

**Tourist motivations: Differences between Anglophone and Francophone tourists**

by

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### **Author's Declaration**

I hereby declare that I am the sole author of this thesis. This is a true copy of the thesis, including any required final revisions, as accepted by my examiners.

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## Abstract

Culture has been demonstrated in the literature to have an effect on tourism behavior, including the way that tourists perceive their travel experience; different cultures often hold different values (LeBlanc, 2004 & Sussman and Rashcovsky, 1997). Thus, understanding visitors' values in comparison to those of the host destination may alter how tourism businesses should relate to tourists, how a tourist may perceive their experience, as well as a tourist's motivation to travel to a destination (Devesa, Laguna & Palacios, 2010). The combination of heritage and tourism, specifically the UNESCO world heritage site designation, has had a significant impact on tourist motivation as well through the prestige that the designation presents (Parks Canada, 2009).

Current research lacks a focus on the individual in relation to the UNESCO world heritage site designation (Marcotte & Bourdeau, 2006). There is also a lack of research with a Canadian focus as well as comparisons amongst cultures (Kay, 2009). Although there has been some focus on Canada, the demographics have been skewed toward English speaking individuals; a lack of demographic information and data concerning native tongue has been collected (Gibson, McKelvie & DE MAN, 2008). The current study will take a Canadian focus by situating the research within Canada, specifically the UNESCO world heritage site of Quebec City, and compare the Anglophone and Francophone cultures. Anglophone and Francophone tourists are defined in this study as "people whose mother tongue is French (Francophone) or English (Anglophones)" (Gibson *et al.*, 2008, p. 137).

This study uses a questionnaire; which combines the questionnaires found in Lee, Lee and Wicks (2004) and Kozak (2001), in order to collect data on tourist travel motivations and satisfaction. The survey was conducted during October 2011, and involved the researcher travelling to different tourist sites, such as the Citadel and Le Musee de la Civilisation. The final data set consisted of 375 cases, and an effective response rate of 443.

The objectives of this study were: 1.To examine the motivational differences between Canadian Anglophone and Francophone visitors. 2.To examine whether there are cultural differences in the travel needs of Francophone and Anglophone travelers.3.To examine whether tourism sites and businesses in Quebec City are meeting the needs and desires of tourists.

To accomplish these objectives, the following research questions were asked:

1. Why do people visit heritage sites? Specifically, what motivates people to visit heritage sites?
2. Do Canadian Anglophone and Francophone cultures have different motivations for travelling? Sub-questions could include: in general, do different cultures have different motivations for travelling? For example, tourists may aim to connecting with their ancestral roots and culture.

3. Are Anglophone and Francophone tourists satisfied by their travel experience to Quebec City? In particular, are there differences in satisfaction levels between Anglophone and Francophone tourists?

The computer program SPSS (version 19) was used to conduct statistical tests on, and interpret, the data that was collected. Independent samples t-tests, one-way ANOVAs, Two-way ANOVAs and frequencies, modes and medians were performed in order to reach the research objectives and answer the research questions.

This study provides insight into the travel motivations and satisfaction levels of Anglophone, Francophone, and bilingual visitors to Quebec City. The main implications of this study concern marketing, interpretation of sites, and service provision. The findings of this study present conflicting results surrounding the influence of family and culture on travel motivations of tourists. However, the findings of this study suggest that gender has a strong influence on tourist motivation, and marketing efforts should be targeting females as they were more significantly affected by the motivations examined in this study. There are also implications related to interpretation as there were significant differences found between Anglophone and Francophone participants on the motivation factor 'cultural exploration experiences offered'. Finally there are implications surrounding service provision as the findings suggest that activities may be more geared towards the Anglophone travelers. This study will expand on these implications further.

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## **Chapter 1: Introduction, purpose and rationale**

### **1.1 Culture**

Different cultures often hold different values. Cultural differences can be an attraction for visitors from another culture. Whether from a given culture or a different culture, these values can shape how visitors from any origin perceive and experience a given destination. Thus, understanding visitors' values in comparison to those of the host destination may alter how tourism businesses should relate to tourists, how a tourist may perceive their experience, as well as a tourist's motivation to travel to a destination (Devesa, Laguna & Palacios, 2010). These differences in values may impact a tourist's travel decisions, and therefore, should be understood by marketers and service providers in a destination.

