjected to a factor analysis; the results are reported in the result section under *Research question 5*.

Likelihood to do excursion again and recommend it to a friend were measured at the end of the T3-questionnaire. Tourists were asked to mark on a 5-point Likert scale “How likely are you to do this excursion again?” and “How likely is it that you would recommend this excursion to a friend?” where 1=not at all likely and 5=very likely. In order to gain more knowledge of the reasons behind their answers, we asked them to write down a few words as to why or why not they would be likely to do it again or recommend it to a friend.

Open-ended questions were used to get an idea of what would make the excursion more interesting or more enjoyable. The tourist was asked to write down suggestions for what could make the excursion more *interesting* for him/her and suggestions for what could make the excursion more *enjoyable* for him/her.

Procedure

Tourists, with sufficient English proficiency, signing up for excursions from four tour operators were invited to participate in the study. The tour operators; Villmarksenteret i Tromsø, Natur i Nord, Lyngsfjord Adventure, and Visit Tromsø, were offered tailored information about their product, from the study in return for their participation.

Villmarksenteret distributed the envelopes to tourists taking their excursions, for the other excursions the questionnaires were distributed by the tourist office, Visit Tromsø. Tourists who agreed to participate received an envelope consisting of a consent form with information about the study (attached in Appendix D), three questionnaires marked Part 1, Part 2, and Part 3, and a pen. Through the information in the consent form tourists were instructed to fill out Part 1 (T1) before going on the excursion, Part 2 (T2) during the excursion, and Part 3 (T3) after the excursion was over. Tourists were asked to fill out date and time in all three of the questionnaires; this indicated that instructions were followed according to instructions time wise. After filling out the questionnaire, tourists were asked to put the envelope in a red postbox (the envelope was prepaid and marked with the return address) or to give it to the guide. Of the 195 envelopes distributed from Visit Tromsø and Villmarksenteret, 100 completed data sets were returned.

Analyses

Data were analyzed using SPSS 15.0 for Windows. Before proceeding to the main analyses preliminary analyses were performed to ensure none of the assumptions for the parametric tests (t-tests, regression analysis, Analysis of Variance, and Pearson correlation) used to process the data were violated. Skewness and kurtosis for the study variables were inspected. Values within the range of +/- 2 for skewness and +/- 7 for kurtosis are considered to be normally distributed (West, Finch, & Curran, 1995). All of the variables had values in the acceptable range and are thus considered normally distributed. Missing data did not

exceed 10 percent, which is within the acceptable range of missing data (Hair, Black, Babin, Anderson, & Tatham, 2006). The missing data were treated with a pairwise deletion procedure in the analyses. The tests were conducted with a significance level $\alpha=.05$, all significance tests are two-tailed.

Results

Research question 1: What is the relationship between Interest and Enjoyment?

First, Pearson Product-Moment Correlations for all pre-excursion measures (T1 Trait Curiosity, Individual Interest) and the repeated measures from during- and after the excursion (T2 and T3 Interest Enjoyment, Novelty, and Coping Potential) were computed. These are reported in Table 2. The pre-excursion variables of Trait Curiosity T1 and Individual Interest T1, show only small, negligible correlations with the during and after measures, whereas the during T2 and after T3 variables show high intercorrelations, with the curious exception of T2 and T3 Novelty. Novelty shows the lowest correlation between its T2 and T3 measures of all the repeated measures, and it shows noteworthy low alpha coefficients. Otherwise, the Novelty variables only correlate significantly (but not substantially) with T2 and T3 Interest. This invites caution in drawing any strong conclusions about Novelty in subsequent analyses. Because there are otherwise high and significant correlations between repeated measures taken during (T2) and after (T3) the excursion, only T3 measures are used in the following analyses. One other relationship worth noting is the strong correlation between ratings of Interest T3 and ratings of Enjoyment T3.

Second, a paired samples T-test was conducted to further investigate the relationship between Interest T3 and Enjoyment T3. There were no significant difference between ratings of Interest T3 ($M=5.85$, $SD=1.38$) and Enjoyment T3 ($M=5.73$, $SD=1.35$), $t(93)=1.27$, $p=.209$ (two-tailed). Thus, ratings of both Interest and Enjoyment seem to be strongly related in the experience of the tourist excursion. This has direct relevance for regression analyses that will be presented later in answer to Research Questions 2 and 3.

Table 2
Pearson's Product-Moment Correlations and Descriptives for Trait Curiosity, Topic Knowledge, Topic Value, Individual Interest, Interest, Enjoyment, Novelty, Complexity, and Coping Potential. Cronbachs Alpha Coefficients are shown in the diagonal.

| Variables | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------------|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|------|
| 1 Trait Curiosity T1 | .82 | | | | | | | | | | | |
| 2 Topic Knowledge T1 | .02 | - | | | | | | | | | | |
| 3 Topic Value T1 | .16 | .42** | - | | | | | | | | | |
| 4 Individual Interest T1 | .11 | .83** | .86** | .59 | | | | | | | | |
| 5 Interest T2 | .13 | .19 | .25* | .26* | .87 | | | | | | | |
| 6 Enjoyment T2 | .17 | .04 | .11 | .09 | .75** | .89 | | | | | | |
| 7 Novelty T2 | .07 | .12 | .05 | .09 | .24* | .22* | .35 | | | | | |
| 8 Coping Potential T2 | .08 | .10 | .13 | .14 | .56** | .56** | .10 | .89 | | | | |
| 9 Interest T3 | .12 | .25* | .23* | .28** | .85** | .77** | .18 | .65** | .87 | | | |
| 10 Enjoyment T3 | .22* | .14 | .11 | .15 | .65** | .80** | .15 | .67** | .79** | .93 | | |
| 11 Novelty T3 | -.01 | .12 | -.05 | .24* | .29** | .12 | .67** | .06 | .27** | .09 | .49 | |
| 12 Coping Potential T3 | .14 | .17 | .21 | .22* | .58** | .59** | .14 | .82** | .65** | .67** | .06 | .93 |
| N | 96 | 98 | 98 | 98 | 96 | 95 | 97 | 97 | 94 | 95 | 95 | 94 |
| Mean | 5.08 | 3.03 | 3.80 | 3.41 | 5.75 | 5.73 | 5.15 | 5.41 | 5.85 | 5.68 | 5.07 | 5.49 |
| SD | .93 | .83 | .91 | .72 | 1.43 | 1.32 | 1.42 | 1.40 | 1.38 | 1.43 | 1.31 | 1.37 |

Note. ** Correlation is significant at the 0.01 level (2-tailed). * Correlation is significant at the 0.05 level (2-tailed).

Hypothesis 1: Interest will be predicted by appraisals of Novelty and Coping Potential, while Enjoyment will be predicted by appraisals of Coping Potential.

Regression analyses were conducted to see if the appraisal structure of Interest and Enjoyment found in Turner and Silvia (2006) would be replicated. In Turner and Silvia (2006) interest was predicted by both appraised coping potential and appraised novelty-complexity, while pleasantness (enjoyment) was predicted by coping potential and had a significant negative relationship with appraisals of novelty-complexity. In our analyses, Interest T3 was predicted, as expected, by appraised Coping Potential T3 and Novelty T3 (see Table 3). Likewise, Enjoyment T3 was significantly predicted by appraised Coping Potential T3, while appraisals of Novelty T3 did not predict negatively Enjoyment T3 as expected (see Table 4) (though it did not positively predict Enjoyment T3, either). Our results are somewhat in line with previous findings by Turner and Silvia (2006) with the exception of the predicted negative relationship between Novelty and Enjoyment. There is however, as previously mentioned, some uncertainty connected with the Novelty T3 variable.

Table 3

Summary of Standard Regression Analysis for Variables predicting Interest T3

| Variable | B | SE B | B | T | R ² | Adjusted R ² | F(2,90) |
|---------------------|-----|------|-------|--------|----------------|-------------------------|---------|
| Coping Potential T3 | .64 | .08 | .64** | 8.40** | .48 | .47 | 41.42** |
| Novelty T3 | .24 | .08 | .23* | 2.99* | | | |

**= p<.01, *= p<.05

Table 4

Summary of Standard Regression Analysis for Variables predicting Enjoyment T3

| Variable | B | SE B | B | t | R ² | Adjusted R ² | F(2,91) |
|---------------------|-----|------|-------|--------|----------------|-------------------------|---------|
| Coping Potential T3 | .69 | .08 | .66** | 8.47** | .48 | .47 | 36.57** |
| Novelty T3 | .06 | .09 | .06 | .71 | | | |

**= p<.01

Research Question 2: What is the relationship between Trait Curiosity T1 (high or low) and Interest T3 after the excursion? Is this relationship different if the interest is situational vs. personal?

The correlation matrix in Table 2 shows us that there is no significant correlation between Trait Curiosity T1 and either Individual Interest T1 or Interest T3, while Individual Interest T1 is significantly correlated with Interest T3.

