

Tourist Motives, Expectations and Satisfaction

Luc Vérain, 2015



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Summary

This research tries to examine the relationship between the variables tourist motives, tourist expectations and tourist satisfaction. Many researchers have done research about these concepts, however there is a lack of research done on the comparison between the effects of motives and expectations on satisfaction. This research tries to partly fill this gap. The following main and sub questions show the essence of this thesis:

Main research question:

- To what extent do tourist motives and tourist expectations explain tourist satisfaction?

Sub research questions:

- What relationship exists between tourist motives and tourist satisfaction?
- What relationship exists between tourist expectations and tourist satisfaction?

After a literature study, quantitative data was collected by handing out questionnaires amongst tourist following a guided walk at the Mossman Gorge Centre in Queensland, Australia. After a month of collecting data, there were 198 questionnaires returned. These were analysed using SPSS. To be able to answer the questions as mentioned above, factor analyses reliability tests and regression calculations were performed.

From this research, the results show that tourist motives and tourist expectation partially explain tourist satisfaction. 1 out of 14 motive factors (as defined by Pearce, 2005) was found not to be reliable and the relation between the other 13 motive factors and 1 satisfaction factor was found not to be significant. However, the research does show that a relationship between tourist motives and tourist satisfaction and between tourist expectations and tourist satisfaction exists.

Keywords: motivation, expectation, satisfaction, small scale tourism, quantitative research

Preface

This thesis is part of the Master of Science program 'Leisure, Tourism and Environment' of the Wageningen University and Research Centre.

In this thesis research I will investigate whether a relationship exists between tourist motives, tourist expectations and tourist satisfaction. Are tourist motives and tourist expectations predictors of tourist satisfaction?

Before introducing the research in the first chapter, I would like to thank a few people who have made a valuable contribution to this study and who have supported me through the process:

- First of all I would like to thank my thesis supervisor, Maarten Jacobs, who's help and advice helped me along during the process of this thesis.
- Second, I would like to thank all the respondents to the questionnaire. Without their answers this study would not have been possible.
- Third, I would like to thank the Mossman Gorge Centre. They gave me the possibility to hand out the questionnaires to their visitors.
- Fourth, I would like to thank the guides and employees of the Mossman Gorge Centre, who all made me feel part of the staff and made me feel at home during my stay in Australia.
- And last, but definitely not least, I would like to thank my friends and family for all their support all along the way. The many dinners we had together, for relaxation, which gave me energy to keep going. And special thanks to my partner, who kept me motivated and determined to finish this thesis.

Introduction



1. Introduction

1.1 Motivation, Expectation and Satisfaction

Tourism is one of the fastest growing industries in the world (Mowforth and Munt, 2003). How satisfied tourist are is a very important criteria for tourism businesses. When tourists are not satisfied, they are unlikely to return. Since the rise of websites and apps such as TripAdvisor it is also easier for tourist to share their experiences. If the experience was unsatisfying and other tourists read about this, it could stop them from coming to a destination or activity. This could eventually ruin the business.

Researchers who do research on tourism satisfaction do this by looking at the concept of satisfaction on its own, or relating it to other concepts. One of those other concepts is the concept of expectations. Researchers have found that there is a link between the concept of expectation and satisfaction. (Biodun et al., 2013) Del Bosque and San Martin (2008) show in there research that '*expectations have a positive and significant influence on satisfactori*' (Del Bosque and San Martin, 2008, page 566).

Tourism researchers have done research to get a hold on the question '*What makes tourists travel?*' (Dann, 1977, page 185). This question is often explained through the concept of motivation. These researches are often little explanatory and more general based. (Pearce and Lee, 2005) Researchers use motivation to describe tourism in general. However there is a lack of research done on the link between motivation and small scale tourism.

Although there are many researches which have been conducted about the topics of motivation, expectation and satisfaction in the field of tourism. There is a lack of research which combines these concepts. Especially the linkage between motivation and satisfaction linked to small scale tourism is an underexposed theme in tourism literature.

1.2 Background

1.2.1 Australia, Aboriginals and Tourism

The Europeans that came to Australia saw the Aboriginals as savages. They treated the Aboriginals as animals and gave them hardly any rights. From 1914 to the late 1960s, a large number of Aboriginal children were forcibly removed from their families and communities and placed in institutional foster care. (Petchkovsky, 2002) This amount goes up to even 100.000 children. These Aboriginal children mostly were under the age of five. The generations of Aboriginals to whom this was done are now known as the 'Stolen Generations'. (ENIAR, 2010)

The main reason for this removal was to 'assimilate' Aboriginal children into European society. This was done by destroying their Aboriginality. The children were forbidden to speak their languages or to practise their ceremonies. Any possible contact with their families was forbidden and was made (nearly) impossible. (ENIAR, 2010)

It took until 1967 before the Aboriginals were finally authorized to vote. And it was not until 1982 before the Australian High Court recognized for the first time, the land rights of the Aboriginals. In 1995 a National Inquiry was set up resulting in the Report 'Bringing them Home' that was released in 1997. This report contained horrifying evidence about what happened to the 'Stolen Generations'. (ENIAR, 2010) The Report also resulted in 54 recommendations. These recommendations included opening of records, family tracing and reunion services and the need for reparations. (Viljoen, 2009)

There were around seven million foreign tourists who came to Australia during the year 2014 (Tourism Australia, 2015) and this number is growing each year. Domestic tourism however still accounts for around 75% of the total number. (ABS (Australian Bureau of Statistics), 2015) In recent years Aboriginal culture is increasing in popularity among tourists, and '*International and domestic tourists are crying out for information about Australia's indigenous culture and the demand will only get stronger*' (citing Mick Roe, Manager of Kurrawang Emu Farm, in Chris and Huyton, 2000). To be able to keep up with the growing demand of Aboriginal tourism, there are new centres which need to be.

1.2.2 Mossman Gorge Centre

In the summer of 2012 the new Mossman Gorge Centre was opened by the Minister for Indigenous Affairs, Jenny Macklin. The Mossman Gorge Centre was set up by the Indigenous inhabitants of the area, the Kuku Yalanji. The Centre is located in Tropical North Queensland, Australia. The area is part of the Daintree Rainforest, which is the oldest rainforest in the world. (Mossman Gorge, 2015)

At the Mossman Gorge Centre there is an Art gallery with art from local artists on display. There is also a gift shop with a range of gifts designed and produced by the local indigenous community. A restaurant and café with a special designed menu featuring locally sourced products is also present. And a Shuttle Bus Service is also available to take tourists from the Mossman Gorge Centre to the heart of the Gorge. The busses are eco-friendly to maintain a sustainable appearance. (Mossman Gorge, 2015)

Next to the Mossman Gorge Centre they build The Mossman Gorge Training Centre. At this training centre, young indigenous people are educated so they are guaranteed to have job outcomes within Voyages Indigenous Tourism Australia for all the students who successfully complete the programs. (Mossman Gorge, 2015)

1.3 Research Objective and Research Questions

This research will examine the relationship between the variables tourist motives, tourist expectations and tourist satisfaction.

From this research objective one main research question and 2 sub research questions are formulated:

Main research question:

- To what extent do tourist motives and tourist expectations explain tourist satisfaction?

Sub research questions:

- What relationship exists between tourist motives and tourist satisfaction?
- What relationship exists between tourist expectations and tourist satisfaction?

1.4 Report Structure

This thesis research will start with an overview of definitions and theories about the three central concepts, motivation, expectation and satisfaction, in chapter 2 'Theoretical Framework'. Afterwards in chapter 3 the methods, which are used during the research, will be described. In chapter 4 the results and analysis will be presented. Subsequently in chapter 5 'Discussion' the findings will be combined with the theoretical framework and practical implications will be given as well as suggestions for future research. Finally, chapter 6 will show the conclusions, which could be made, based on the results of the research.

Theoretical Framework



2. Theoretical Framework

Before the relationship between motivation, expectations and satisfaction will be explored, this chapter will lay out a theoretical framework about these topics. First some definitions of these concepts will be mentioned and reflected on. Afterwards an overview of different theories about these subjects, which are already existing, will be described and there will be shown how they could be measured. Finally these theories which are from literary resources will lead to a conceptual theoretical model and corresponding hypotheses.

2.1 Introduction

There are no theories or even definitions of motivation, expectations and satisfaction that are generally agreed-upon (Iso-Ahola, 1980; Ryan, 1995). The different definitions used by different researchers however do show some overlap. This overlap is not only seen within each of these terms, but also between terms.

Ryan (1995) has mentioned that motivation, expectation and satisfaction are interconnected by stating that *'Past experience also changes expectations of the place, and inasmuch as expectation shapes motivation, and the motivation to enjoy becomes a goal, behaviour on repeat visits might also be affected. From this viewpoint, the theories of flow and arousal (Csikszentimihalyi and Csikszentimihalyi, 1988) are important in helping to distinguish between those repeated actions that generate positive satisfaction and those that are the cause of boredom.'* (Ryan, 1995, page 42)

This statement shows that past experiences can change expectations and motivation which could change satisfaction. The ongoing changes in peoples motivation and therefore their expectation and satisfaction, makes it difficult to research. In the next paragraphs there will be looked into all of the subjects, their definitions and theories individually.