Canada is officially a multicultural nation, with many cultures making up the mosaic of Canada. One common way, albeit very incomplete, of categorizing cultural difference in Canada is by a person's mother tongue. English (the language of Anglophones) and French (the language of Francophones) are the two official languages in Canada, and the distinctions in the cultures represented by these two linguistic groups are readily seen in the province of Quebec. For example, LeBlanc (2004) and Sussman and Rashcovsky (1997) suggests that Anglophone tourists are more interested in family-related elements when they travel, and Francophone tourists are more interested in culinary-related elements when they travel. Tourists are also changed by the places they visit; they take something away, and develop who they are (Osborne, 2006).

One classification of tourist within the literature is *cultural tourist* (Devesa et al., 2010); a definition of this classification of tourist will be provided in the literature review. Literature has found that if tourists who fall into this segment are happy with their visit, the tourists will give a high rating to elements related to the culture of the destination; such as parking at cultural sites and hours of operation of sites (Devesa et al., 2010). Therefore, it is useful for the Canadian federal and provincial government to understand the travel behavior patterns of visitors with regards to infrastructure and amenities usage in order for tourists to give a high rating for their experience (Sussman and Rashcovsky, 1997).

## **1.2 Motivation and Satisfaction**

Tourist motivation is a significant focus within the tourism literature (Devesa *et al.*, 2010). Tussyadiah, Kono and Morisugi (2006) note that “[t]raveling decisions for tourism purposes involve choices of destinations, timing, transportation, and activities. Among these, destination choice has remained a central issue in tourism management literature” (p.407). Understanding how decisions are made for a tourism trip can be very complicated because of the many variables that shape the choice of destinations, mode of travel, activities, length of the trip, and other aspects of an excursion. The main purpose for studying the concepts of both *motivations* and *satisfaction* simultaneously within the tourism literature has been the discovery that both these terms play into the decisions that tourists make regarding their travels (Devesa *et al.*, 2010).

Overall, it is important to study tourist motivations, as well as how to meet tourists needs in order to set a business and product apart from its competitors. The modern

tourist has a wide range of knowledge, and consequently, will be looking to acquire the most from their visit and businesses that they utilize (Devesa *et al.*, 2010). Each tourist will be satisfied by different aspects of the trip (Devesa *et al.*, 2010). Therefore, it is important to understand each tourist in order to be able to determine how to meet those needs (Devesa *et al.*, 2010).

### **1.3 Heritage Sites**

Segmentation of visitors and potential visitors is well-established in heritage tourism (Ashworth & Voogd, 1990). The Viking, Leif Ericson, marketed his newly discovered island as 'Green' land (p.1) in order to attract permanent settlers through creating a certain perception (Ashworth & Voogd, 1990). Thus, Leif Ericson was one of the first people to participate in *place marketing* (Ashworth & Voogd, 1990). More recently, literature suggests that "[p]laces are 'sold' in a large number of potential consumer markets and by private as well as public sector organizations" (Ashworth & Voogd, 1990, p.1). The concept of *place marketing* is receiving significant focus in a broad range of literature in various academic fields, and is gaining significant financial support due to its new image as the more 'academic' concept of 'marketing science' (Ashworth & Voogd, 1990). The concept of *place marketing* has advanced significantly since Leif's time. Research also shows that "Heritage-based experiences involving conflict, misery, and social difference are saleable items that attract tourists" (Waitt, 2000, pg. 845). Therefore, attracting tourists to heritage sites involves understanding the type of experience that your target market desires, and marketing your site accordingly.

## 1.4 Rationale for the study

The main contribution this study will make is conceptual. There is a gap in the literature in terms of focusing on the individual with regards to UNESCO designation of heritage sites (Marcotte & Bourdeau, 2006). In addition, the literature suggests that there is both a lack of Canadian focus as well as a lack of comparison among cultures (Kay, 2009). Canada has also been a part of many cross-cultural studies; however, participant selection has been skewed towards participants who speak English, and a lack of demographic information has been gathered in terms of place of birth and native tongue (Gibson, *et al.*, 2008). The current study will take a Canadian focus by situating the research within Canada, specifically Quebec City, and compare the Anglophone and Francophone cultures; the terms Anglophone and Francophone will be defined in the following section.