An independent samples t-test was conducted to explore whether tourists high in Trait Curiosity reported higher feelings of Interest, than tourists low in Trait Curiosity. Tourists were divided in to high and low Trait Curiosity groups using a median-split on the CEI-score (low<5.0, n=39; high>5.0, n=48). Tourists who had an average score of 5.0 (n=9) on the CEI were not included in either of the groups. The results indicated a trend that the High Trait Curiosity group rated the excursion higher in Interest T3 (M=6.12, SD= .99) than the Low Trait Curiosity group (M= 5.54, SD= 1.53), though this trend was not statistically significant, $t(81)= 1.94, p=.058$. This result suggested that the excursion aroused a situational interest for those with less Trait Curiosity T1, as both High and Low Trait Curiosity tourists reported equally high feelings of interest at the end of the excursion. Thus, the excursion triggers interest regardless of how initially curious tourists may be. Note that the Trait Curiosity T1 score is relatively high for both the Low Trait Curiosity tourists (M=4.25, SD=.79) and the High Trait Curiosity tourists (M=5.77, SD=.44).

To explore whether the relationship found between Interest T3 and Low vs. High Trait Curiosity T1 scorers are different if the interest is more situational than personal, a two-way between-groups analysis of variance was conducted. Tourists were divided in Personal vs. Situational Interest groups using a median-split on the Individual Interest T1 variable (calculated as the mean score of people's prior topic knowledge and topic value). The Interest T3 was hypothesized to be Situational if the tourist scored low on Individual Interest T1

(low < 3.5, n=37) and Personal if the tourist scored high on Individual Interest T1 (high > 3.5, n=35). The interaction effect between Trait Curiosity T1 and Individual Interest T1 group was not statistically significant, $F(1, 56)=2.05$, $p=.16$. This indicated that there was no difference in the effect of Trait Curiosity T1 on Interest T3 for tourists whose experience was colored more by Situational vs. Personal interest. There was a statistically significant main effect for Individual Interest T1, $F(1, 56)=6.09$, $p=.02$; however, these results should be interpreted with caution as the Levene's test of equality of error variance reached significance ($p<.001$), suggesting that the variance of Interest T3 across the groups is not equal. In addition, the effect size was relatively small (partial eta squared = .10). The main effect for Trait Curiosity T1, $F(1, 56)= 3.72$, $p=.06$, did not reach statistical significance. In sum, the main effect for Individual Interest T1, cautiously suggested that Interest T3 is intensified by Personal interest. Note that the Situationally Interested tourists did not score low on Interest T3 ($M=5.43$, $SD=1.71$), only lower than Personally Interested tourists ($M=6.32$, $SD=.91$).

Research Question 3: How do tourists' Trait Curiosity, Individual Interest and the Leisure Motivations predict reports of Interest and Enjoyment?

A regression analysis was performed to see how the T1 variables of Trait Curiosity, Individual Interest (prior Topic Knowledge and Topic Value), and Leisure Motivations (Intellectual, Social, Competence/Mastery, Stimulus Avoidance) predicted reports of the T3 variables of Interest and Enjoyment. Interest was predicted significantly by two Leisure Motivations (Intellectual and Competence/Mastery) and Individual Interest (see Table 5), while only Intellectual Leisure Motivations helped predict reports of Enjoyment (see Table 6). The regression models explained a modest amount of variance, explaining 16 % for Interest and 9 % for Enjoyment. This suggests that more is going on than these variables are able to capture.

Table 5

Summary of Standard Regression Analysis for Variables Predicting Reports of Interest (T3).

| Variables | B | SE B | β | T | R ² | Adjusted R ² | F(7,83) |
|------------------------|------|------|---------|--------|----------------|-------------------------|---------|
| Leisure Motivations T1 | | | | | .22 | .16 | 3.91** |
| Intellectual | .78 | .29 | .31** | 2.68** | | | |
| Social | -.24 | .22 | -.14 | -1.10 | | | |
| Competence/Mastery | .44 | .21 | .25* | 2.12* | | | |
| Stimulus Avoidance | -.21 | .20 | -.10 | -1.03 | | | |
| Trait Curiosity T1 | -.05 | .16 | -.03 | -.31 | | | |
| Individual Interest T1 | .44 | .19 | .24* | 2.36* | | | |

Note. **p<.01 *p<.05

Table 6

Summary of Standard Regression Analysis for Variables Predicting Reports of Enjoyment (T3).

| Variables | B | SE B | β | T | R ² | Adjusted R ² | F(7,84) |
|------------------------|------|------|---------|-------|----------------|-------------------------|---------|
| Leisure Motivations T1 | | | | | .15 | .09 | 2.42* |
| Intellectual | .63 | .31 | .25* | 2.01* | | | |
| Social | -.29 | .23 | -.17 | -1.26 | | | |
| Competence/Mastery | .34 | .22 | .19 | 1.55 | | | |
| Stimulus Avoidance | -.32 | .22 | -.16 | -1.48 | | | |
| Trait Curiosity T1 | .22 | .17 | .14 | 1.30 | | | |
| Individual Interest T1 | .22 | .20 | .11 | 1.10 | | | |

Note. **p<.01 *p<.05

Research Question 4: Can we discern if we are measuring situational or individual interest?

The correlation matrix in Table 2 shows small correlations between measures done before excursion, T1, and measures done after the excursion, T3. Trait Curiosity T1 was only significantly correlated with Enjoyment T3, while Individual Interest T1 was significantly correlated with Interest T3, Novelty T3, and Enjoyment T3. The low correlation between before- and after measures implied that T3 Interest was more situational than personal.

Furthermore, results from analyses done in research question 2 and 3 suggested that we are measuring situational, more than individual interest. Tourists high and low in Trait Curiosity reported the excursion similarly on Interest T3, thus the situation triggered interest somewhat independently from what the tourists themselves brought with them of intellectual motivation to the experience. Indeed, the significant difference in Interest T3 scores for tourists high and low Individual Interest suggested that the excursions reinforce the interest for the tourists with high Individual Interest while also arousing a situational interest among those less curious.

Intellectual and Competence/Mastery Leisure Motivations, as well as Individual Interest, predicted Interest T3 significantly, hence what the tourists bring to the experience beyond curiosity also matters. Nonetheless, Trait Curiosity, Individual Interest, and Leisure Motivations explained only 16 % of the variance in reports of Interest T3, suggesting, again, that there is more going on than these variables are able to capture.

Research question 5: How do Interest, Enjoyment, Individual Interest and Trait Curiosity influence the Tourist Experience of the excursion?

First, the 32 items of the T3 Tourist Experience items were analyzed with principal component analysis (PCA) to reveal any significant underlying structure. Prior to performing PCA, the suitability of data for factor analysis was assessed. The Kaiser-Meyer-Olkin value was .78, exceeding the recommended value of .6 (Pallant, 2007) and Bartlett's test of sphericity reached statistical significance, supporting the factorability of the correlation matrix. Initial PCA revealed the presence of seven components with eigenvalues exceeding 1. The component matrix revealed many items that had loadings above .3 on two or more components. These items were taken out to increase the predictive value of the components. A new PCA was conducted on the remaining 22 items, the Kaiser-Meyer-Olkin value and Bartlett's test of sphericity both supported the factorability of this correlation matrix. The

PCA of the reduced number of items yielded five components with eigenvalues above 1. Because only one item loaded on the fifth component and this item also loaded on component two, we dropped it and proceeded to run a four component solution. That solution explained 31.5 %, 17.0%, 8.3 %, and 7.4 % of the variance respectively (total variance explained was 64.2 %). We termed the four components *Physical Activity Experiences* (PAE), *Relaxation Experiences* (RE), *Intellectual Experiences* (IE), and *Social Engagement Experiences* (SEE); these roughly correspond with the four factors Beard and Ragheb (1983) found with their Leisure Motivation factors. The factor loadings on each of the variables are reported in Table 7.

Table 7

Pattern Matrix for PCA with Varimax Rotation of Four Factor Solution of Tourist Experience Items.

| Item | Pattern coefficients | | | | Communalities |
|--|----------------------|-------------|-------------|-------------|---------------|
| | Factors | | | | |
| | PAE | RE | SEE | IE | |
| 23. I used my physical abilities. | .934 | -.083 | .124 | .138 | .913 |
| 22. I was active physically. | .930 | -.097 | .110 | .084 | .892 |
| 21. I developed my physical skills and abilities. | .900 | -.086 | .186 | .118 | .865 |
| 24. I contributed to my physical fitness. | .866 | -.127 | .180 | .082 | .806 |
| 20. I was active. | .826 | .005 | .175 | .215 | .759 |
| 17. My abilities were challenged. | .646 | -.014 | .265 | .186 | .522 |
| 19. I improved my skill and ability in doing what we were invited to do. | .494 | .193 | .118 | .279 | .373 |
| 28. I relaxed mentally. | .053 | .830 | .129 | .177 | .740 |
| 30. I rested. | -.239 | .827 | .027 | .108 | .754 |
| 31. Stress and tension were relieved. | .075 | .818 | .235 | .150 | .752 |
| 27. I relaxed physically. | -.175 | .799 | -.035 | .195 | .709 |
| 26. I liked being alone. | .088 | .521 | .037 | -.270 | .354 |
| 32. My time was unstructured. | -.032 | .516 | -.012 | -.099 | .277 |
| 11. I developed close friendships. | -.004 | .019 | .848 | -.049 | .723 |
| 9. I made friends with others. | .176 | .046 | .710 | .204 | .578 |
| 13. I revealed my thoughts, feelings, or physical skills to others. | .293 | .031 | .680 | .147 | .571 |
| 16. I gained other's respect. | .296 | .124 | .660 | .235 | .594 |
| 7. I was creative. | .227 | .133 | .631 | .229 | .520 |
| 2. My curiosity was satisfied. | .127 | -.028 | .069 | .810 | .679 |
| 5. I expanded my knowledge. | .270 | -.012 | .161 | .781 | .710 |
| 6. I discovered new things. | .134 | .082 | .219 | .765 | .658 |
| 1. I learned about things around me. | .246 | .146 | .217 | .564 | .447 |

Note. Loadings >.30 are printed in bold type. PA=Physical Activity Experiences; R=Relaxation Experiences; SE=Social Engagement Experiences; IO=Intellectual Experience

Second, regression analyses were then performed to look at how the T1 variables of Leisure Motivations (Intellectual, Social, Competence/Mastery, and Stimulus Avoidance), Individual Interest, and Trait Curiosity along with the T3 variables of Interest and Enjoyment, predicted the four T3 reports of Tourist Experiences (Physical Activity, Relaxation, Social Engagement, and Intellectual). Correlations for these variables are reported in Table 8.