2.2 Motivation

2.2.1 Definitions of Motivation

As mentioned in the previous paragraph, there are many different definitions of motivation which are used by different researchers. Some of these definitions are the following:

Motivation is "a complex of subjective meaning which seems to the actor himself and to the observer an adequate ground for the conduct in question." (Weber, 1968 as cited in Dann, 1981, page 200)

"Motivations or underlying reasons for travel are covert in that they reflect an individual's needs and wants (Gee, Choy and Makens, 1984, as cited in Pearce and Lee, 2005, page 226)".

Tourist motivation is "a meaningful state of mind which adequately disposes an actor or group of actors to travel, and which is subsequently interpretable by others as a valid explanation for such a decision." (Dann, 1981, page 205)

"A motive is an internal factor that arouses, directs and integrates a person's behaviour (Murray, 1964, as cited in Iso-Ahola, 1982, page 257)".

A process is hard to measure, because it changes and evolves. Therefore the concept of 'motive' is more often used in research about tourism motivation. (Iso-Ahola, 1982) In the continuation of this research I'll be using the concept of motive as a way to explain motivation. With a motive there is meant an internal factor which makes and creates an individual's behaviour.

2.2.2 Theories of Motivation

Tourist motivation is an important topic in leisure and tourism research. Many researchers have done research on this topic (Pearce and Lee, 2005). As is mentioned by Crompton (1979), the who, when, where and how of tourism are easier to get answered than the why question. Though, motivation is more difficult to research, it is very important for tourism development. Motivation is seen as the driving force behind all actions (Crompton, 1979; Iso-Ahola, 1982; Fodness, 1994 in Pearce and Lee, 2005). The why question is also very important for tourist attractions and developers. When being able to know why people go, or not go, on a tourist

attraction, it is easier to take into account the desires of tourists. This could lead to more probable success of the tourist attraction.

Dann is one of the most cited researchers when it comes to tourist motivation theory. Dann (1981) has identified seven different approaches to tourist motivation which all have been used by different researchers. The seven approaches which he identified are (1) travel as a response to what is lacking yet desired (2) destination 'pull' in a response to motivational 'push' (3) motivation as fantasy (4) motivation as classified purpose (5) motivational typologies (6) motivation and tourist experiences and (7) motivation as auto-definition and meaning. These seven approaches which are identified by Dann (1981) are also overlapping and can be used separately, but could also be used at the same time.

Gray (1970) uses the typology of 'sunlust' and 'wanderlust' to describe different motives for travelling. With his typology of sunlust he describes tourists who seek to repose themselves. This is often done by tourists going to destination at which they know what to expect and in which they are able to relax. Gray uses the typology of wanderlust to describe people who seek adventure. This is often done by tourists going to destinations which are unfamiliar and different from their normal surroundings.

Comparable to the distinction by Gray (1970), Crompton (1979) and Dann (1977) used the terms 'push' factor and 'pull' factor to identify a difference between motivation. With the 'pull' factor Crompton and Dann try to describe *'the specific attractions of the destination which induces the traveller to go there'* (Dann, 1981, pag.191). The 'push' factor is used to describe that a person wants to escape from a perceived environment. Hereby is often referred to the home or work environment. The big difference between the 'push' factor and the 'pull' factor is that the 'push' factor is started from the 'home' environment. The person is often unhappy with the situation and therefore wants to go to a tourist destination. The 'pull' factor on the other hand works the other way around. Due to an attraction of the destination, the person is drawn to the destination.

In 1962, Rose uses motivation as a part of his symbolic interactionist theory. This theory is later used by Dann and Sethna (1977) in which they use an Third World Ski resort as an example. Dann and Sethna describe that in such a resort all different actors who are involved, such as staff and tourists, all define the situation differently. Relating this example to the

theory of Rose, it is shown that the motivation of people to go to such a ski resort can change for all different people, although they all go to the same destination.

Due to this importance of the knowledge about motivations of tourists for the tourist sector, there are quite some researchers who have done research on this topic. One theory that is used in a lot of research about tourist motivation is the Travel Career Patterns (TCP). This theory was developed by Pearce & Lee (2005). The theory of Travel Career Patterns is based on the seven approaches which were defined by Dann (1981). Pearce & Lee (2005) identified a pool of 143 initial motive items. This amount was eventually lowered multiple times and eventually they found 14 motivation factors from 69 motive items. These 14 factors are (1) novelty, (2) escape/relax, (3) relationship (strengthen), (4) autonomy, (5) nature, (6) self-development (host-site involvement), (7) stimulation, (8) self-development (personal development), (9) relationship (security), (10) self-actualize, (11) isolation, (12) nostalgia, (13) romance and (14) recognition.

2.2.3 Measurement of Motivation

In 1994, Fodness used unstructured interviews. He asked respondents why they travelled and what their attitudes to travelling were. These interviews resulted in five factors including 20 motives. These 20 motives could thereafter be used as an instrument to measure motivation by using a questionnaire.

The research of Pearce & Lee (2005) on the Travel Career Patterns is an example of a study that identifies motives and measures whether they are relevant to use as tourist motives (van Dijk, 2011). After they conducted unstructured interviews, which is comparable to the research of Fodness (1994), and extracted tourist motives from literature, they eventually tested 74 motives. They tested these motives through a questionnaire and discovered the 14 motivation factors consisting of 69 motives, as mentioned in the previous paragraph. In the questionnaire which they used, a nine-point Likert-Scale was used, from which the respondents could choose the most suitable option. Pearce & Lee also conducted the questionnaire in South-Korea to see if the motives are cross cultural. The outcome of this research was quite similar to the outcome of the previous research. This shows a strong evidence for the cross-cultural patterns of the 69 motives and 14 motive factors. (Pearce and Lee, 2005)

2.3 Expectations

2.3.1 Definitions of Expectations

As mentioned in paragraph 2.1 introduction, there are many different definitions of expectation which are used by different researchers. Some of these definitions are the following:

Expectations are "the prediction of outcomes of an activity before the activity takes place, often based on previous experiences." (Ryan, 1995)

Expectations might be partially based on a marketing message that is itself a representation of an ideal, whilst the actual experience is one that is based on degrees of tolerance of service that is satisfactory, but which does not quite meet expectation. (Ryan, 1995)

"Expectations are defined as the individual's beliefs about how a product is likely to perform in the future." (Oliver, 1987, as cited in Rodriguez Del Bosque and San Martin, 2008)

Compared to the different definitions of motivation, researchers are more in line when they talk about expectation. Most researchers talk about predictions or beliefs in their definitions about expectation. In the continuation of this research the term expectation will be used to describe the prediction which tourists have before an activity takes place.

2.3.2 Theories of Expectation

Tourist expectations are an important factor for tourism destinations and tourism activities. If tourist have low expectations, it is less likely that they will go to a certain destination or participate in a certain activity. Rodriguez Del Bosque and San Martin (2008) state that images influence expectations. A favourable preconceived image from the destination or activity will have a positive effect on a person's belief of a future experience at the destination or from the activity. This positive effect will make the destination or activity occupy a favourable position for the person's choice process.

Akama and Kieti (2003) state that expectations are formed mainly through information which is provided via advertisements, commercials, brochures, mass media and friends and relatives. The providing of information about tourism destinations and activities is comparable with the

providing of information of other products, such as food or electronics. This leads to a usable comparison with consumer expectations and thus consumer psychology. Swarbrooke and Horner (2001) show that knowledge of consumer psychology is important if one is determining the success of a product. This could be referred to as tourist expectations being an important factor for the success of a tourism destination or activity.

2.3.3 Measurement of Expectations

The research of Rodriguez Del Bosque and San Martin (2008) on consumer expectation is an example of a study that include variables of interest to investigate different hypotheses of expectations. Expectations should be measured for each attribute of the product which is of importance, as well as for the overall experience (Oliver and Burke, 1999, in Rodriguez Del Bosque and San Martin, 2008). Rodriguez Del Bosque and San Martin (2008) measured the items on a 7-point Likert-Scale. The respondents were asked to indicate to what level of expectation they based each item.

2.4 Satisfaction

2.4.1 Definition of Satisfaction

As mentioned in paragraph 2.1 *introduction*, there are many different definitions of satisfaction which are used by different researchers. Some of these definitions are the following:

"Satisfaction is seen as the congruence of need and performance." (Ryan, 1995, page 41)

Tourist satisfaction is "the extent to which tourist expectations are met" (Akama and Kieti, 2003)

Similar to expectations, researchers are more in line when they talk about satisfaction, when compared to motivation. Most researchers use expectations in their definition of satisfaction. Therefore, in the continuation of this research the term satisfaction will be used to describe the amount to which tourist expectations are met.