Methodologically, Kay (2009) notes that some of the gaps in the literature include the lack of development of research tools that can quantify 'tourists motives and benefits' (p. 364) as well as a lack of research that looks at comparing cultures in terms of tourist motivations. However, Lee, Lee and Wicks (2004) and Kozak (2001) have developed Likert scales that measure differences in motivations; including a focus on comparing nationalities. The Likert scales will be combined to form the questionnaire that will be used in the current study in order to achieve the research objectives. This questionnaire will be applied in a way that is unique from previous studies including Devesa *et al.* (2010) and Oom do Valle, Mendes, and Guerreiro (2010); A further discussion concerning the application of the questionnaire will occur in the methodology section.

World heritage sites have attracted significant attention surrounding their importance and preservation. Parks Canada (2009) outlines:

*The Convention Concerning the Protection of the World Cultural and Natural Heritage (the World Heritage Convention, for short) was adopted by the UNESCO General Conference in 1972 . . . The convention established The World Heritage List as a means of recognizing that some places, either natural or cultural, are of sufficient importance to be the responsibility of the international community as a whole. (par. 1)*

There is a gap in the literature in terms of the limited focus of previous literature on understanding world heritage sites; observational studies have ignored tourists when looking at challenges surrounding the connections between marketing and the United Nations Educational, Scientific and Cultural Organization (UNESCO) world heritage site designation (Marcotte and Bourdeau, 2006).

## **1.5 Purpose of Research**

### **Purpose**

The purpose of this study is to explore how language differences between Francophone and Anglophone visitors are reflected in the travel motivations of Canadian Francophone and Anglophone tourists. The study has the following objectives:

1. To examine the motivational differences between Canadian Anglophone and Francophone visitors.
2. To examine whether there are cultural differences in the travel needs of Francophone and Anglophone travelers.
3. To examine whether tourism sites and businesses in Quebec City are meeting the needs and desires of tourists

## Research Questions:

1. Why do people visit heritage sites? Specifically, what motivates people to visit heritage sites?
2. Do Canadian Anglophone and Francophone cultures have different motivations for travelling? Sub-questions could include: in general, do different cultures have different motivations for travelling? For example, tourists may aim to connecting with their ancestral roots and culture.
3. Are Anglophone and Francophone tourists satisfied by their travel experience to Quebec City? In particular, are there differences in satisfaction levels between Anglophone and Francophone tourists?



## Chapter 2: Literature Review

This chapter reviews previous research related to the travel motivations of Canadian Francophone and Anglophone tourists, Canadian culture, heritage sites and tourist satisfaction. This chapter will outline gaps in the literature which can be addressed in the current study, provide a guideline for the methodology of the current study through reviewing the methodology of previous studies, and provide clarification surrounding tourist travel behavior which will help guide the data analysis of the current study. This chapter will consist of three sections. The first will present definitions of terms related to the current study including those of the terms Anglophone and Francophone as well as cultural tourism. The second section will review the various tourist segmentation approaches that have been used in tourism. The last section will look ahead by reviewing relevant findings in the literature relating to such topics as tourist motivation, culture, heritage and tourist satisfaction.

### 2.1 Definitions

The terms *Francophone* and *Anglophone* have been defined in the literature as “people whose mother tongue is French (Francophone) or English (Anglophones) “(Gibson, *et al.*, 2008, p. 137). Francophone Canadians perceive themselves as being surrounded by an Anglophone culture, but distinct (Heller, 1996). The differences between Francophone and Anglophone Canadians should guide the tourism marketing (Stalikas, Casas & Carson, 1996). The existence of these differences means that Francophone and Anglophone customers will be attracted by different marketing messages (Stalikas *et al.*, 1996).

Understanding what sets motivations and motives apart is valuable because motives allows the ability to classify people's reasons for behaving how they do, but also allows people to be considered on an individual basis; motives are more general while motivations are more detailed and specific (Gnoth, 1997). Dann (1981) suggests that "[e]ssentially a grasp of motivation tells us why an individual or group have behaved or are about to perform an action, rather than how the event has happened or will take place (p. 202). One approach to defining motivation is stating what motivation is not (Dann, 1981). The concept of motivation is not the same as aspirations, or dreams, is often not the same as rationalization, and is not considered satisfaction (Dann, 1981). Iso-Ahola (1982), suggests that "motives are aroused when individuals think of certain activities they could, should, or might do in the future, activities . . . that are potentially satisfaction-producing" (p. 258). Pearce and Lee (2005) define motives as "the biological and socio-cultural forces that drive travel behavior" (p. 228). Pearce and Lee (2005) also describe how "travel motivation occurs in a pattern of multiple motives rather than a single dominant force" (p. 228); A consensus on one definition of motive and motivation that encompasses all of the above ideas was not found within the literature.