Only Competence/Mastery Leisure Motivation predicted ratings of Physical Activity Experiences (see Table 9), Stimulus Avoidance Leisure Motivation was the only predictor of Relaxation Experiences (see Table 10), and Social Leisure Motivation was the only predictor of Social Engagement Experiences (see Table 11). These results are not surprising given the high correlation between these variables (see Table 8). Intellectual Experiences, on the other hand, were predicted by both Interest T3 and Social Leisure Motivations (see Table 12), suggesting a stronger role for Interest on Intellectual Experiences than other aspects of tourist experiences.

Table 8
Pearson's Product-Moment Correlations and Descriptives for Tourist Experiences (Physical activity, Relaxation, Social Engagement, and Intellectual Outcomes), Individual Interest, Trait Curiosity, Interest T3, and Enjoyment T3. Cronbachs Alpha Coefficients are shown in the diagonal.

| Variables | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|-------|------|
| Leisure Motivation T1 | | | | | | | | | | | | |
| 1 Intellectual | .82 | | | | | | | | | | | |
| 2 Social | .50** | .91 | | | | | | | | | | |
| 3 Competence/Mastery | .38** | .55** | .91 | | | | | | | | | |
| 4 Stimulus Avoidance | .21** | .13 | .23* | .84 | | | | | | | | |
| 5 Individual Interest T1 | .19 | .13 | .12 | .19 | .59 | | | | | | | |
| 6 Trait Curiosity T1 | .37** | .37** | .27** | .10 | .11 | .82 | | | | | | |
| 7 Interest T3 | .35** | .16 | .29** | .04 | .28** | .12 | .87 | | | | | |
| 8 Enjoyment T3 | .28** | .11 | .21* | -.05 | .15 | .22* | .79** | .93 | | | | |
| Tourist Experiences T3 | | | | | | | | | | | | |
| 9 Physical Activity | .21 | .34** | .45** | .03 | .32** | .20 | .30** | .23* | .93 | | | |
| 10 Relaxation | .27* | .31** | .34** | .56** | .09 | .21* | -.02 | -.09 | -.09 | .83 | | |
| 11 Social Engagement | .36** | .63** | .36** | .12 | .26* | .25* | .11 | .09 | .50** | .14 | .81 | |
| 12 Intellectual Outcomes | .41** | .41** | .31 | .05 | .34** | .32** | .44** | .32** | .47* | .09 | .44** | .80 |
| N | 98 | 97 | 98 | 99 | 98 | 96 | 94 | 95 | 91 | 91 | 94 | 95 |
| Mean | 3.92 | 2.85 | 3.44 | 3.35 | 3.41 | 5.08 | 5.85 | 5.68 | 2.89 | 3.27 | 2.47 | 4.04 |
| SD | .56 | .81 | .79 | .69 | .73 | .93 | 1.38 | 1.43 | 1.04 | .84 | .82 | .77 |

Note. ** Correlation is significant at the 0.01 level (2-tailed). * Correlation is significant at the 0.05 level (2-tailed).

Table 9

Summary of Standard Regression Analysis for Variables Predicting Physical Activity Tourist Experience Reports.

| Variables | B | SE B | β | T | R ² | Adjusted R ² | F(8,78) |
|------------------------|------|------|---------|--------|----------------|-------------------------|---------|
| Leisure Motivations T1 | | | | | .31 | .24 | 4.40** |
| Intellectual | -.14 | .22 | -.07 | -.61 | | | |
| Social | .17 | .16 | .14 | 1.1 | | | |
| Competence/Mastery | .46 | .16 | .35** | 2.93** | | | |
| Stimulus Avoidance | -.16 | .15 | -.10 | -1.03 | | | |
| Individual Interest T1 | .37 | .14 | .26* | 2.59* | | | |
| Trait Curiosity T1 | .05 | .12 | .04 | .38 | | | |
| Interest T3 | .07 | .13 | .09 | .54 | | | |
| Enjoyment T3 | .03 | .12 | .04 | .26 | | | |

Note. **p<.01 *p<.05

Table 10

Summary of Standard Regression Analysis for Variables Predicting Relaxation Tourist Experience Reports.

| Variables | B | SE B | β | T | R ² | Adjusted R ² | F(8,79) |
|------------------------|------|------|---------|--------|----------------|-------------------------|---------|
| Leisure Motivations T1 | | | | | .41 | .35 | 6.74** |
| Intellectual | .10 | .17 | .06 | .59 | | | |
| Social | .12 | .12 | .11 | .98 | | | |
| Competence/Mastery | .17 | .12 | .16 | 1.48 | | | |
| Stimulus Avoidance | .59 | .11 | .49 | 5.25** | | | |
| Individual Interest T1 | -.03 | .11 | -.03 | -.32 | | | |
| Trait Curiosity T1 | .08 | .09 | .09 | .90 | | | |
| Interest T3 | -.02 | .10 | -.03 | -.19 | | | |
| Enjoyment T3 | -.07 | .09 | -.13 | -.84 | | | |

Note. **p<.01 *p<.05

Table 11

*Summary of Standard Regression Analysis for Variables Predicting Social Engagement
Tourist Experience Reports.*

| Variables | B | SE B | β | T | R ² | Adjusted R ² | F(8,82) |
|------------------------|------|------|---------|--------|----------------|-------------------------|---------|
| Leisure Motivations T1 | | | | | .44 | .38 | 7.91** |
| Intellectual | .07 | .15 | .05 | .44 | | | |
| Social | .59 | .11 | .59** | 5.32** | | | |
| Competence/Mastery | .03 | .11 | .03 | .25 | | | |
| Stimulus Avoidance | -.01 | .11 | -.01 | -.06 | | | |
| Individual Interest T1 | .22 | .10 | .20* | 2.25* | | | |
| Trait Curiosity T1 | -.01 | .08 | -.02 | -.16 | | | |
| Interest T3 | -.08 | .09 | -.14 | -.93 | | | |
| Enjoyment T3 | .05 | .08 | .09 | .65 | | | |

Note. **p<.01 *p<.05

Table 12

*Summary of Standard Regression Analysis for Variables Predicting Intellectual Outcomes
Tourist Experience Reports.*

| Variables | B | SE B | β | t | R ² | Adjusted R ² | F(8,82) |
|------------------------|------|------|---------|-------|----------------|-------------------------|---------|
| Leisure Motivations T1 | | | | | .39 | .33 | 6.42** |
| Intellectual | .15 | .15 | .11 | .99 | | | |
| Social | .21 | .11 | .23 | 1.96 | | | |
| Competence/Mastery | .02 | .11 | .02 | .15 | | | |
| Stimulus Avoidance | -.09 | .10 | -.08 | -.86 | | | |
| Individual Interest T1 | .21 | .10 | .20* | 2.13* | | | |
| Trait Curiosity T1 | .13 | .08 | .15 | 1.53 | | | |
| Interest T3 | .21 | .09 | .37* | 2.41* | | | |
| Enjoyment T3 | -.06 | .08 | -.10 | -.70 | | | |

Note. **p<.01 *p<.05

Research Question 6: Which variables influence whether tourists report (a) being likely to take the excursion again and (b) if they are likely to recommend excursion to a friend?

A regression analysis was conducted to see which variables predict tourists' reports of Likelihood To Do Excursion Again and which variables predicts tourist reports of Likelihood To Recommend Excursion To A Friend. The only variable that significantly predicted tourists' likelihood to do the excursion again was the experience of Relaxation during the excursion (see Table 13), while the only variable that significantly predicted likelihood of tourist recommending the excursion to a friend was experience of Physical Activity (see Table 14).