2.4.2 Theories of Satisfaction

Customer satisfaction is becoming more important in most service industries. When related to tourism, it can be stated that tourists that are more satisfied, will be more likely to recommend the destination or activity they visited, to others. This form of marketing and promotion is the cheapest and most effective form of marketing. (Crosby, 1993; Söderlund, 1998; in Akama and Kieti, 2003) Besides, Akama and Kieti (2003) found that tourist satisfaction contributes to tourist loyalty, which in turn helps economic goals being realized, such as an increased number of tourists and revenues. And this increased number of tourists has as a result an increased long-term economic success for the destination or activity.

In 1993, Oliver developed a model that is often used in research about satisfaction, the cognitive-affective model. (Rodriguez Del Bosque and San Martin, 2008) This model shows that satisfaction is influenced by cognitive evaluations, such as expectations and disconfirmation, and by affective evaluations, such as emotions. Various researchers have used this model and used aspects of the model in their research. Bigné et al (2005) and Ryan (1995) used the model to show that this approach is of great value, since emotional responses are essential components of the destination experiences. Van Dolen et al (2004) emphasized that both cognitive system and emotional states are playing an important role in the forming of a level of satisfaction. Van Dolen et al (2004) (in Rodriguez Del Bosque and San Martin, 2008, page 554) state that "*the higher mental processes of understanding and evaluation would be performed by the cognitive system, whereas emotions would be related to the individual's feelings towards the service*". Both the cognitive as the affective part are responsible for the formation of satisfaction.

Alegre and Garau (2010) state that a one dimensional concept of satisfaction could be insufficient. The one dimensional concept tries to explain satisfaction by making a single factor which generates both satisfaction and dissatisfaction. However other research has shown (Kano, 1984; Kano et al., 1984) that if a certain factor generates satisfaction, the absence of this factor does not automatically lead to dissatisfaction and the other way around.

2.4.3 Measurement of Satisfaction

Similar to the measurement of expectations, as is shown in paragraph 2.3.1, the measurement of satisfaction should also be done by measuring the satisfaction of each individual attribute of the product, which is of importance. As well as for the overall experience. (Oliver and Burke, 1999, in Rodriguez Del Bosque and San Martin, 2008). Using the 7-point Likert-Scale to let respondents indicate to what level of satisfaction they based each item, as well as the overall experience, is an often used approach (Bigné and Andreu, 2004; Bigné et al, 2005; Van Dolen et al, 2004; in Rodriguez Del Bosque and San Martin, 2008).

2.5 Conceptual Theoretical Model and Hypotheses

Based on the literature review in the previous paragraphs and the research objective, which was established, a conceptual theoretical model could be derived. *Figure 1: Conceptual theoretical model* graphically shows the relationship between motives, expectations and satisfaction which will be explored in this research.

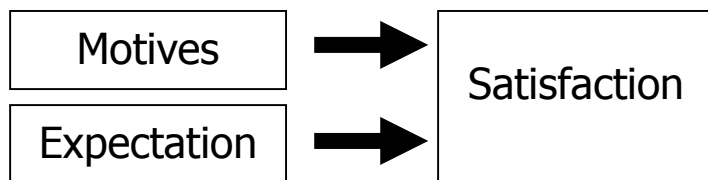


Figure 1: Conceptual theoretical model

Given the literature review and the conceptual theoretical model which was derived from it, the following two hypotheses are formulated and will be tested during this research:

- H1: Tourist Motives are a predictor for Tourist Satisfaction.
- H2: Tourist Expectations are a predictor for Tourist Satisfaction.

Methods



3. Methods

In chapter 1 'Introduction' there is mentioned that this research tries 'to examine the relationship between the variables 'tourist motives', 'tourist expectations' and 'tourist satisfaction'.' The primary data for this research will be collected by carrying out quantitative research. This will be done by handing out questionnaires.

The questionnaire was distributed amongst the tourists who follow a guided walk at the Mossman Gorge Centre, in Queensland, Australia. This was done to collect data about tourist motives, tourist expectations and tourist satisfaction. Since I have been granted the access to the starting point of the guided walks, it was relatively easy to collect data about tourist motives, tourist expectations and tourist satisfaction.

To be able to research both motives and expectations as well as satisfaction of tourists, the questionnaire had to be separated into two parts. The first part consists of the motives and expectations and the second part consists of the satisfaction. This separation was made, so the guided walk followed by the tourists wouldn't influence the motives and expectations of the tourists. Since it is necessary for the validity of the research to have the same people filling out the first part and the second part, the tourists were given a number, so the corresponding part two would be put together with part one.

In the end, 215 paper versions of the questionnaire were handed out to the tourists going on a guided walk at the Mossman Gorge Centre during the month of March, 2013. From these 215 questionnaires, 207 copies were returned. The paper version of the questionnaire can be found in appendix I.

3.1 Variables

The questionnaire focuses on the experience of tourists on the guided walk at the Mossman Gorge Centre, which they were about to go on. The tourists were asked to base their answers on the current guided walk only. The following subjects were included in the questionnaire:

- Demographics of the tourist
- Motives to go on the guided walk
- Expectations of the guided walk
- Satisfaction about the guided walk
- Previous experience with the Centre
- Current guided walk
- Possible return to the Centre

The questions of the questionnaire were partially based on the findings in the theoretical framework in the previous chapter. The questions that were asked about the motives to go on the guided walk were based on the motives that are identified by Pearce (2005). Pearce extracted these motives from literature and unstructured interviews. Other researches showed the relevance of these motives in researches concerning tourist motives. Research by Pearce and Lee (2005) also showed that these motives are also applicable cross culturally. This is also important for this research, since the tourists going on a guided walk at the Mossman Gorge Centre are originated from countries all over the world. The questions on motives will be coded on a 5-point scale, ranging from 2 "very important" to -2 "very unimportant" with zero as a neutral point. For an overview of the factors identified by Pearce (2005) and the corresponding reliabilities, please see appendix II.

Questions which were asked about the expectations and satisfactions of the tourists were based on the website and folders of the Mossman Gorge Centre. As showed in the previous chapter, Oliver and Burke (1999, in Rodriguez Del Bosque and San Martin, 2008) stated that expectations and satisfaction should be measured for each attribute which is of importance, as well as the whole experience. Both the questions about the expectations as the questions about the satisfaction will be coded on a 7-point scale. The expectations will be ranged from 3 "extremely important" to -3 "extremely unimportant" with zero as a neutral point. The questions about satisfaction will be ranged from 3 "extremely satisfied" to -3 "extremely unsatisfied" with zero as a neutral point.

For the questions on expectations there was chosen to opt for the 7-point scale as mentioned above. The questions and answer possibilities were posed in such a way so the answers could range from "extremely important" to "extremely unimportant". This option was chosen so the outcome would be more relevant and applicable for small tourism businesses. This way of collecting data on expectations shows the importance of attributes for tourists before they

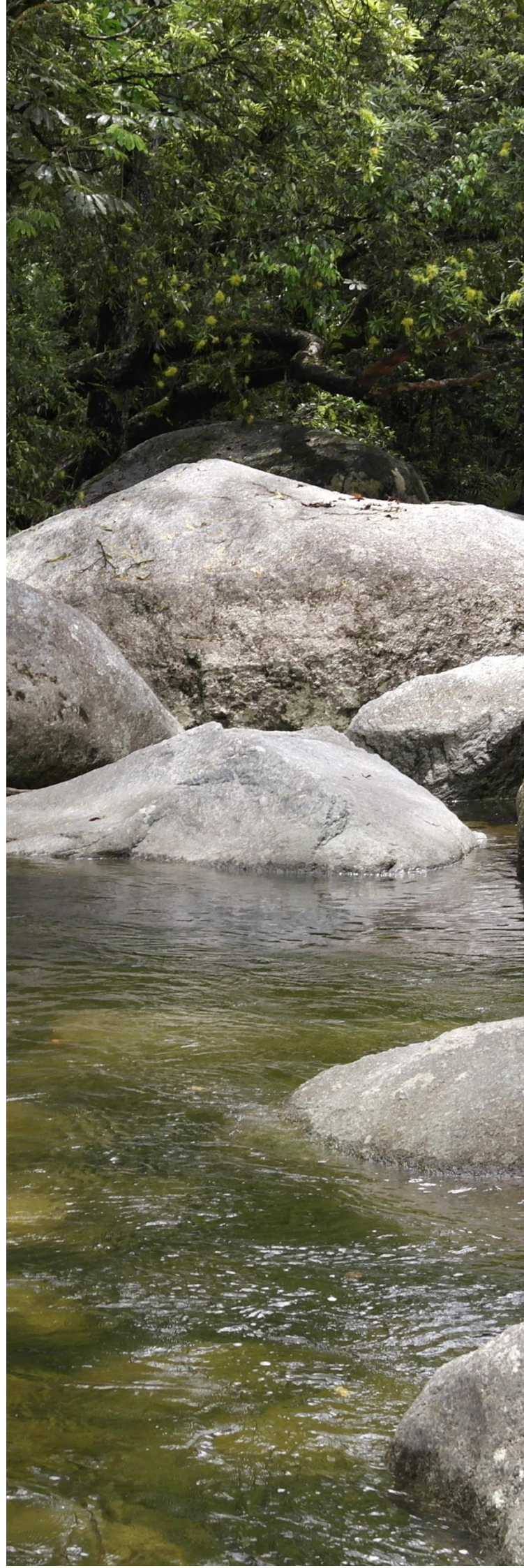
participate in a tourist activity, which is relevant for the small tourism businesses. This importance, since it is asked before the activity, could be seen as an expected importance. Therefore it is still applicable in this research as it still leads to suitable data output.