It is difficult to answer the question "what is culture?" as the concept of culture is continuously evolving (Richards, 2001). Haldrup and Larsen (2006) note that "[i]n the social sciences culture is conventionally treated as something mental and human, a 'way of life' without thing-ness, occupying the minds of people and their social representations" (p. 277). Culture must then be treated as something that is unique and multi-faceted. For this study, Richard's definition of culture as "composed of processes

(the ideas and way of life of people) and the products of those processes (buildings, artefacts, art, customs, 'atmosphere')" (2001, p. 7) will be used because of the multi-faceted nature of the definition; which reflects the nature of Quebec City.

*Cultural tourists* are distinguished from other tourists by the value that they place on the UNESCO World Heritage designation (Marcotte & Bourdeau, 2006). There is a lack of solidarity in the literature in terms of how the meaning of the term *cultural tourist* is achieved; this variety may be related to the process that is followed including references and techniques used to arrive at this definition (Espelt & Benito, 2006). Devesa et al. (2010) define cultural tourists as "visitors whose motivation is related to culture and monuments, as well as the desire to discover new places" (p. 550). Overall, the definition of cultural tourists proposed in this study is: "a visitor especially interested in the culture and the heritage elements, with a high level of previous knowledge, and very rich experiences responding to the image of the romantic visitor" (Espelt & Benito, 2006, p.447). This definition paints a picture of a *cultural tourist* as very cultured and educated. Literature suggests that the ideal cultural tourist to attract in terms of revenues and length of stay has achieved a higher level of education, have achieved a higher socio-economic status, and is more likely to part with their money than other tourists (Orbasli, 2000; Richards, 1996).

Cultural tourism is a specific type of tourism that is relevant to the current study. The term *cultural tourism* has often encompassed a variety of different meanings (Richards, 2000). Literature suggests that "[t]he terms 'cultural tourism', 'heritage tourism' and 'arts tourism' are often used almost interchangeably without much thought being given to their meaning or definition" (Richards, 2000, p. 9). Stebbins (1996), in

discussing the meaning of cultural tourism in relation to his study, notes that “[c]ultural tourism-a field without a theoretical home-is treated here as a liberal arts hobby within the framework of serious leisure theory” (p. 948). Stebbins further notes that “[s]everal cultural forms such as museums, galleries, festivals, architecture, historic ruins, artistic performances, and heritage sites routinely draw tourists” (1996, p. 948). This definition portrays cultural tourism as encompassing a variety of elements including historical and arts products. In contrast to Stebbins (1996), Richards (1996) notes that “it is only in the last two decades that cultural and heritage tourism have been identified as specific tourism markets” (p. 265). This definition portrays cultural tourism as being directed towards a specific type of tourist. Russo and van der Borg (2002) describe how [i]n the case of cultural tourism, the issue is that of the ‘wise exploitation’ of the heritage for tourist use” (p. 632). This final definition will be the definition that is used for the current study because of the importance, and abundance, of heritage to Quebec City as well as the fragile nature of heritage as will be discussed in a later section of this paper.

*Culinary tourism* is beginning to receive significant attention in the tourism industry (Smith and Costello, 2009). Smith and Costello (2009) note that “culinary tourism promotes visitor attractions with unique and memorable food and drink experiences” (p.99). There is a new tourist segment which is emerging that is looking to sample foreign and culturally based meals (Smith & Costello, 2009). Therefore, these types of tourists have specific tourist interests and tastes.

There is also a variety of cultural terms that have been defined in the literature that are relevant to the current study. Hayward (2008) suggests that “cultural heritage can be defined as an aggregation of tangible (that is, material) and/or intangible (that is,

immaterial) artifacts produced by previous societies that has been deemed significant by present day societies and/or institutions” (p. 163). Lynch, Duinker, Sheehan and Chute (2010) define diasporocultures as “[c]ultures are dispersed from their homeland, and members of the diaspora remain committed to the preservation and revival of their cultural beliefs and traditions” (p.541). These terms reflect the tourist products that are offered to tourists within Quebec City as well as the special place that Quebec has within the heart of its citizens.