Table 13

Summary of Standard Regression Analysis for Variables Predicting Tourists' Reports of Likelihood To Do Excursion Again

| Variables | B | SE B | B | t | R ² | Adjusted R ² | F(12,734) |
|------------------------|------|------|-------|--------|----------------|-------------------------|-----------|
| <i>Pre</i> | | | | | | | |
| Trait Curiosity T1 | .07 | .16 | .05 | .43 | .27 | .15 | 2.30* |
| Leisure Motivations T1 | | | | | | | |
| Intellectual | -.42 | .29 | -.19 | -1.47 | | | |
| Social | -.10 | .24 | -.06 | -.41 | | | |
| Competence/Mastery | -.15 | .22 | -.09 | -.68 | | | |
| Stimulus Avoidance | -.14 | .23 | -.08 | -.62 | | | |
| Individual Interest T1 | .33 | .20 | .19 | 1.70 | | | |
| <i>Outcome</i> | | | | | | | |
| Interest T3 | .00 | .17 | .01 | .03 | | | |
| Enjoyment T3 | .10 | .15 | .11 | .64 | | | |
| Tourist Experience T3 | | | | | | | |
| Physical Activity | .20 | .17 | .17 | 1.20 | | | |
| Relaxation | .72 | .20 | .48** | 3.53** | | | |
| Social Engagement | .15 | .22 | .10 | .68 | | | |
| Intellectual Outcomes | .12 | .22 | .07 | .52 | | | |

Note. **p<.01 *p<.05

Table 14

Summary of Standard Regression Analysis for Variables Predicting Tourists' Reports of Likelihood To Recommend Excursion To A Friend

| Variables | B | SE B | B | t | R ² | Adjusted R ² | F(12,74) |
|------------------------|------|------|------|-------|----------------|-------------------------|----------|
| <i>Pre</i> | | | | | .28 | .17 | 2.42* |
| Trait Curiosity T1 | .07 | .10 | .08 | .67 | | | |
| Leisure Motivations T1 | | | | | | | |
| Intellectual | -.14 | .19 | -.09 | -.73 | | | |
| Social | .14 | .16 | .13 | .87 | | | |
| Competence/Mastery | -.14 | .14 | -.14 | -1.00 | | | |
| Stimulus Avoidance | -.05 | .15 | -.04 | -.33 | | | |
| Individual Interest T1 | .01 | .13 | .00 | .04 | | | |
| <i>Outcome</i> | | | | | | | |
| Interest T3 | .21 | .11 | .34 | 1.85 | | | |
| Enjoyment T3 | -.05 | .10 | -.09 | -.55 | | | |
| Tourist Experience T3 | | | | | | | |
| Physical Activity | .30 | .11 | .38* | 2.74* | | | |
| Relaxation | .07 | .13 | .07 | .55 | | | |
| Social Engagement | -.24 | .15 | -.24 | -1.66 | | | |
| Intellectual Outcomes | .16 | .14 | .15 | 1.10 | | | |

Note. **p <.01 *p<.05

The Leisure Motivation and Tourist Experience variables were highly correlated (see Table 8) – a natural artifact of the two measures stemming from highly related banks of items. Accordingly, they accounted for a considerable of variance. We therefore wanted to see if the role of some of the other variables would be clearer in their contribution to predicting Likelihood of Doing an Excursion Again and Recommending It to a Friend when the Leisure Motivation and Tourist Experience variables were removed. A second regression analysis, without these variables was therefore conducted with both Likelihood To Do Excursion Again and Likelihood to Recommend Excursion to a Friend as dependent variables. As can be seen in Table 15, Individual Interest T1 helped predict likelihood to do excursion again. While

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Interest T3 helped predict likeliness to recommend excursion to a friend (see Table 16).

Again, the low adjusted R suggests that more is going on than our variables were able to capture.

Table 15

Summary of Standard Regression Analysis for Variables Predicting Tourists' Reports of likeliness to do this excursion again, without Leisure Motivations and Tourist Experiences.

| Variables | B | SE B | B | t | R ² | Adjusted R ² | F(4,86) |
|------------------------|-----|------|------|-------|----------------|-------------------------|---------|
| Trait Curiosity T1 | .15 | .14 | .11 | 1.07 | .10 | .06 | 2.42 |
| Individual Interest T1 | .47 | .19 | .27* | 2.51* | | | |
| Interest T3 | .02 | .16 | .02 | .10 | | | |
| Enjoyment T3 | .02 | .15 | .03 | -.15 | | | |

Note. **p<.01 *p<.05

Table 16

Summary of Standard Regression Analysis for Variables Predicting Tourists' Reports of likeliness to recommend this excursion to a friend, without Leisure Motivations and Tourist Experiences.

| Variables | B | SE B | B | t | R ² | Adjusted R ² | F(4,86) |
|------------------------|------|------|------|-------|----------------|-------------------------|---------|
| Trait Curiosity T1 | .10 | .06 | .11 | 1.12 | .16 | .12 | 4.18** |
| Individual Interest T1 | .08 | .09 | .07 | .67 | | | |
| Interest T3 | .26 | .12 | .43 | 2.57* | | | |
| Enjoyment T3 | -.07 | .10 | -.12 | -.69 | | | |

Note. **p<.01 *p<.05

Open-ended Questions

To get an account from the tourists themselves as to why they would do excursion again and why they would recommend excursion to a friend, we asked tourists to write a few words explaining their response ratings on the 1 to 5 Likert scale in an open field below the questions.

The propositions from the tourist comments were put onto cards, and then sorted using a card-sort task. The categories were first decided in a preliminary classification done by the

author (expert judge), and then another judge sorted the statements in the pre-set categories. Where they disagreed which categories to put a statement in, the categories were discussed, their definitions refined and the disputed statements were sorted again. This process continued until the judges achieved an acceptable degree of inter-rater reliability. Tourists had five main categories as to why they would or would not do excursion again (see Table 17 for categories and reliabilities). Four categories explained why they would do excursion again, while one (the last) category explained why they would not.

Table 17

Frequency of Statements in each of the Categories Explaining Why they Would or Would Not Do Excursion Again (n=88).

| Categories | Frequency | Inter-rater reliability |
|---|-----------|-------------------------|
| 1. Under different conditions | 19 | 1.00 |
| 2. Enjoyable experience | 19 | .95 |
| 3. To learn more | 14 | .93 |
| 4. Peaceful and relaxing | 6 | 1.00 |
| 5. Done it already, other places to see | 30 | .97 |

Under different conditions included statements like “Poor quality of northern lights – would like to see them again” and “In better weather”. *Enjoyable experience* included statements like “Enjoyable experience”, “Really liked the experience”, and “Fun experience”. *To learn more* included statements like “To learn more” and “Interesting experience”. *Peaceful and relaxing* included statements like “Peaceful, relaxing with beautiful surroundings” and “Relaxing and comfortable”. *Done it already, other places to see* included statements like “Other things to do in other parts of the world”, “Quite expensive, prefer seeing other places”, and “Done it already”.

Findings in Table 15 show us that Individual Interest T1 predicted reports of likeliness to do excursion again. Enjoyment and wanting to learn more are aspects of Individual Interest, while wanting to do the excursion under other conditions reflect that the conditions were not optimal.

Reasons why tourists would recommend excursion to a friend were divided in to five categories (see Table 18).

Table 18

Frequency of Statements in each of the Categories Explaining why they would Recommend the Excursion To A Friend (n=86).

| Categories | Frequency | Inter-rater reliability |
|--|-----------|-------------------------|
| 1. Positive evaluation of the experience as a whole | 47 | .98 |
| 2. Characteristics of the country, culture, nature, and natural phenomenon | 16 | 1.00 |
| 3. It was interesting/educational | 11 | .90 |
| 4. It was relaxing/peaceful | 6 | 1.00 |
| 5. Knowledgeable and friendly guide | 6 | 1.00 |

Positive evaluation of the experience as a whole included statements like “Fun, well-organized, professional, new experience”, “unique experience”, and “Great experience”.

Characteristics of the country, culture, nature, and natural phenomenon included statements like “A wonderful country, very pleasant people”, “To see the wild nature that’s surrounds Tromsø and have an idea of coastal Northern Norway”, and “To let others experience the Northern Lights”. *Interesting or educational* included statements like “Unusual and educational”, “World geography classroom brought to life”, and “Interesting”. *Relaxing and peaceful* included statements like “To relax and gain a feeling of to be free” and “Relaxing

and peaceful”. *Knowledgeable and friendly guide* included statements like “professional guides who knew what they were doing and talking about” and “friendly, helpful guide”.

According to our regression analyses, tourists' likeliness to recommend the excursion to a friend is predicted by Interest T3 (see Table 16). These categories of comments raise the question of whether it is these kinds of things that arouse interest on an excursion.

Finally, we also asked tourists to write down what could make the excursion more interesting and what could make the excursion more enjoyable. The statements were sorted by a card-sorting task using the same procedure as above. Similar categories emerged for statements of what could make the excursion more Interesting and what could make the excursion more Enjoyable (see Table 19).

Table 19

Frequency of statements and Inter-rater Reliability in each of the categories explaining what could make the excursion more Interesting (n=75) and more Enjoyable (n=73).

| Categories | Interesting | | Enjoyable | |
|-------------------------|-------------|-------------------------|-----------|-------------------------|
| | Frequency | Inter-rater reliability | Frequency | Inter-rater reliability |
| 1. Different conditions | 28 (2) | 1.00 | 18 (1) | .94 |
| 2. Longer excursion | 7 (3) | .86 | 14 (2) | 1.00 |
| 3. Better facilities | - | - | 12 (3) | .92 |
| 4. Deeper Information | 29 (1) | .97 | 9 (4) | 1.00 |
| 5. Nothing | 11 | 1.00 | 20 | 1.00 |

Note. The number in parenthesis shows ranking of category for enjoyable and interesting.