3.2 Data analysis

In chapter 1 Introduction it was mentioned that the goal of this research is to examine the relationship between tourist motives, tourist expectations and tourist satisfaction. As mentioned above, questionnaires were used to gather quantitative data about the different subjects. The quantitative data which was gathered was analysed using IBM's Statistical Package for the Social Sciences (SPSS) version 22.

SPSS was used to describe the general characteristics of the sample, such as the average age of the respondents. Afterwards exploratory factor analysis and reliability calculations were performed on the data sample. This was done to create factors so the data would be reduced and could be used in further calculations. Finally regression calculations were performed in order to find the statistical significance (if there is an observed relation between subjects), effect size (how large the relation is between subjects) and practical significance (if the relation is useful). The results of the calculations made with SPSS can be found in the following chapter.

Results and Analysis



4. Results and Analysis

In this chapter the results of the questionnaire, which was distributed amongst tourists going on a guided walk at the Mossman Gorge Centre in Queensland, Australia, will be showed. Firstly, the characteristics of the sample of tourists will be described. Secondly, the results of factor analyses performed on tourist motives, expectations and satisfaction are presented. And as last, the outcome of regressions between tourist motives, expectations and satisfaction are presented.

4.1 Sample characteristics

As mentioned in chapter 3 '*Methods*', 215 questionnaires were distributed amongst tourist who went on a guided walk at the Mossman Gorge Centre in Queensland, Australia. From those 215 questionnaires, 207 questionnaires were returned. Nine responses were deleted before analysis in SPSS. The deleted respondents did not fill out both parts of the questionnaire and were therefore not usable for analyses. A number of 198 questionnaires were used in the SPSS analyses.

The remaining 198 respondents who were used for analysis in SPSS had an average age of 39.9. And there were more female respondents than male respondents. For more details about age and sex, please see table 1 and 2.

Most of the respondents are originally from Australia (36.4%). Another 14.6% and 14.1% of the respondents are originally from the United Kingdom and the United States of America respectively. The other respondents are from countries from all around the world and covering every continent. For all countries of origin, please see table 3.

Table 1 Age of respondents

	Age
Youngest respondent	9
Oldest respondent	69
Average	39.9

Table 2 Male and female respondents

	Frequency	Percentage
Male	81	40.9
Female	117	59.1

Table 3 Country of origin of respondents

	Frequency	Percentage
Australia	72	36.4
Canada	4	2.0
Chile	4	2.0
Denmark	3	1.5
Germany	17	8.6
Iran	2	1.0
Italy	2	1.0
Japan	4	2.0
Malaysia	3	1.5
New Zealand	5	2.5
Norway	2	1.0
Spain	2	1.0
Sweden	6	3.0
Switzerland	2	1.0
The Netherlands	7	3.5
United Kingdom	29	14.6
USA	28	14.1
Total of other countries: Belgium, France, Hong Kong, Ireland, Singapore, Tanzania	6	3.0

Next to questions about personal characteristics, the respondents were asked which of the two guided walks, that are provided by the Mossman Gorge Centre, they were going to follow. The Dreamtime Gorge Walk, which is an 1.5 hours walk and starts at 09.00 am, 11.00 am or 15.00 pm. The other guided walk is The Dreamtime Legend Walk and takes 2.5 hours. The Dreamtime Legend Walk starts at 13.00 pm. More respondents followed The Dreamtime Gorge Walk than the Dreamtime Legend Walk. For more details, please see table 4.

Table 4 Type of guided tour of the respondents

	Frequency	Percentage
Dreamtime Gorge Walk (1.5 hours)	137	69.2
Dreamtime Legend Walk (2.5 hours)	61	30.8

In part 1 of the questionnaire, the respondents were asked if they have ever been on a guided walk at the Mossman Gorge before. Almost 9 out of 10 people answered that they have never been at the Mossman Gorge before. In part 2 of the questionnaire, the respondents were asked if they would come back to the Mossman Gorge and if they would follow another guided walk. 38.8% and 25.0% of the respondents answered that they would come back to follow The Dreamtime Legend Walk and the Dreamtime Gorge Walk respectively. For more details, please see table 5 and 6.

Table 5 Previous experience with guided walks at Mossman Gorge of the respondents

	Frequency	Percentage
Yes, followed the Dreamtime Gorge Walk	7	3.5
Yes, followed the Dreamtime Legend Walk	0	0
No, but been at the Mossman Gorge before	15	7.6
No, never been at the Mossman Gorge before.	176	88.9

Table 6 Expected return to Mossman Gorge of the respondents

	Frequency	Percentage
Yes, will come back for Dreamtime Gorge Walk	49	25.0
Yes, will come back for Dreamtime Legend Walk	76	38.8
Yes, but not for a guided tour	43	21.9
No, won't return/can't return	42	21.4

4.2 Data Reduction

4.2.1 Data Reduction of Motivation

In chapter 2 and 3 it was mentioned that Pearce (2005) found 69 motives which were based on research he conducted. These 69 motives were categorized in 14 reliable factors. The questionnaire in this research used the same 69 motives. In table 7 the results are shown for the reliability analysis for the sample which is used in this research, the tourist going on a guided walk at the Mossman Gorge Centre in Queensland, Australia.

Cronbach's α indicates the reliability of factors. When Cronbach's α has a value of at least 0.65 it is seen as reliable. As you can see in table 7, all factors have a value of $\alpha \geq 0.82$, except factor 1 Novelty, which has a Cronbach's α of 0.51. Factor 1 Novelty is not reliable in this research and is not applicable to the sample used in this research. Therefore factor 1 Novelty will not be used in the calculations in paragraph 4.3.

For the factors 12 Nostalgia and 13 Romance instead of the Cronbach's α , the Pearson Correlation (r) was calculated. This is done, because these two factors only consist of two motives and reliability of factors consisting of just two motives are indicated with the Pearson Correlation (r). When r has a value above or equal to 0.50 it means that the correlation between the two motives is substantial. (J. J. Vaske, 2008) In this case, as you can see in table 7, both factor 12 Nostalgia as factor 13 Romance has a r above 0.50, respectively 0.92 and 0.74, which means both factors are considered reliable.

Table 7 Reliability analysis for motive factors as defined by Pearce (2005)

Factors	Motive items	α
1. Novelty	Having fun	0.51
	Experiencing something different	
	Feeling the special atmosphere of the vacation destination	
	Visiting places related to my personal interest	

2. Escape/relax	Resting and relaxing	0.93
	Getting away from everyday psychological stress/pressure	
	Being away from daily routine	
	Getting away from the usual demands of life	
	Giving my mind a rest	
	Not worrying about time	
	Getting away from everyday physical stress/pressure	
3. Relationship (strengthen)	Doing things with my companion(s)	0.87
	Doing something with my family/friend(s)	
	Being with others who enjoy the same things as I do	
	Strengthening relationships with my companion(s)	
	Strengthening relationships with my family/friend(s)	
	Contacting with family/friend(s) who live elsewhere	
4. Autonomy	Being independent	0.87
	Being obligated to no one	
	Doing things my own way	
5. Nature	Viewing the scenery	0.82
	Being close to nature	
	Getting a better appreciation of nature	
	Being harmonious with nature	
6. Self-development (host site involvement)	Learning new things	0.83
	Experiencing different culture	
	Meeting new varied people	
	Developing my knowledge of the area	
	Meeting the locals	
	Observing people in the area	
	Following current events	

7. Stimulation	Exploring the unknown	0.90
	Feeling excitement	
	Having unpredictable experiences	
	Being spontaneous	
	Having daring/adventuresome experience	
	Experiencing thrills	
	Experiencing the risk involved	
8. Self-development (personal)	Develop my personal interest	0.94
	Knowing what I am capable of	
	Gaining a sense of accomplishment	
	Gaining a sense of self-confidence	
	Developing my skills and abilities	
	Using my skills and talents	
9. Relationship (security)	Feeling personally safe and secure	0.90
	Being with respectful people	
	Meeting people with similar values/interests	
	Being near considerate people	
	Being with others if I need them	
	Feeling that I belong	
10. Self-actualize	Gaining a new perspective on life	0.89
	Feeling inner harmony/peace	
	Understanding more about myself	
	Being creative	
	Working on my personal/spiritual values	
11. Isolation	Experiencing the peace and calm	0.85
	Avoiding interpersonal stress and pressure	
	Experiencing the open space	
	Being away from the crowds of people	
	Enjoying isolation	
12. Nostalgia	Thinking about good times I've had in the past	r = 0.92
	Reflecting on past memories	
13. Romance	Having romantic relationships	r = 0.74
	Being with people of the opposite sex	

14. Recognition	Sharing skills and knowledge with others	0.91
	Showing others I can do it	
	Being recognized by other people	
	Leading others	
	Having others know I have been there	

4.2.2 Data Reduction of Expectation and Satisfaction

As seen in the previous paragraph, this research used 69 motives, which could be categorized in 14 factors. These motives and factors were based on the research of Pearce (2005). For the research on expectation and satisfaction this research used 26 attributes. These attributes were based on information which was available for tourist on websites and in folders.