Tourists have an increased interest in sites related to their own heritage (Gillman, 2010). There have been numerous perspectives put forth in the literature concerning what heritage tourism encompasses; each perspective incorporates a sense of creating a desired image or experience in order to attract tourists. Ashworth and Tunbridge (1999) defined heritage as “the contemporary usage of a past and is consciously shaped from history, is survivals and memories, in response to current needs for it” (p. 105). Based on this definition, heritage is taking the past, and reshaping it in order to serve a particular purpose. Terry (2008, p. 107) suggests that “[p]ortrayals of the past in history museums and heritage sites aim to provide visitors with a supposedly authentic encounter of people, places and things of the nation and past so that they relive and consume a coherent and bounded version of history”. Heritage tourism has been perceived as a method of simplifying and controlling the portrayals of historical events to be more appealing to tourists.

Heritage tourism can also be defined as “visits to cultural settings or visits to spaces considered by the visitors as relevant to their own heritage” (Poria, Biran & Reichel, 2009, pg. 92). This definition demonstrates the importance of personalizing a

visit to heritage sites to the individual, and is the definition that will be utilized in this study. Overall, tourism businesses must be very aware of the type of experience they are providing with regard to how relevant and captivating the product is to the tourist, and whether it is meeting their needs (Beeho & Prentice, 1997). Based on the above discussion, the type of experience that is portrayed will affect the tourists' decision to visit a heritage site because it is personal to them.

Attitudes control the satisfaction of needs and wants when tourists make travel decisions (Gnoth, 1997). Tourism encourages self-fulfilling behavior and promotes relaxation (Gnoth, 1997). Understanding the social environment that a tourist lives in may help to understand tourist behavior.

Motivation helps to determine how happy, or satisfied, a customer is with their travel experience (Gnoth, 1997). Satisfying physical needs, such as exercising and eating, decreases in importance during a vacation once the needs are fulfilled (Prebensen, Skallerud & Chen, 2010). The combination of understanding tourist satisfaction and motivation leads to a good indicator of why tourists do what they do (Devesa *et al.*, 2010). Being able to predict tourist satisfaction is important in order to obtain and keep repeat visitors (Devesa *et al.*, 2010).

This section introduced the concepts of Anglophone and Francophone, motivation, culture, culinary tourists, cultural tourists, cultural tourism and heritage tourism as well as satisfaction. The study will look at the tourist motivations of Canadian Anglophone and Francophone tourists visiting the cultural and historical city of Quebec City to determine if there are any differences in travel motivations between these two

cultures. The next section will review the various tourist segmentation approaches that have been used in tourism.

## **2.2 Segmentation**

Tourist segmentation can be based on a variety of variables surrounding a tourists' travel experience. Tourists can be segmented based on the different elements that encompass their excursion including where they choose to travel as well as the means of transportation that is used throughout the journey (Tussyadiah et al., 2006).

Therefore, it is important to understand segmentation in order to understand who is coming to your destination as well why they are choosing to come (Tussyadiah et al., 2006). Berger (2004) presents a list of possible motivations for travelers to travel; some of these motivations include *to participate in history* and *to gain an identity* (p. 41-43).

Tourists have been segmented within research by demographic variables. This section will discuss the tourist segments of high school and University students, Anglophone and Francophone tourists, Canadian tourists and special interest groups, seniors, families and couples, FIT (Fully Independent) Travelers and Nationality. Members of these tourist segments are potential participants in this study.

### **2.2.1 High school and University students**

Travel for educational purposes is closely linked to tourism patterns (Michael, Armstrong & King, 2003). Tourism-based promotional material may add to the education appeal of a destination as well as create a place for students to entertain visitors (Michael *et al.*, 2003). Exchange agencies and exchange programs guide the activities and the choice of travel amenities that take place, and are used during

educational travel (Altbach & Teichler, 2001). The concept of *visiting friends and relatives* is relevant to the travel behavior of high school and university students. There are outside influences, such as academic schedule, that also determine when these trips occur, and that these influences make VFR trips for the university student population different; more research needs to be done, however, to gain a deeper understanding of these trips (Bischoff & Koenig-Lewis, 2007).