Different conditions included statements like “To come a day when the light display was better”, “to see the northern lights”, “better weather”, “less clouds”, and “no snowstorm”. Statements fitting this category was most frequent under what could make the excursion more Interesting, but it was the category with highest frequency for making the excursion more

Enjoyable. *Longer excursion* included statements like “longer dog sledding”, “more time to see and hear more”, and “staying longer to watch the Northern lights”. Statements fitting this category were found both under what could make the excursion more Interesting and more Enjoyable, though it were more frequently mentioned under what could make the excursion more Enjoyable. *Better facilities* included statements like “A warm outside area to watch the (Northern) lights”, “Better food”, “Better toilets”, and “A gin-tonic at the end”. No statements fitted this category for making the excursion more Interesting. Better facilities seemed to be important for making the excursion more enjoyable. *Deeper information* included statements like “More history and facts about the local people and their way of life”, “Information about how dogs are trained”, “More knowledge about the environment and surroundings”, and “More engagement and information from operator”. This category was ranked highest in terms of what could make the excursion more Interesting. It was not that important for making the excursion more Enjoyable. *Nothing* included statements like “Perfect/excellent as it is”, “Ok the way it was”, and “Nothing”. Statements fitting this category were frequently mentioned under both what could make the excursion more Interesting and more Enjoyable.

Discussion

In this study we first wanted to look the relationship between Interest and Enjoyment, Curiosity and Interest, and how Leisure Motivations and Individual Interests influence these in a tourist excursion. Ratings of Interest and Enjoyment at the end of the excursion were strongly correlated, but showed different appraisal structures. Both were predicted by appraisal of Coping potential, while only Interest was predicted by appraisal of Novelty. Further, Interest at the end of the excursion was predicted by pre-excursion Intellectual and Competence/Mastery Leisure Motivations, and Individual Interest, while Enjoyment only was predicted by pre-excursion Intellectual Leisure Motivations. High and Low Trait Curiosity tourists reported the excursion similarly in terms of Interest at the end of the excursion, regardless of whether the final Interest rating was Situational (based on low pre-excursion Individual Interest) or Personal (high pre-excursion Individual Interest). All tourists rated the excursion high on Interest at the end of the excursion (though tourists with Personal Interests did score significantly higher).

Secondly, we wanted to explore whether tourists' Trait Curiosity, Individual Interests, Leisure Motivations prior to the excursion, and experienced Interest and Enjoyment at the end of the excursion influence how tourists otherwise describe their experiences immediately afterwards. In terms of Tourist Experiences of Physical Activity, Relaxation, Social Engagement, and Intellectual Experience, these were influenced by Leisure Motivations, Individual Interests before the excursion, and Interest after the excursion. Likelihood To Do Excursion Again was influenced by tourists Individual Interest before excursion, while Likelihood To Recommend Excursion To A Friend was influenced by Interest at the end of the excursion.

Interest vs. Interests

In this study we investigated Interest vs. Interests by looking at Individual Interest and Trait Curiosity before the excursion and Interest at the end of the excursion. First, the low correlation between pre-excursion Individual Interest and Trait Curiosity, and Interest at the end of the excursion implies that the Interest at the end was more situational than personal. Furthermore, the excursions studied were successful in triggering interest regardless of how initially curious tourists were at the start. This is perhaps not so surprising since people made the effort to come to Norway and the extra financial and time investment to participate in the excursion. Similar ratings of Interest at the end of the excursion between the High and Low Trait Curiosity tourists and the difference in Interest at the end of the excursion between tourists with Personal Interest (high Individual Interest) and tourists experiencing Situational Interest (low Individual Interest), suggests that the excursion reinforced the level of interest for those with prior Personal Interest, and aroused interest among those who reported Situational Interest, as one would hope. Thus, the tourist excursions in this study were able to create *interest* in tourists without prior *interests*, while still reinforcing *interest* for tourists with prior *Interests* in the theme of the excursion.

Interest vs. Enjoyment

The current study supported the findings by Turner and Silvia (2006); Interest was, as expected, predicted by appraisals of both Novelty and Coping Potential, while Enjoyment was only predicted by appraisals of Coping Potential. The negative relationship between Enjoyment and appraisals of Novelty found in Turner and Silvia was not supported in the current study. Tourists rated the excursion high in both Interest and Enjoyment, thus Interest and Enjoyment correlated strongly and there were no significant differences between the two ratings. This is not in line with findings from Turner and Silvia (2006) who found that ratings of enjoyment (pleasantness) and interest were uncorrelated (within-participant) when

evaluating paintings. As Vittersø, Overwien, and Martinsen (2009) discuss, the association between enjoyment (pleasure) and interest could differ from one situation to the next, as a result of different degrees of complexity and novelty of the tasks in the studies. Higher degrees of complexity and novelty could give a smaller correlation between interest and enjoyment. By taking a closer look at the appraisal structure of Interest and Enjoyment, we were able to test a more nuanced picture of their relationship.

A further investigation of which other variables helped predict Interest and Enjoyment after the excursion gave us additional information about the two variables. Intellectual and Competence/Mastery Leisure Motivations, as well as individual Interest prior to the excursion, predicted ratings of Interest at the end of the excursion. This is in line with results from a study by Harackiewicz, Durik, Barron, Linnenbrink-Garcia, & Tauer (2008) that found that when we enter a situation with a prior interest in the topic, we tend to be motivated to learn more about it. However, we may also develop more interest when we approach a task with a mastery-goal. In our data the Intellectual and Competence/Mastery Leisure Motivation could be interpreted to indicate some degree of commitment to a mastery-goal. Thus, the findings related to prior interest, Intellectual and Competence/Mastery motivation are somewhat in line with Harackiewicz et al.

When it came to Enjoyment, only Intellectual Leisure motivations helped predict ratings of Enjoyment. This finding could suggest that the excursion had intellectual qualities, which tourists' with Intellectual Leisure Motivations enjoyed more than those without. As the regression models did not explain much of the variance, more seems to be relevant than what our variables capture. Our qualitative measures suggest that enjoyment of a tourist excursion has more to do with facilities and other comfort-related conditions that we didn't ask concretely about than Leisure Motivations, Interest, and Curiosity. Thus, enjoyment seems more likely to come from either having or getting what one wants (Vittersø, Dyrdal, &

Røysamb, 2005). In this case having better facilities and conditions while on the excursion in terms of food, drinks, and agreeable weather would, according to the tourists, make the excursion more enjoyable.

Theories on interest development

In relation to Silvia's (2006) emotion-attribution theory, that interest development is a matter of positive appraisal of what we experience, it seems that the excursions created interest-related appraisals that could, from his theory, be sufficient to create the basis for developing an enduring interest. However, Silvia is uncertain as to how enjoyment fits the development of (situational) interest. This study addresses that to some extent, indicating that the enjoyment after tourist excursions was more intellectually mastery-oriented in nature (Intellectual Leisure Motivation was the only predictor of enjoyment). However, when it came to the open-ended query about what would make the excursion even more enjoyable, tourists mentioned getting or having what they want or need in terms of facilities. Which of these enjoyment factors matters more to the development of a more enduring interest, though, remains a question. So, our contribution to Silvia's theory is the question of whether positive cognitive appraisals are enough for someone to develop an enduring interest in what they experienced on the excursion in the future or whether particular aspects of enjoyment are also necessary (intellectually and/or comfort-based). Examining the role of different aspects of enjoyment in the sustaining of the new (situationally aroused) interest for those who did not enter the experience with a personal interest already present would be helpful.

In relation to Hidi and Renningers' (2006) four-phase model of interest development which posits that interest development is both an affective and cognitive experience, in a different way than Silvia does, this study showed that the tourist excursions were able to create interest for both those with high and low prior Individual Interest. That is, it triggered interest (phase one) for tourists with low Individual Interest and reinforced the interest (phase

three or four) for tourists with higher Individual Interest. In the first phase, they claim that the cognitive aspect of interest development is more important than affect for the arousal of situational interest, while positive affect is more central in the third and fourth phase (those who express an existing personal interest in what the experience has to offer) where task value and challenge are more important. Given their model, one could imagine enjoyment to matter less for with the development of an emerging interest than for those with an already established interest. However, this seems counterintuitive. So, a critical look at how enjoyment was different between those who became situationally interested and those who were already personally interested deserves further attention in order to capture whether enjoyment truly plays a different role in interest development as Hidi and Renninger claim in their model.

Tourist Experiences

How tourists described their experiences in terms of Physical Activity, Relaxation, Social Engagement, and Intellectual Experiences was, not surprisingly, largely influenced by Leisure Motivations as the two scales were based on conceptually parallel items. Tourist experience in terms of Physical Activity was influenced by pre-excursion Competence/Mastery Leisure Motivation and Individual Interest. Relaxation Tourist Experience was influenced by Stimulus Avoidance Leisure Motivation. Social Engagement experience was influenced by Social Leisure Motivations and Individual Interest. Intellectual Tourist Experience was the only variable that was not influenced by Leisure Motivations; this variable was influenced by tourists' Individual Interest in the theme of the excursion prior to its start and their level of Interest in the experience at the end of the excursion. None of our pre-excursion variables except Leisure Motivations were related to participants' ratings of how the excursion involved Physical Activity, Relaxation, and Social Engagement, thus it is not surprising that Leisure Motivation was as strongly predictive as it was.