The attributes which were used in this research are not based on previous research or an already made classification. Therefore an exploratory factor analysis was performed for the attributes that were used in the questionnaire on satisfaction. In the tables 8 and 9 the factors that were created are shown. For both expectation and satisfaction the same factors will be used, so the relation could be calculated in the next paragraph. For an overview of the factors that were created with SPSS, please see appendix 3. The attribute 'See the ancient Kawi Pine Tree' was deleted, because it did not fit into one of the factors. Other attributes have been combined into other factors, because they can be linked to the same type of attribute, but were not categorized in the same factor by the exploratory factor analysis in SPSS. For example, 'see waterfalls', 'see flora' and 'see cascading water and granite boulders' are all nature factors, but were not categorized in the same factor in the exploratory factor analysis. Therefore factors were created that are logical on a practical and theoretical level. The attributes were adjusted into the factors as they are listed in the tables 8 and 9. These factors were used in the calculations in paragraph 4.3

Similar as to the motives in the previous paragraph, the factors are considered reliable. Both for the satisfaction attributes and for the expectation attributes. The calculated Cronbach's α for each factor is 0.79 or higher. This is well over the 0.65, which is needed for a factor to be considered reliable.

Table 8 Reliability analysis for Satisfaction factors

Factors	Attributes	α
Aboriginal History and Religion	Visiting sacred sites	0.82
	Learn about dreamtime legends	
	Hear enchanted stories	
	See the rich Aboriginal heritage	
	Learn about the beliefs of the Kuku Yalanji community	
Aboriginal Customs and Habits	Connecting with the Kuku Yalanji community	0.86
	See an aboriginal performance	
	Drinking bush tea and eating damper	
	Experience the connection between the Kuku Yalanji community and the natural environment	
	Participate in a traditional 'smoking' ceremony	
	See traditional huts	
	Learn about traditional plant use	
	Learn about cave paintings	
	Learn about bush food sources	
	See a demonstration of how to make an ochre painting	
	Learn about the culture of the Kuku Yalanji community	
	Nature	
See the rainforest		
Swim in the water		
See mountains		
See flora		
See cascading water and granite boulders		
Walk around in nature		
See fauna		
See the landscape		

Table 9 Reliability analysis for Expectation factors

Factors	Criteria	α
Aboriginal History and Religion	Visiting sacred sites	0.88
	Learn about dreamtime legends	
	Hear enchanted stories	
	See the rich Aboriginal heritage	
	Learn about the beliefs of the Kuku Yalanji community	
Aboriginal Customs and Habits	Connecting with the Kuku Yalanji community	0.90
	See an aboriginal performance	
	Drinking bush tea and eating damper	
	Experience the connection between the Kuku Yalanji community and the natural environment	
	Participate in a traditional 'smoking' ceremony	
	See traditional huts	
	Learn about traditional plant use	
	Learn about cave paintings	
	Learn about bush food sources	
	See a demonstration of how to make an ochre painting	
	Learn about the culture of the Kuku Yalanji community	
	Nature	
See the rainforest		
Swim in the water		
See mountains		
See flora		
See cascading water and granite boulders		
Walk around in nature		
See fauna		
See the landscape		

4.3 Relations

In chapter 1 '*Introduction*' there was mentioned that the goal of this research is to 'examine the relationship between the variables tourist motives, tourist expectations and tourist satisfaction'. After the data reduction, as seen in the previous paragraph, all three concepts have been categorized in factors. The 69 motives which were found by Pearce (2005) have been categorized in 13 reliable factors from this data set. The 26 attributes in the expectation and satisfaction questions have been categorized in 3 reliable factors. In the following paragraphs the relation between these factors and concepts will be looked at. See Appendix III for the descriptive statistics of the motive factors, expectation factors and satisfaction factors used in the following paragraphs.

4.3.1 Relation between Motives and Satisfaction

In table 10 the results of the regression calculations for motives and satisfaction are listed. Vaske (2008) states that a relationship is minimal when $R \geq 0.14$, a relationship is typical when $R \geq 0.36$ and a relationship is substantial when $R \geq 0.51$. In this case, all relations are therefore typical.

For significance the rule of thumb which is mentioned by Vaske (2008) is when a sample exists of $n > 1000$, probability values of $p < 0.01$ or $p < 0.001$ could be selected. For a sample of roughly 400 respondents, probability values of $p < 0.05$ or $p < 0.01$ are commonly accepted. And for a sample with $n < 100$ even $p < 0.1$ could be acceptable. Since the data sample in this research is $n = 198$, a $p < 0.05$ will be considered an acceptable level. Therefore the relationship between the motive factors and the satisfaction factors 'Aboriginal, History and Religion' and 'Nature' are both considered significant at the $p < 0.05$ level. The relation between the motive factors and the satisfaction factor 'Aboriginal, Customs and Habits' is not considered significant. Therefore the existing relationship will be rejected.

Table 10 Regression motive factors (independent variable) and satisfaction factors (dependent variable)

Satisfaction factor	Multiple regression with motive factors (R)	Significance
Aboriginal, History and Religion	0.40	0.02
Aboriginal, Customs and Habits	0.37	0.10
Nature	0.44	< 0.01

Table 10 represents the results of the multiple regression calculations. These calculations only take into account the total correlation of all motive factors with the satisfaction factors. However, it is also possible to calculate the correlation of each motive factor individually with the satisfaction factors. The results of these calculations are shown in table 11.

In the table the motive factor with the highest correlation for each satisfaction factor is highlighted. The table shows for all three satisfaction factors, that the motive factors 'Escape/Relax' and 'Relationship (strengthen)' are factors which explain the satisfaction factors the most. These motive factors show a comparable theme to the satisfaction factors. The satisfaction factor 'Aboriginal, Customs and Habits' and the motive factor 'Relationship (strengthen)' both contain items that are related to connecting with other people. This could be with the Kuku Yalanji community, or with companions. The satisfaction factor 'Aboriginal, History and Religion' has the highest value with motive factor 'Escape/Relax'. Both factors are related to relaxing activities. The satisfaction factor 'Nature' also has the highest value with motive factor 'Escape/Relax'. Both factors have items related to being away from the everyday environment.

The motive factor 'Nature' does not correlate as much with the satisfaction factor 'Nature' as other motive factors do. Although the factors have the same name there is difference visible in the items to which they relate. This could also explain the lower correlation. The items in the motive factor 'Nature' have a more psychological character and the items in the satisfaction factor 'Nature' have a more physical character.

Table 11 Regression R motive factors and satisfaction factors

Motive factors	Satisfaction factors		
	Aboriginal, History and Religion	Aboriginal, Customs and Habits	Nature
Escape/relax	0.270	0.237	0.271
Relationship (strengthen)	0.228	0.247	0.267
Autonomy	0.048	0.082	0.046
Nature	0.063	0.183	0.115
Self-development (host site involvement)	0.100	0.164	0.197
Stimulation	0.130	0.146	0.165
Self-development (personal)	0.130	0.132	0.187
Relationship (security)	0.238	0.219	0.253
Self-actualize	0.241	0.237	0.221
Isolation	0.229	0.233	0.207
Nostalgia	0.154	0.136	0.209
Romance	0.169	0.150	0.178
Recognition	0.111	0.111	0.211

4.3.2 Relation between Expectation and Satisfaction

In table 12 the results of the regression calculations for expectation and satisfaction are listed. As mentioned in the previous paragraph, Vaske (2008) makes a distinction between three types of relation in regression calculations, minimal, typical and substantial. In this case, all relations are typical, although the relation between the expectation factors and the satisfaction factor 'Aboriginal, Customs and Habits' is almost a substantial relation.

Similar to what was used for the relation between motives and satisfaction, also probability values of $p < 0.05$ were used for the relation between the expectation factors and satisfaction factors. Therefore all the relationships between the expectation factors and satisfaction factors are considered significant. All relations have a $p < 0.01$.