## **2.2.2 Anglophone/Francophone**

The travel patterns of both Anglophone and Francophone tourists are significantly influenced by history. Regulations and acceptance of the French language has impacted Francophone travel over time. Roy (2004) notes that in order to understand how current profit-based businesses, such as tourism, have impacted the French Language in Canadian provinces, historical chronological developments must be understood. Shields (2003) notes that:

[f]or history and memory are political and in “Quebec City” they occupy physical spaces, such as battlegrounds, monuments, and city walls. These reminders of the history of Quebecois in North America and of the city Vieux Quebec as a site of struggle threaten to overwhelm the more comfortable, touristic “Old Quebec” (p.3).

The passing of the *Official Languages Act* in 1969 was an acknowledgment of the political reality the English and French language as an aspect of Canadian identity (Roy, 2004).

There is a gap in the literature in terms of understanding Canadian Francophone and Anglophone interaction, and the travel behavior of these two travel groups (Sussman & Rashcovsky, 1997). It is useful for the Canadian federal and provincial



governments to understand how travelers use the travel businesses and resources that are available to them (Sussman & Rashcovsky, 1997). Literature suggests that Anglophones receive, and capitalize on, more opportunities to travel (Richardson & Crompton, 1988). Francophone travelers prefer more structure to their travel itinerary, and have higher culinary expectations (Sussman & Rashcovsky, 1997). Francophone families also had different dietary consumptive behavior than Anglophone families; Francophone families preferred to cook from scratch, and tend to consume different types of beverages (Schaninger, Bourgeois & Buss, 1985). The time of year varies between these two groups as Anglophone tourists tend to stay longer on vacation while Francophone tourists tend to travel more in July and Anglophone tourists travel more in August (LeBlanc, 2004). Anglophone and Francophone tourists are similar in their choice of desired tourist experiences (LeBlanc, 2004). These tourists are differentiated by one category; the Francophone tourists list *experience unspoiled nature* as their 4<sup>th</sup> choice while the Anglophone tourists list *spending quality time with family away from home* as their 2<sup>nd</sup> choice (LeBlanc, 2004). Therefore, this finding suggests that Anglophone tourists will be more attracted to family-oriented tourist activities.

### **2.2.3 Canadian tourists and special interest groups**

Canadians tend to spend less, and be more culturally diverse, than their American counterparts (Reimer, 1990). In contrast to Americans, Reimer (1990) describes Canadians as being more knowledgeable and understanding of the world on a global level, are easier going, and prefer simple accommodations. Canadians also feel that other destinations offer cheaper tourism products, and tend to be more difficult to please in terms of being satisfied with the tourism products that are offered within Canada

(Stevens, 1992). When compared to other nationalities, festivals and cultural events tend to be a significant draw for Canadians (Boyd, 2002). Canadians are ultimately looking for something different. Americans tend to be proud of their expensive purchases while Canadians tend to be proud of their travels (Adams, Longstaff & Jamieson, 2003).

#### **2.2.4 Seniors**

The ability for seniors to have travel experiences depends on their ability to attain means of transportation, and often to find others to help them to participate due to health or other physical or social constraints (Smith & Sylvestre, 2001). This tourist segment typically has more discretionary income, and determining what this tourist segment hopes to accomplish on their trip will be useful in determining the activities the seniors will take part in, and the services they will utilize (Jang, Bai, Hu & Wu, 2009). It will be particularly difficult to meet the needs of senior travelers as the segment is difficult to define, and is heterogeneous (Tung & Brent Ritchie, 2011; Ylanne-McEwen, 2000). Some seniors may travel to remain connected to the past, or celebrate the release from life's responsibilities (Tung & Brent Ritchie, 2011). There are a growing number of seniors in the international population; therefore, this population warrants further attention in the travel motivations literature as they could be the key to generating a successful year round business as opposed to seasonal (Jang *et al.*, 2009).