Remember, Individual Interest before the excursion was the sole predictor of Likelihood To Do The Excursion Again, while Interest at the end of the excursion predicted Likelihood To Recommend Excursion To A Friend. It seems that the experiences of personally interested tourists influence both their own likelihood to do something again and to recommend it to others, whereas the experiences of situationally interested tourists influence are not as strong at evoking a desire to do more of the same, but strong enough to at least encourage others to try it. So something more seems to be needed in order to get those situationally interested tourists to act on their interest – at least in terms of doing something similar again. The qualitative data supports this notion as tourists would mainly do the excursion again when they found it enjoyable, if they wanted to experience it under different conditions, or to learn more, and all of these variables were, to some degree, related to Individual Interest. Whether tourists are likely to recommend an excursion to friends, according to our qualitative data, is more rooted in a positive evaluation of the experience as a whole, characteristics of the country, culture, nature, and natural phenomenon, and because it was interesting or educational. Given the relationship between our level of Interest at the end of an excursion and our Likelihood To Recommend Excursion To a Friend, is it these kinds of things that we captured in our qualitative data that deserve more attention in understanding how to arouse interest in an excursion?

Limitations and challenges

As with all research, but particularly tourism research, it is critical to the experience we want to study not to sully it in any way for both personal reasons (the tourists') and economic reasons (the tourist operators'). We therefore had to be strict in the selection of variables to study and methods to use to explore them in order to avoid notably interrupting the tourists' experience. Naturally, this limited the scope of what we could explore and the conclusions we can draw from these.

The questionnaires of the study were only available in English, which could lead to misunderstanding and erroneous responses from tourists with other native languages. Also, almost half of the tourists that completed the questionnaire were British, thus it seems that the availability of the questionnaire in only English may have influenced our selection. The Tourist Information office in Tromsø, did, however, believe that most tourists visiting here had good English proficiency and informed our decision to only have one, English, version of the questionnaire. Given their confidence in the English proficiency of those who were given the forms, there is reason for cautious optimism that language difficulties had any significant bearing on our findings.

The instructions were to fill out the Part Two of the questionnaire during the excursion, though when during the excursion this was actually done was not controlled and could only be noted after the fact (since people indicated the clock time when they began and ended the excursion, and when during the excursion they filled out Part Two of the materials). Thus, the tourists determined this by themselves when they wanted to fill it out. Despite the fact that the instructions were that the tourist should consider his/her “feelings and impressions of this excursion *right now*” and fill out the questionnaire accordingly, it could be that the tourists evaluated the excursion as a whole so far, leading to more similarity in the ratings during and after the excursion than the materials were intended to capture. Experience Sampling Method (ESM; Csikszentmihalyi & Larson, 1987) could have been used or simulated with a signal given for when the tourist should fill out the questionnaire mid-way on each excursion in order to correct for this.

Likelihood To Do Excursion Again and Likelihood To Recommend it To A Friend were measured shortly after the excursion was over. While on-line reports may be a better measure of actual experience, retrospective (remembered) experience may better predict future behavior (Wirtz, Kruger, Scollon, & Diener, 2003), that is whether the tourist is likely

to do the excursion again or recommend it to a friend. Though this is the claim, this needs to be tested to be sure.

Implications for future research and development of tourist excursions

In relation to the four-phase model of interest development, the first phase was the main focus of this study, though tourists with already established interests provided another point of comparison. In order to further investigate how interest can develop through tourist experiences, it would be desirable to conduct a longitudinal study of tourists, starting before a trip when they are deciding where to travel and ending at some point after coming home from the trip so that more of the phases could be explored. Psychological measures of expectations before tourist experiences, during the experiences themselves, and memories after an tourist experience have been suggested for a complete study of the tourist experience (Larsen, 2007). Recent research has investigated the four-phase model of interest development in relation to long-term academic performance and educational issues (Durik & Harackiewicz, 2007; Harackiewicz et al., 2008; Lipstein & Renninger, 2007). Investigating tourist experiences in terms of interest over a longer perspective is equally relevant. It would be beneficial for a better understanding of how interest can develop outside the educational arena, enabling us to examine how this differentially informs the validity of the four-phase model of interest development.

Further, in many cases we do not just travel for leisure, for instance field class trips or educational travel are popular for experiential learning, though their educational value has received little attention (Johnson, 2008). Studies of how interest can develop through class trips and other planned educational excursions would further enlighten this research area.

The qualitative responses gave insight to what could be important when trying to improve tourist excursions. Different conditions were among the categories that emerged from statements of what could make the excursion more interesting and more enjoyable.

Different conditions are, to some extent, outside of tour operators control (e.g., they cannot control the weather), though they could plan ahead and offer different excursions under different conditions. On a cloudless day in the winter, for example, northern lights could be the main focus of the excursion while dog sledding, but on a snowy day, the local people's history and way of life could be the main focus and shared while sitting in a lavvo around a bonfire. Longer excursion, better facilities, and deeper information were other factors indicated by tourists in this study that could make the excursion more enjoyable and interesting. By designing studies of tourist experiences which take into account these aspects of an excursion, it may be possible to explore which are more important and how these aspects relate to the overall experience.

This study also brings to light things tourists, themselves, can do to make more out of their trips to Tromsø. Motivations for leisure activities in general influenced how the excursion were experienced both in terms of Interest and Enjoyment at the end of the excursion, as did tourist experiences of Physical Activity, Relaxation, Social Engagement, and Intellectual Experiences. Thus, how we prepare before going on a vacation in terms of information, motivation and expectation influences what we experience in the destination and how we remember the experience (Wirtz et al., 2003). For us as tourists, this suggests that by planning, taking into account already existing interests, and considering motivations for the trip, we can enhance our experience while in the destination.

Extending psychological theory to tourism research has practical benefits for the enhancement of the tourist experience, the planning and development of the industry, and even the promotion of increased intercultural understanding (Berno & Ward, 2005). Further investigation of how we can create and develop interest for something in a destination, may further enlighten how the tourism industry can design better excursions and what tourists, themselves, can do to get more out of the vacation. This would be relevant for the Norwegian

governments' national strategy to develop tourism to make the added expense worth a visit (as Norway is an expensive country) (Nærings- og Handelsdepartementet, 2007).

Conclusion

For our trip to Greece in the introduction, the excursion to ancient city ruins could possibly trigger a situational interest or reinforce a personal interest in us just as the excursions in this study did -- reinforcing interest for tourists with prior personal interest, and arousing interest in tourists who came without a pre-existing interest. Situational interest aroused by an excursion seems not to be as strong as reinforced personal interest in terms its ability to evoke a desire to do more of the same. The role that enjoyment or other affective variables may play in those early stages of interest development therefore warrants further investigation. This would be useful for the advancement of interest development theory. In light of the Norwegian governments national strategy for the travel industry, *Valuable experiences*, it is important to know how to inspire an interest created while visiting a the destination and maintain it long after the trip ends. The application of interest development theory in practice is relevant for the innovation of higher quality tourism – tourism that mindfully seeks to extend the value of our visits for years and years into our futures *at home*.

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Appendix A

Questionnaire Before the Excursion

Part 1 QUESTIONNAIRE ABOUT TOURIST EXPERIENCES

-To be filled out **before** the excursion.



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Appendix A

Questionnaire Before The Excursion

Curiosity and Exploration Inventory

Using the scale below, please respond to each statement according to how you would normally describe yourself.

- | | Strongly disagree | Neither agree nor disagree | Strongly agree |
|---|-------------------|----------------------------|----------------|
| 1. I would describe myself as someone who actively seeks out as much information as I can in a new situation. | 1 | 2 3 4 | 5 6 7 |
| 2. When I am participating in an activity, I tend to get so involved that I lose track of time. | 1 | 2 3 4 | 5 6 7 |
| 3. I frequently find myself looking for new opportunities to grow as a person (e.g., information, people, resources). | 1 | 2 3 4 | 5 6 7 |
| 4. I am <i>not</i> the type of person who probes deeply into new situations or things. | 1 | 2 3 4 | 5 6 7 |
| 5. When I am actively interested in something, it takes a great deal to interrupt me. | 1 | 2 3 4 | 5 6 7 |
| 6. My friends would describe me as someone who is "extremely intense" when in the middle of doing something. | 1 | 2 3 4 | 5 6 7 |
| 7. Everywhere I go, I am looking for new things or experiences. | 1 | 2 3 4 | 5 6 7 |

Read this first:

The questions in this questionnaire are about curiosity, interest, enjoyment and motivation.

Please, read the questions carefully and answer the questions to your best ability. The study is anonymous and voluntary.

Background information:

Age: _____

Male, Female

Nationality: _____

Mother tongue: _____

Have you visited Norway before? Yes, No

Have you visited Northern Norway before? Yes, No

Have you been on this particular excursion before? Yes, No

Are you from the region? Yes, No

Do you live in the region? Yes, No

Appendix A

Questionnaire Before The Excursion

Individual interest

What is the theme of this excursion? _____.