Table 12 Regression expectation factors (independent variable) and satisfaction factors (dependent variable)

Satisfaction factor	Multiple regression with expectation factors (R)	Significance
Aboriginal, History and Religion	0.41	< 0.01
Aboriginal, Customs and Habits	0.49	< 0.01
Nature	0.45	< 0.01

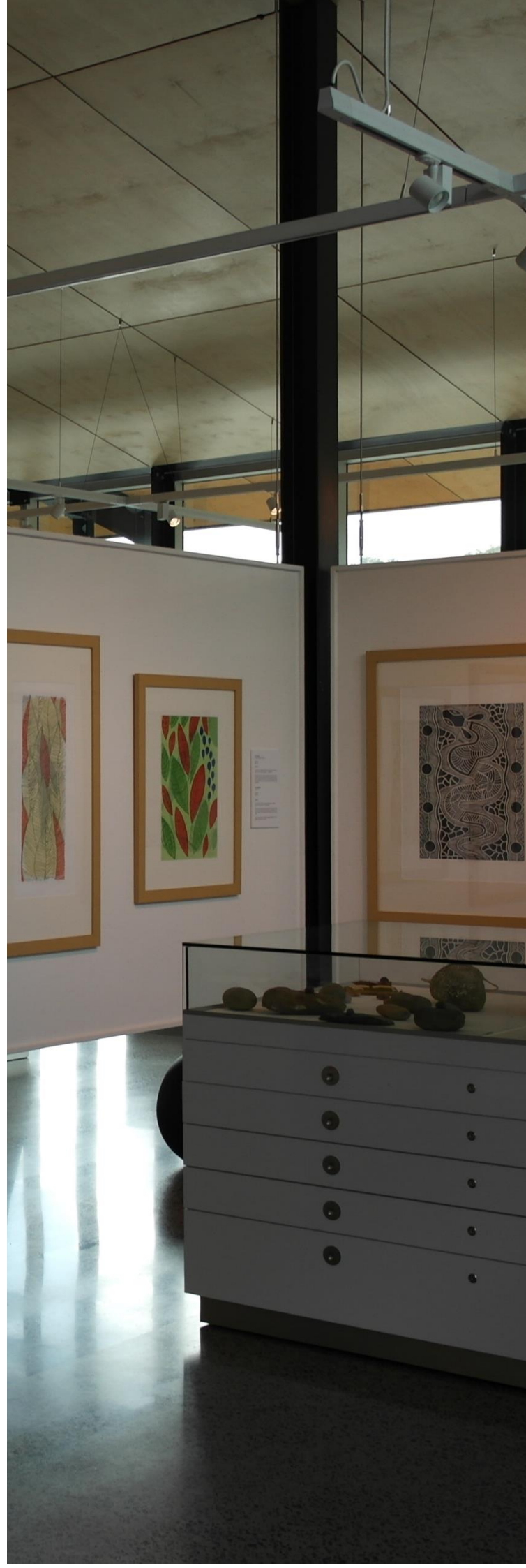
Similar to the relationship between the motive factors and satisfaction factors from Table 10, table 12 represents the results of the multiple regression calculations. These calculations only take into account the total correlation of all expectation factors with the satisfaction factors. However, it is also possible to calculate the correlation of each expectation factor individually with the satisfaction factors. The results of these calculations are shown in table 13.

In table 13 the expectation factor with the highest correlation for each satisfaction factor is highlighted. The table shows that for all three satisfaction factors, the expectation factor with the same items explains the satisfaction factor the most. In table 11, the highest value for each satisfaction factor could be linked to a comparable theme. A comparable theme is emphatically present for the highest correlations in table 13.

Table 13 Regression R expectation factors and satisfaction factors

Expectation factors	Satisfaction factors		
	Aboriginal, History and Religion	Aboriginal, Customs and Habits	Nature
Aboriginal, History and Religion	0.375	0.439	0.332
Aboriginal, Customs and Habits	0.363	0.453	0.359
Nature	0.312	0.356	0.429

Discussion



5. Discussion

5.1 Sample Characteristics Discussed

At the Mossman Gorge Centre there is no data base with the characteristics of their visitors. The tourists who responded to the questionnaire originate from 23 different countries and 6 different continents. More than one-third of the tourists are from Australia. It is unclear if this is a correct distribution. According to Pearce and Lee (2005) the motives could be used cross-cultural, which is also relevant in this research. The sample used in this research also partially confirmed the cross-cultural character of the motives, since 13 of the 14 motives factors, which are identified by Pearce (2005), are reliable and therefore applicable on this multicultural sample of tourists.

5.2 Concepts Discussed

In paragraph 2.3.1 'Definition of Expectation', expectation was defined as a concept which 'describes the prediction that tourists have before an activity takes place'. However, as described in chapter 3 'Methods', for this research the concept expectation was partly flexed. The answers in the questionnaire were chosen in such a way that the tourist could answer ranging from 'extremely important' to 'extremely unimportant'. Although this use of the concept is not completely in line with the definition, it does show a great amount of overlap.

In this research the motives factors differ a lot from the expectation factors and satisfaction factors. This difference in factors and items could have led to a difference in the results from the data sample. Since the expectation factors and satisfaction factors are completely similar, they use the same items from the questionnaire. As mentioned in chapter 4 'Results and Analysis', factors often have a higher correlation when the items in those factors have a corresponding theme. The corresponding themes in the relation between tourist expectation and tourist satisfaction is therefore much more logical, since the factors are the same. The difference between the factors and items between tourist motives and tourist expectation is a reason why this research has chosen not to compare both their relations with tourist satisfaction.

5.3 Practical Implications

This research shows that there is a relationship which exists between tourist motives and tourist satisfaction. Marketing managers of tourism businesses could therefore focus on groups of people who have the same motives. The marketing managers should first identify these groups of people. This identification could be done by asking tourists about their motives to come to their business. When tourists with similar motives come to the tourism business, they are likely to be more satisfied. Since this relationship was found in this research. When tourists are more satisfied, they are also more likely to give positive reviews on websites such as TripAdvisor. These positive reviews can lead to more familiarity amongst tourists with the business, which could lead to an increase in demand for the business. However, it should be kept in mind that tourist satisfaction is not only influenced by tourist motives. This research found that there is a relationship between the two concepts, but tourist motives do not explain tourist satisfaction completely. Other variables should also be taken into account.

Besides the relationship which exists between tourist motives and tourist satisfaction, there is also a relationship between tourist expectation and tourist satisfaction. Marketing managers of tourism businesses could therefore focus on their communication towards tourists. Since this research found a relationship between tourist expectation and tourist satisfaction, marketing managers should look at how they can change the expectations of tourists. By receiving more information and more interesting advertisements, tourists could get higher expectations of a tourist business. When tourist have higher expectations, they are more likely to come to a certain tourist attraction or destination. Which could lead, similar as with tourist motives, to more satisfied tourists and more positive reviews. These reviews can lead to more familiarity and an increase in demand for the business. But again, similar to the relationship between tourist motives and tourist satisfaction, tourist expectation does not completely explain tourist satisfaction.

5.4 Future Research

As mentioned in paragraph 5.2, one concept could be interpreted in different ways. Since a concept could mean different things, there is also more than one way in researching a certain concept. Future research could investigate if a different approach on the concept expectation would lead to different results. This research could also find that different approaches on the same concept should lead to the same results.

This research is applied to small scale tourism and took into account motives which were based on tourism in general. The expectation and satisfaction however were focused on small scale tourism. When analysing the results in this research, there should be kept in mind that the research was applied to small scale tourism. Future research could investigate if the same results would appear when similar research would be applied on tourism in general.

Since this research has taken place for a very specific type of tourism, it is possible that the results in this research are only applicable to this specific type of tourism. Therefore it would be useful if future research could apply the same strategy on a different small scale tourism business. In that case similar results would show that the results are more likely to be applicable on all small scale tourism businesses.

Conclusion



6. Conclusion

6.1 Sub Research Questions Answered

6.1.1 Hypothesis 1: Tourist Motives are a Predictor for Tourist Satisfaction

Hypothesis 1 is partially accepted. During the reliability tests of the motives, there was found that 1 out of 14 motive factors, as found by Pearce (2005), was unreliable. Therefore this motive was deleted and was not used in the remainder of the analysis. The other 13 motive factors and 3 satisfaction factors were reliable and therefore all used in the analysis.

From the regression analysis it can be concluded that a relationship exists between tourist motives and tourist satisfaction. All motive factors have a typical relationship with the satisfaction factors, except for the satisfaction factor 'Aboriginal, Customs and Habits' which did not have a significant relationship with the motive factors. However, based on the results of the other satisfaction factors and the p value of the satisfaction factor 'Aboriginal, Customs and Habits', the relation between tourist motives and tourist satisfaction is still regarded relevant.

6.1.2 Hypothesis 2: Tourist Expectations are a Predictor for Tourist Satisfaction

Hypothesis 2 is accepted. During the reliability tests of the expectation factors and satisfaction factors, all factors were found to be reliable.

From the regression analysis it can be concluded that a relationship exists between tourist expectation and tourist satisfaction. All expectation factors have a typical relationship with the satisfaction factors. The satisfaction factor 'Aboriginal, Customs and Habits' even nearly has a substantial relationship with the expectation factors. All results were found to have a significant

relationship. So based on the results of this research, a relation between tourist expectations and tourist satisfaction exists.

6.2 Main Research Question Answered

In literature, it is suggested that motives and expectations can explain satisfaction (Pearce, 2005; Dann, 1981; Iso-Ahola, 1982; Rodriguez Del Bosque and San Martin, 2008; Ryan, 1995; Akama and Kieti, 2003; Alegre and Galau, 2010). The results of this research confirm the suggested relationship between both tourist motives and tourist satisfaction, and between tourist expectation and tourist satisfaction.

The motives for a tourist to go on a guided walk partially explain the level of satisfaction. The relationships were all typical, which means it is likely that researchers would agree this association really exists (Vaske, 2008). However, as shown in chapter 4 'Results and Analysis', tourist motives do not completely explain the relationship with tourist satisfaction. And since not all the results in the calculations were significant, it is not possible, to draw definite conclusions from this data sample.

The expectations for a tourist before they go on a guided walk partially explain the level of satisfaction. The relationships were all typical, and almost substantial, which means it is likely that researchers would agree this association really exists (Vaske, 2008). As shown in chapter 4 'Results and Analysis', tourist expectations do not completely explain the relationship with tourist satisfaction. Tourist expectations do however explain a part of the tourist satisfaction.

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Appendix I Questionnaire

Thank you very much for participating in this research that is part of my final thesis for the MSc Leisure, Tourism and Environment at Wageningen University, the Netherlands. I would like you to answer some questions before you start your trip at the Mossman Gorge Centre. After completing part 1 of the survey, please hand it in. After following the guided tour organised by the Mossman Gorge Centre, or your own personal tour, please come back to me and complete part 2 of the survey.

This is a completely anonymous survey. Your answers will only be used in this research and will be treated confidentially.

Part 1:

1. Are you going on a guided tour, organised by the Mossman Gorge Centre? Please check one box only.
 - Yes, I will follow the 'Dreamtime Gorge Walk' (1.5 h)
 - Yes, I will follow the 'Dreamtime Legend Walk' (2.5 h)
 - No

2. Have you ever been on a guided tour, organised by the Mossman Gorge Centre, before? Please check the applicable box [more answers possible].
 - Yes, I have followed the 'Dreamtime Gorge Walk' (1.5 h)
 - Yes, I have followed the 'Dreamtime Legend Walk' (2.5h)
 - No, but I have been at the Mossman Gorge Centre before.
 - No, I have never been at the Mossman Gorge Centre before.

3. Several motives to go on a leisure activity are listed below. Please indicate for each reason how important it was in motivating you to come to the Mossman Gorge Centre. Please check one box only for each motive.

Motives	Very important	Somewhat important	Neutral	Somewhat unimportant	Very unimportant
3.1 Having fun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2 Experiencing something different	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3 Feeling the special atmosphere of the vacation destination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.4 Visiting places related to my personal interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.5 Resting and relaxing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.6 Getting away from everyday psychological stress/pressure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.7 Being away from daily routing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.8 Getting away from the usual demands of life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.9 Giving my mind a rest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.10 Not worrying about time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.11 Getting away from everyday physical stress/pressure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.12 Doing things with my companion(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.13 Doing something with my family/friend(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.14 Being with others who enjoy the same things as I do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.15 Strengthening relationships with my companion(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.16 Strengthening relationships with my family/friend(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.17 Contacting with family/friend(s) who live elsewhere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.18 Being independent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.19 Being obligated to no one	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.20 Doing things my own way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.21 Viewing the scenery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.22 Being close to nature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3.23 Getting a better appreciation of nature	0	0	0	0	0
3.24 Being harmonious with nature	0	0	0	0	0
3.25 Learning new things	0	0	0	0	0
3.26 Experiencing different culture	0	0	0	0	0
3.27 Meeting new varied people	0	0	0	0	0
3.28 Developing my knowledge of the area	0	0	0	0	0
3.29 Meeting the locals	0	0	0	0	0
3.30 Observing other people in the area	0	0	0	0	0
3.31 Following current events	0	0	0	0	0
3.32 Exploring the unknown	0	0	0	0	0
3.33 Feeling excitement	0	0	0	0	0
3.34 Having unpredictable experiences	0	0	0	0	0
3.35 Being spontaneous	0	0	0	0	0
3.36 Having daring/ adventuresome experiences	0	0	0	0	0
3.37 Experiencing thrills	0	0	0	0	0
3.38 Experiencing the risk involved	0	0	0	0	0
3.39 Develop my personal interest	0	0	0	0	0
3.40 Knowing what I am capable of	0	0	0	0	0
3.41 Gaining a sense of accomplishment	0	0	0	0	0
3.42 Gaining a sense of self-confidence	0	0	0	0	0
3.43 Developing my skills and abilities	0	0	0	0	0
3.44 Using my skills and talents	0	0	0	0	0
3.45 Feeling personally safe and secure	0	0	0	0	0
3.46 Being with respectful people	0	0	0	0	0
3.47 Meeting people with similar values/interests	0	0	0	0	0
3.48 Being near considerate people	0	0	0	0	0

3.49 Being with others if I need them	0	0	0	0	0
3.50 Feeling that I belong	0	0	0	0	0
3.51 Gaining a new perspective on life	0	0	0	0	0
3.52 Feeling inner harmony/peace	0	0	0	0	0
3.53 Understanding more about myself	0	0	0	0	0
3.54 Being creative	0	0	0	0	0
3.55 Working on my personal/spiritual values	0	0	0	0	0
3.56 Experiencing the open space	0	0	0	0	0
3.57 Experiencing the peace and calm	0	0	0	0	0
3.58 Avoiding interpersonal stress and pressure	0	0	0	0	0
3.59 Being away from the crowds of people	0	0	0	0	0
3.60 Enjoying isolation	0	0	0	0	0
3.61 Thinking about good times I've had in the past	0	0	0	0	0
3.62 Reflecting on past memories	0	0	0	0	0
3.63 Having romantic relationships	0	0	0	0	0
3.64 Being with people of the opposite sex	0	0	0	0	0
3.65 Sharing skills and knowledge with others	0	0	0	0	0
3.66 Showing others I can do it	0	0	0	0	0
3.67 Being recognized by other people	0	0	0	0	0
3.68 Leading others	0	0	0	0	0
3.69 Having others know that I have been there	0	0	0	0	0

4. Below there is a list of characteristics of the Mossman Gorge area and of the guided tour organised by the Mossman Gorge Centre. How important is it that you see or hear about these characteristics. Please check one box only for each characteristic.

Characteristics	Extremely important	Important	Slightly important	Neutral	Slightly unimportant	Unimportant	Extremely unimportant
4.1 See waterfalls	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2 Connecting with the Kuku Yalanji community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3 See the rainforest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.4 Visiting sacred sites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.5 See an aboriginal performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.6 Swim in the water	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.7 Drinking bush tea and eating damper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.8 See mountains	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.9 Learn about dreamtime legends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.10 Experience the connection between the Kuku Yalanji community and the natural environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.11 See flora (plants)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.12 See cascading water and granite boulders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.13 Walk around in nature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.14 Participate in a traditional 'smoking' ceremony	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.15 See traditional huts (humpies)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.16 See fauna (animals)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.17 Learn about traditional plant use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.18 See the ancient Kawi Pine Tree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.19 Learn about cave paintings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.20 Hear enchanted stories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4.21 See the rich Aboriginal heritage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.22 Learn about bush food sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.23 See a demonstration of how to make an ochre painting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.24 Learn about the beliefs of the Kuku Yalanji community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.25 See the landscape	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.26 Learn about the culture of the Kuku Yalanji community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 2:

5. Below there is a list of characteristics of the Mossman Gorge area and of the guided tour organised by the Mossman Gorge Centre. How satisfied are you seeing or hearing about these characteristics. Please check one box only for each characteristic.

Characteristics	Extremely satisfied	satisfied	Slightly satisfied	Neutral	Slightly dissatisfied	Dissatisfied	Extremely dissatisfied
5.1 See waterfalls	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2 Connecting with the Kuku Yalanji community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3 See the rainforest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4 Visiting sacred sites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.5 See an aboriginal performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.6 Swim in the water	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.7 Drinking bush tea and eating damper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.8 See mountains	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.9 Learn about dreamtime legends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.10 Experience the connection between the Kuku Yalanji community and the natural environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.11 See flora (plants)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.12 See cascading water and granite boulders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.13 Walk around in nature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.14 Participate in a traditional 'smoking' ceremony	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.15 See traditional huts (humpies)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.16 See fauna (animals)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.17 Learn about traditional plant use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.18 See the ancient Kawi Pine Tree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5.19 Learn about cave paintings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.20 Hear enchanted stories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.21 See the rich Aboriginal heritage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.22 Learn about bush food sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.23 See a demonstration of how to make an ochre painting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.24 Learn about the beliefs of the Kuku Yalanji community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.25 See the landscape	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.26 Learn about the culture of the Kuku Yalanji community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. I would mark my total experience at the Mossman Gorge Centre, with a ____. Please write down a **grade**, rating from 0 to 10 with 0 (poor) and 10 (perfect).