Please respond to how the theme of this excursion is for you personally using the scale below.

| | <i>Never heard about it</i> | 1 | 2 | 3 | 4 | 5 | <i>Know everything about it</i> |
|---------------------------|-------------------------------------|---|---|---|---|---|---|
| How much I know about it | | | | | | | |
| How important it is to me | <i>Not at all important</i> | | | | | | <i>Very important</i> |
| | | | | | | | |

Leisure motivations

These questions are related to your leisure activities in general. Please read the sentences carefully and circle the number on the scale that best indicates how true they are for you, where 1= never true, 2=seldom true, 3=somewhat true, 4=often true, and 5=always true.

| | <i>Never true</i> | 1 | 2 | 3 | 4 | 5 | <i>Always true</i> |
|-------------------------------------|-----------------------|---|---|---|---|---|------------------------|
| 1. To learn about things around me. | | | | | | | |
| 2. To satisfy my curiosity. | | | | | | | |
| 3. To explore new ideas. | | | | | | | |
| 4. To learn more about myself. | | | | | | | |

| | <i>Never true</i> | 1 | 2 | 3 | 4 | 5 | <i>Always true</i> |
|--|-----------------------|---|---|---|---|---|------------------------|
| 5. To expand my knowledge. | | | | | | | |
| 6. To discover new things. | | | | | | | |
| 7. To be creative. | | | | | | | |
| 8. To use my imagination. | | | | | | | |
| 9. To build friendships with others. | | | | | | | |
| 10. To interact with others. | | | | | | | |
| 11. To develop close friendships. | | | | | | | |
| 12. To meet new and different people. | | | | | | | |
| 13. To reveal my thoughts, feelings, or physical skills to others. | | | | | | | |
| 14. To be socially competent and skillful. | | | | | | | |
| 15. To gain a feeling of belonging. | | | | | | | |
| 16. To gain other's respect. | | | | | | | |
| 17. To challenge my abilities. | | | | | | | |
| 18. To be good in doing them. | | | | | | | |
| 19. To improve my skill and ability in doing them. | | | | | | | |
| 20. To be active. | | | | | | | |
| 21. To develop physical skills and abilities. | | | | | | | |
| 22. To keep in shape physically. | | | | | | | |

Appendix A

Questionnaire Before The Excursion

| | Never true | 1 | 2 | 3 | 4 | 5 | Always true |
|---|---------------|---|---|---|---|---|----------------|
| 23. To use my physical abilities. | 1 | 2 | 3 | 4 | 5 | | |
| 24. To develop physical fitness. | 1 | 2 | 3 | 4 | 5 | | |
| 25. To slow down. | 1 | 2 | 3 | 4 | 5 | | |
| 26. Because I sometimes like to be alone. | 1 | 2 | 3 | 4 | 5 | | |
| 27. To relax physically. | 1 | 2 | 3 | 4 | 5 | | |
| 28. To relax mentally. | 1 | 2 | 3 | 4 | 5 | | |
| 29. To avoid the hustle and bustle of daily activities. | 1 | 2 | 3 | 4 | 5 | | |
| 30. To rest. | 1 | 2 | 3 | 4 | 5 | | |
| 31. To relieve stress and tension. | 1 | 2 | 3 | 4 | 5 | | |
| 32. To unstructure my time. | 1 | 2 | 3 | 4 | 5 | | |

Please note down which date it is today _____

Please note down what time it is now _____

You can now put the questionnaire in the given envelope.

Remember to fill out part 2 during the excursion.

Thank you for your help so far!

Appendix B

Questionnaire During The Excursion

Part 2 QUESTIONNAIRE ABOUT TOURIST EXPERIENCES

-To be filled out **during** the excursion.



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Appendix B

Questionnaire During The Excursion

Interest and enjoyment during the excursion

Please consider your feelings and impressions of *this tourist excursion right now*.

Then for each pair of descriptors, put a ring around the number that fits your feelings and impressions of this excursion.

| | | | | | | | | |
|--------------------|---|---|---|---|---|---|---|--------------------|
| Interesting | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Uninteresting |
| Boring | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Engaging |
| Enjoyable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Unenjoyable |
| Cheerful | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Sad |
| Pleasing | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Displeasing |
| Familiar | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Unfamiliar |
| Simple | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Complex |
| Common | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Unusual |
| Easy to understand | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Hard to understand |
| Comprehensible | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Incomprehensible |
| Coherent | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Incoherent |

Please note down which date it is today _____

Please note down what time it is now _____

You can now put this part of the questionnaire in the given envelope.

Remember to fill out part 3 after the excursion is over.

Thank you for your help so far.

Appendix C

Questionnaire After The Excursion

Part 3 QUESTIONNAIRE ABOUT TOURIST EXPERIENCES

-To be filled out **after** the excursion.



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Appendix C

Questionnaire After The Excursion

Interest and enjoyment after the excursion

Please consider your feelings and impressions of *this tourist excursion as a whole*. Then for each pair of descriptors, put a ring around the number that fits your feelings and impressions of this excursion.

| | | | | | | | | |
|--------------------|---|---|---|---|---|---|---|--------------------|
| Interesting | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Uninteresting |
| Boring | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Engaging |
| Enjoyable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Unenjoyable |
| Cheerful | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Sad |
| Pleasing | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Displeasing |
| Familiar | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Unfamiliar |
| Simple | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Complex |
| Common | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Unusual |
| Easy to understand | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Hard to understand |
| Comprehensible | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Incomprehensible |
| Coherent | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Incoherent |

Leisure experiences related to the excursion

These questions are related to this particular excursion. Please read the sentences carefully and circle the number on the scale that best indicates how true they are for you, where 1= never true, 2=seldom true, 3=somewhat true, 4=often true, and 5=always true.

| While on this excursion ... | Never true | 1 | 2 | 3 | 4 | 5 | Always true |
|---|---------------|---|---|---|---|---|----------------|
| 1. I learned about things around me. | | 1 | 2 | 3 | 4 | 5 | |
| 2. My curiosity was satisfied. | | 1 | 2 | 3 | 4 | 5 | |
| 3. I explored new ideas. | | 1 | 2 | 3 | 4 | 5 | |
| 4. I learned more about myself. | | 1 | 2 | 3 | 4 | 5 | |
| 5. I expanded my knowledge. | | 1 | 2 | 3 | 4 | 5 | |
| 6. I discovered new things. | | 1 | 2 | 3 | 4 | 5 | |
| 7. I was creative. | | 1 | 2 | 3 | 4 | 5 | |
| 8. I used my imagination. | | 1 | 2 | 3 | 4 | 5 | |
| 9. I made friends with others. | | 1 | 2 | 3 | 4 | 5 | |
| 10. I interacted with others. | | 1 | 2 | 3 | 4 | 5 | |
| 11. I developed close friendships. | | 1 | 2 | 3 | 4 | 5 | |
| 12. I met new and different people. | | 1 | 2 | 3 | 4 | 5 | |
| 13. I revealed my thoughts, feelings, or physical skills to others. | | 1 | 2 | 3 | 4 | 5 | |
| 14. I was socially competent and skillful. | | 1 | 2 | 3 | 4 | 5 | |

Appendix C

Questionnaire After The Excursion

For the following questions, just write about those things that *you* think could make the biggest difference.

You may answer in terms of what you feel, think or have done while on the excursion, and/or in terms of the destination or tour itself, the tour operator(s), the tour context, your fellow travelers, and/or in terms of anything else that strikes you.

What could make this excursion more interesting for you?

What would make this excursion more enjoyable for you?

Do you have any other comments you would like to share with the researcher related to this experience?

If so, please write them here her or contact her at:

kit023@mailbox.uib.no.

Please note down which date it is today _____

Please Note down what time it is now _____

You can now return all three parts of the questionnaire in the given envelope.

Thank you for your participation!

Appendix D

Consent Form



INVITATION TO PARTICIPATE IN RESEARCH

The development of interest

in a Northern Norwegian tourist experience

Project associates:

Kjærsti Thorsteinsen

Masters student
Department of Psychology

Tove I. Dahl (Supervisor)

Associate Professor
Department of Psychology

Appendix D

Consent Form

The development of interest in a Northern Norwegian tourist experience

CONSENT FORM

You are invited to be a part of a study examining the development of interest in a tourist setting. We ask you to read this form and ask any questions you may have before agreeing to take part.

This study is being conducted by Kjærsti Thorsteinsen (MA-student in the Department of Psychology at the University of Tromsø) and supervised by Dr. Tove I. Dahl (Department of Psychology, University of Tromsø).

Purpose

The purpose of this study is to investigate the relationship between interest and enjoyment during tourist experiences. Our goal is to achieve a better understanding of both and to identify how to use them mindfully in the development of even better leisure experiences for the future.

Procedures

If you agree to be part of this study, we would ask you to consent to fill out a questionnaire with three parts:

- 1) The first part is filled out *before* you go on an excursion
- 2) The second, shortest, part is filled out *during* that excursion
- 3) The third part is filled out as soon as the excursion *ends*.

After all of the parts of the questionnaire are filled out and the excursion is over, you put the questionnaire in the provided envelope and give it back to the person you received it from or put it in the nearest (red) mailbox.

Participants

Tourists on excursions in the Tromsø area.

Risk and benefits from being in the study

No risk is presumed to be accompanied with participation in this study. Completion of the questionnaire does not take a lot of time and participation is not assumed to diminish the quality of your tourist experience. Furthermore, no one will be referred to by name in any of the writing about the survey results.

Appendix D

Consent Form

The main benefit of participating in this study for you is the opportunity to reflect on your experience and exposure to how research is conducted. The benefit for others is that your participation will contribute to helping us understand important issues in the field of interest development. When the study is completed all participants will receive a short summary of the results.