7. Will you come back to the Mossman Gorge Centre? Please check the applicable box [more answers possible].

- Yes, I will come back and follow the 'Dreamtime Gorge Walk' (1.5 h)
- Yes, I will come back and follow the 'Dreamtime Legend Walk' (2.5 h)
- Yes, I will come back, but will not follow a guided tour.
- No.

8. What is your sex? Please check the right box.

- Male
- Female

9. I am ____ years old. Please write down your **age in years**.

10. I am originally from _____. Please write down your **country of origin**, if you are from Australia, please write down your State/Territory.

Thank you for participating in this survey. If you have anything you would like to add, please do so:

Appendix II Motive factors by Pearce (2005)

Table 14 Motive factors by Pearce (2005)

Factors and corresponding α values	Motive items
Novelty ($\alpha = 0.70$)	Having fun
	Experiencing something different
	Feeling the special atmosphere of the vacation destination
	Visiting places related to my personal interest
Escape/relax ($\alpha = 0.82$)	Resting and relaxing
	Getting away from everyday psychological stress/pressure
	Being away from daily routine
	Getting away from the usual demands of life
	Giving my mind a rest
	Not worrying about time
	Getting away from everyday physical stress/pressure
Relationship (strengthen) ($\alpha = 0.83$)	Doing things with my companion(s)
	Doing something with my family/friend(s)
	Being with others who enjoy the same things as I do
	Strengthening relationships with my companion(s)
	Strengthening relationships with my family/friend(s)
	Contacting with family/friend(s) who live elsewhere
Autonomy ($\alpha = 0.85$)	Being independent
	Being obligated to no one
	Doing things my own way

Nature ($\alpha = 0.92$)	Viewing the scenery
	Being close to nature
	Getting a better appreciation of nature
	Being harmonious with nature
Self-development (hostsite involvement) ($\alpha = 0.84$)	Learning new things
	Experiencing different culture
	Meeting new varied people
	Developing my knowledge of the area
	Meeting the locals
	Observing people in the area
	Following current events
Stimulation ($\alpha = 0.89$)	Exploring the unknown
	Feeling excitement
	Having unpredictable experiences
	Being spontaneous
	Having daring/adventuresome experience
	Experiencing thrills
	Experiencing the risk involved
Self-development (personal) ($\alpha = 0.92$)	Develop my personal interest
	Knowing what I am capable of
	Gaining a sense of accomplishment
	Gaining a sense of self-confidence
	Developing my skills and abilities
	Using my skills and talents
Relationship (security) ($\alpha = 0.87$)	Feeling personally safe and secure
	Being with respectful people
	Meeting people with similar values/interests
	Being near considerate people
	Being with others if I need them
	Feeling that I belong

Self-actualize ($\alpha = 0.89$)	Gaining a new perspective on life
	Feeling inner harmony/peace
	Understanding more about myself
	Being creative
	Working on my personal/spiritual values
Isolation ($\alpha = 0.81$)	Experiencing the peace and calm
	Avoiding interpersonal stress and pressure
	Experiencing the open space
	Being away from the crowds of people
	Enjoying isolation
Nostalgia ($\alpha = 0.92$)	Thinking about good times I've had in the past
	Reflecting on past memories
Romance ($\alpha = 0.78$)	Having romantic relationships
	Being with people of the opposite sex
Recognition ($\alpha = 0.87$)	Sharing skills and knowledge with others
	Showing others I can do it
	Being recognized by other people
	Leading others
	Having others know I have been there

Appendix III SPSS Data

Exploratory Factor Analysis Satisfaction

Component Matrix^a

	Component					
	1	2	3	4	5	6
See waterfalls	,406					
Connecting with the Kuku Yalanji community	,684					
See the rainforest	,533	,512				
Visiting sacred sites	,626					
See an aboriginal performance	,508	,523				
Swim in the water			,533			
Drinking bush tea and eating damper	,438					,415
See mountains	,473					
Learn about dreamtime legends	,677					
Experience the connection between the Kuku Yalanji community and the natural environment	,655					
See flora	,651					
See cascading water and granite boulders	,584		,417			
Walk around in nature	,621	,531				
Participate in a traditional 'smoking' ceremony	,553				,444	
See traditional huts	,666					
See fauna	,518	,401				
Learn about traditional plant use	,690					
See the ancient Kawi Pine Tree						
Learn about cave paintings	,491	,489				
Hear enchanted stories	,681	,429				
See the rich Aboriginal heritage	,731					
Learn about bush food sources	,676					
See a demonstration of how to make an ochre painting			,559			
Learn about the beliefs of the Kuku Yalanji community	,733					
See the landscape	,641					
Learn about the culture of the Kuku Yalanji community	,764					

Extraction Method: Principal Component Analysis.

a. 6 components extracted.

Descriptive Statistics – Motive factors

Statistics

NOVELTY

N	Valid	198
	Missing	0
Mean		1,3489
Median		1,5000
Std. Deviation		,47498
Range		3,00
Minimum		-1,00
Maximum		2,00

Statistics

ESCAPE

N	Valid	192
	Missing	6
Mean		,5595
Median		,6429
Std. Deviation		,97532
Range		4,00
Minimum		-2,00
Maximum		2,00

Statistics

RELATIONSHIP

N	Valid	194
	Missing	4
Mean		,8393
Median		,8333
Std. Deviation		,84702
Range		4,00
Minimum		-2,00
Maximum		2,00

Statistics

AUTONOMY

N	Valid	189
	Missing	9
Mean		,1217
Median		,0000
Std. Deviation		,97602
Range		4,00
Minimum		-2,00
Maximum		2,00

Statistics

NATURE

N	Valid	198
	Missing	0
Mean		1,5770
Median		1,7500
Std. Deviation		,50323
Range		2,50
Minimum		-,50
Maximum		2,00

Statistics

SELFDEVELOPMENT

N	Valid	195
	Missing	3
Mean		1,2227
Median		1,2857
Std. Deviation		,54428
Range		2,71
Minimum		-,71
Maximum		2,00

Statistics

STIMULATION

N	Valid	191
	Missing	7
Mean		,7973
Median		,8571
Std. Deviation		,76500
Range		3,57
Minimum		-1,57
Maximum		2,00

Statistics

SELFDEVELOPMENT2

N	Valid	190
	Missing	8
Mean		,4982
Median		,5000
Std. Deviation		,97213
Range		4,00
Minimum		-2,00
Maximum		2,00

Statistics

RELATIONSHIP2

N	Valid	196
	Missing	2
Mean		,6573
Median		,6667
Std. Deviation		,79925
Range		4,00
Minimum		-2,00
Maximum		2,00

Statistics

SELFACTUALIZE

N	Valid	196
	Missing	2
Mean		,5959
Median		,6000
Std. Deviation		,86076
Range		4,00
Minimum		-2,00
Maximum		2,00

Statistics

ISOLATION

N	Valid	195
	Missing	3
Mean		,8031
Median		,8000
Std. Deviation		,78082
Range		4,00
Minimum		-2,00
Maximum		2,00

Statistics

NOSTALGIA

N	Valid	196
	Missing	2
Mean		-,0051
Median		,0000
Std. Deviation		1,10476
Range		4,00
Minimum		-2,00
Maximum		2,00

Statistics

ROMANCE

N	Valid	197
	Missing	1
Mean		-,2005
Median		,0000
Std. Deviation		1,11650
Range		4,00
Minimum		-2,00
Maximum		2,00

Statistics

RECOGNITION

N	Valid	184
	Missing	14
Mean		-,3033
Median		,0000
Std. Deviation		,95631
Range		4,00
Minimum		-2,00
Maximum		2,00

Descriptive Statistics – Expectation factors

Statistics

EXP1ABOHR

N	Valid	197
	Missing	1
Mean		2,3269
Median		2,6000
Std. Deviation		,68179
Range		3,40
Minimum		-,40
Maximum		3,00

Statistics

EXP2ABOCH

N	Valid	195
	Missing	3
Mean		2,0112
Median		2,0000
Std. Deviation		,70324
Range		4,09
Minimum		-1,09
Maximum		3,00

Statistics

EXP3NATURE

N	Valid	195
	Missing	3
Mean		2,0399
Median		2,1111
Std. Deviation		,65999
Range		4,44
Minimum		-1,44
Maximum		3,00

Descriptive Statistics – Satisfaction factors

Statistics

SAT1ABOHR

N	Valid	192
	Missing	6
Mean		2,0656
Median		2,2000
Std. Deviation		,77586
Range		3,80
Minimum		-,80
Maximum		3,00

Statistics

SAT2ABOCH

N	Valid	184
	Missing	14
Mean		2,0692
Median		2,0909
Std. Deviation		,61399
Range		2,91
Minimum		,09
Maximum		3,00

Statistics

SAT3NATURE

N	Valid	179
	Missing	19
Mean		2,0130
Median		2,0000
Std. Deviation		,57074
Range		3,22
Minimum		-,22
Maximum		3,00