Confidentiality

All the information collected from participants will be held completely confidential. Research records will be stored securely, and your names will not be stored in the data files. Only the project researchers will have access to the information that you provide.

Right to Refuse or Withdraw

Participation in this study is completely voluntary. If you decide to participate, you are free not to complete any task or to withdraw at any time throughout the study.

Contacts and Questions

You may ask any questions you have now or throughout the remainder of the study. If you have questions or comments later, feel free to contact the researchers directly.

MA- student Kjærsti Thorsteinsen

Veileder Tove I. Dahl

kjt023@mailbox.uit.no

tdahl@psyk.ut.no

Cut of the next section and put it in the envelope!

Consent

I have received and understand the written and oral information about this project. With my signature, I consent to participating in this study

Participant name

Date

Please indicate the address to which you would like us to send the research summary (Please write in block letters):

E-mail: _____

Or your postal address:

Appendix E

Measures of Interest

| Author, year | Definition of interest | Measure | Outcomes |
|--------------------------------|---|---|---|
| Chen, Darst, & Pangrazi, 2001 | Situational interest: associated with five dimensional sources: novelty, challenge, attention demand, exploration intention, and instant enjoyment. | 24 five-point Likert type items. Six dimensions: novelty (.78), challenge (.80), attention demand (.90), exploration intention (.91), instant enjoyment (.90) and total interest (.95). | Using this scale the authors found that instant enjoyment determined situational interest in physical activity. Exploration and novelty had positive influence via enhancing instant enjoyment. Challenge showed little influence. OBS! Silvia's (2006) critique of the measures of enjoyment and total interest (measuring the same thing?). |
| Iran-Nejad, 1987 | Interest is a monotonic function of collative variables such as curiosity, novelty, surprise, and incongruity and influenced by post-surprise incongruity resolution. | Read story. 4-item post-ending rating scales ranged from: extremely predictable, not interesting at all, did not like at all, or not resolved at all (1) to extremely surprising, extremely interesting, liked very much, or completely resolved (7). | Scale used to capture that Post-surprise incongruity resolution, not the degree of surprise per se, causes interest. In other words the underlying causes of affect and interest are different. |
| Kashdan, Rose, & Fincham, 2004 | Curiosity as a means to seek out personally meaningful interests. Trait curiosity as a disposition that influence situational interest. Curiosity as a feeling of interest. | The curiosity and exploration Inventory. 7-item instrument. Response on 7-point Likert scale. 2 dimensions: exploration and absorption. Reliability: Chronbachs alpha .72 to .80 for CEI-total. Test-retest reliability exploration r=.78 and absorption r=.74 | Validated the Curiosity and Exploration Inventory's psychometric properties and structure. |
| Reeve, 1989 | Interest is predicted by collative motivation. Interest as an emotion. | Four measures: collative motivation, perceived performance, interest and enjoyment. Experiment 1: Interest measure: 0-10 Likert scales: «How interesting are the anagrams?» (Not at all interesting/Extremely interesting) Enjoyment scale equivalent. Experiment 2: Interest measure 5 items on 0-10 Likert scales: «How interesting is the puzzle?», «To what extent did the puzzle stimulate your curiosity?», «How curious do you feel about how the puzzle works?», «Is this the type of task that you would like to explore further?» and «How did you feel while you manipulated the puzzle into its different forms?» alpha=.85 | Enjoyment and interest could be distinguished on the basis of differential determinants. Collative motivation predicts interest. |

Appendix E

Measures of Interest

| | | | |
|----------------------------------|---|---|--|
| Reeve, 1993 | Interest as an emotion | Six-item questionnaire featured three items to measure interest and three items to assess enjoyment. Interest on 1- to 7-point Likert scales. Items: «How interesting is the film clip?», «To what extent does the film clip stimulate your curiosity?» and «To what extent does the film clip hold your attention?». Alpha coefficient for the three-item interest measure was .92. | Used as a self-report on feelings of interest while viewing an interesting or uninteresting film. Face-movements and psychophysiological responses were observed during the viewing. «Hard stare», mouth opened only slightly and the lower jaw was not relaxed during interest. |
| Schraw, Bruning, & Svoboda, 1995 | Sources of interest: factors that evoke feelings of interest in a text. Perceived interest: the feeling of interest itself. | 30-item sources of interest questionnaire (SIQ). Cronbach's alpha: .65-.84 10-item perceived interest questionnaire (PIQ), internal consistency Cronbach's alpha: .91. 5-point Likert Scale: agreed or disagreed with each statement. Acceptable face validity according to factor loadings. | Results suggested that different sources of interest affect perceived interest, which in turn, affects recall. |
| Turner, & Silvia, 2006 | Interest as an emotion associated with curiosity, exploration and knowledge-seeking. Interest involves an appraisal of novelty-complexity followed by an appraisal of coping potential. Suggests that pleasantness is peripheral to interest—people can be interested in disturbing, unpleasant events. | Emotional reactions and appraisals were measured using 1-7 bipolar Likert scales. Two items measured interest (interesting, uninteresting and boring-engaging), three items measured pleasantness (enjoyable-unejoyable, cheerful-sad, and pleasing-displeasing), three items measured appraisals of novelty-complexity (familiar-unfamiliar, simple-complex, and common-unusual), three items measured appraisals for coping potential (easy to understand-hard to understand, comprehensible-incomprehensible, and coherent-incoherent) and one item measured judgements of the paintings' disturbingness (calming-disturbing) Form the appropriate factors according to multivariate studies. | Shown that pleasantness is not necessary for interest. Appraisals of novelty-complexity had opposite effects on pleasantness and interest. |

Appendix F

Measures of Interests

| Author, year | Definition of interests | Measure | Outcomes |
|---------------------------------------|---|---|---|
| Ainley, Hidi, & Berndorff, 2002 | Individual interests which involves knowledge and value components. Topic interest. | Individual interest measure: rate individual interest in four domains (personal health, animals and pets, TV and movies, and science) two ratings on 5-point Likert-type scales. Knowledge («How much I know about it»: 1 = a little, 5 = a lot) and Value («How important it is to me») | Used to measure the dynamic between individual interest, situational interest and topic knowledge |
| Alexander, Jetton, & Kulikowich, 1995 | Interests (Individual interest) predicted by domain knowledge. Interest/interests play a different role at each stage of the model of domain learning | Topic interest measure: 5-point Likert-type rating assessing how interesting they expected each of the four titles to be. Study 1: Read four passages: rated each passage and the paragraphs for interest. The ratings ranged from least interesting (1) to most interesting (10). Study 2: students rated interest in the domain at the beginning of the study, rate interest on a 7-point Likert scale: low interest (1) to high interest (7), Cronbach for full scale .86, test-retest reliability coefficient .88. Same passage-level interest ratings as in study 1. | Used to test the assumptions of the model of domain learning. Examined the individual performance profiles that emerged through cluster-analysis of students' knowledge, interest and recall. |
| Beard, and Ragheb, 1983 | Interests as motivation for leisure. | 48 items measuring reasons for engaging in leisure activities, four factors: intellectual, social, competence-mastery, stimulus-avoidance. Alpha reliabilities from .90 to .92. | Evidence of the reliability for the Leisure Motivation Items. |
| Hansen, & Scullard, 2002 | (Individual/personal) Interests as a rating of if people like, dislike or are indifferent to a particular activity. | 250 items, 3-point scale, 20 scales. Cronbach alpha ranging from .69 to .93. Test-retest correlation .61 to .91. Evidence of convergent and discriminant validity for the LIQ-scales | Evidence of the reliability and validity for the Leisure Interest Questionnaire. Development of a thorough and comprehensive assessment of leisure interests. |

Appendix G

Measures of Enjoyment

| Author, year | Definition of enjoyment | Measure | Outcomes |
|------------------------|--|---|---|
| Iran-Nejad, 1987 | Liking of a story, which is affected by outcome valence. | Read story. 4-item post-ending rating scales ranged from: extremely predictable, not interesting at all, did not like at all, or not resolved at all (1) to extremely surprising, extremely interesting, liked very much, or completely resolved (7). | Outcome valence but not incongruity resolution causes liking. Incongruity resolution influences liking in terms of outcome valence. |
| Reeve, 1989 | Enjoyment is predicted by perceived performance. | Four measures: collative motivation, perceived performance, interest and enjoyment. Enjoyment measure: Experiment 1: 0-10 Likert scales. «How enjoyable are the anagrams?» (Not at all enjoyable/Extremely enjoyable). Experiment 2: 6 items on 1-10 Likert scales. «How interesting is the puzzle?», «How enjoyable is the puzzle?», «How fun is the puzzle?», «How willing would you be to come back and participate again in a study using the same puzzle?», «Are you glad that the puzzle-solving is over or would you like to continue to solve additional puzzles» and «Did you experience the puzzle as work, as leisure, or as something in between?» Alpha=.86 | Enjoyment and interest could be distinguished on the basis of differential determinants. Performance evaluation predicts enjoyment ratings. |
| Turner, & Silvia, 2006 | Ratings of pleasantness | Three items measured pleasantness (enjoyable-unenjoyable, cheerful- sad, and pleasing-displeasing), | Showed that pleasantness is not necessary for interest. Appraisals of novelty-complexity had opposite effects on pleasantness and interest. |