### 2.2.5 Families and couples

The family unit often influences the way that money is spent, and is a common form of living arrangement in today's society (Nanda, Hu & Bai, 2007). The changing face of the family unit within parts of North America has been noted by Duncan (2001). Duncan (2001) describes how:

[s]ome courts have embraced this concept, granting legal recognition to non-traditional relationships as 'families.' This change in the legal definition of the family carries with it significant potential to transform the way the concept of 'family' is understood and to contribute to the current erosion of the preferred status of marriage and the marriage-based family in the law (p.58)

The *family unit* and couple dynamics have been recognized, however by researchers as having a significant impact on travelling decisions, and therefore, needs to be understood. Mottiar and Quinn (2004) suggest that "[t]he annual holiday is an important part of the leisure activities of many families, in terms of finances, time and work commitments" (p. 149); therefore, travel is something that is significantly valued by families. The females within a family typically suggest taking a vacation and usually research different aspects of the trip in the planning process. This significant involvement of women indicates that tourism businesses should focus attracting female customers (Mottiar & Quinn, 2004). There have been three family decision-making scenarios recognized in the literature; *husband-dominant*, *wife-dominant*, and *joint* (Nanda *et al*, 2006). Nichols and Snepenger (1988) found that families with a *husband-dominant scenario* were more likely to travel with children, took longer to plan their vacation in *joint scenarios*, and spent more during their vacation in *husband-dominant scenarios*. There are many factors that need to be considered if travelling with children

(Driver, 2004); in particular, the age of the child affects the number and duration of trips by a family (Mottiar & Quinn, 2004).

### **2.2.6 FIT (Fully Independent) Travelers**

*Independent travelers* are travelers who book, and plan, the aspects of their vacation themselves (Hyde & Lawson, 2003). A type of individual traveler is *Explorers*. *Explorers* like to have an adventurous side to their travels, and still book their trip themselves, but choose to be less adventurous when it comes to aspects of their travel; such as their accommodations (Loker-Murphy & Pearce, 1995). Another type of independent traveler is *solo independent women travelers* (McNamara & Prideaux, 2010). These are women who are traveling, and making travel decisions, by themselves (McNamara & Prideaux, 2010). These women are perceived in research as being strong, daring and self-assured as opposed to on their own, and hiding (McNamara & Prideaux, 2010).

### **2.2.7 Nationality**

There is a lack of focus on Canadian nationality within the literature that has been reviewed. This gap needs to be filled as literature has demonstrated that *nationality* plays a significant role in determining tourist behavior (Pizam, Jansen-Verbeke & Steel, 1997). In defining the concept of *nationality*, Prayag and Ryan (2011) note that *nationality* “may be used as a proxy representing the different cultures of different places in which visitors reside. It has been described as a strong cultural filter that may determine any personal prioritization of images affecting destination choice” (p. 124). *Nationality* influences numerous aspects of a tourist’s trip including activity preference, the aspects of a culture that tourists were interested in learning about; such as human

versus inanimate object, and preference for experiencing the 'true' way of life of the culture the tourists are visiting (Pizam *et al.*, 1997).

Tourists can also be segmented by their travel motivation. Tourist motives can be classified into two segments: internal and external. Yoon and Uysal (2005) provide the following description of these terms: "[a]n internal motive is associated with drives, feelings, and instincts. An external motive involves mental representations such as knowledge or beliefs." (Yoon & Uysal, 2005, p.46). Firsthand knowledge from acquaintances is a trusted source, and the best way to attract tourists (Yoon & Uysal, 2005).

Tourist motivation can also be either *intrinsic* or *extrinsic* (Iso-Ahola, 1983). The benefits that are unrelated to behavior are considered extrinsic while benefits that are received from solely participating are considered intrinsic (Iso-Ahola, 1983). People are motivated to do things based on what they hope to achieve or acquire as a result of what they do (Iso-Ahola, 1983). Tourism is generally intrinsically motivated, however, having deadlines in terms of length of trip or pressures from family can cause extrinsic motivation (Iso-Ahola, 1983). This may deter tourists from travelling due to negative feelings caused by increased pressure.

Travelers may have certain motivations that consistently influence their travel decisions (Pearce and Lee, 2005). One example where these constant motivations are present is within battlefield tourism (Dunkley, Morgan & Westwood, 2011; Winter, 2011). *Battlefield tourism* is defined as "a particular form of warfare tourism, which itself falls under the umbrella of dark tourism or (the term preferred here) or thanatourism" (p. 860). There are classifications of motivations for tourists who participate in *battlefield*

*tourism* within the literature; which can include *pilgrimage and personal/collective remembrance*, and *validations* (Dunkley *et al.*, 2011). Visitors of battlefield sites may have a personal connection to the site, and are likely to be part of the baby boom generation (Winter, 2011). Many visitors to battlefield sites may also have an alternate reason for travelling, but visiting battlefields, memorials is still a travel motivation (Winter, 2011).

Participant satisfaction in a leisure or tourism activity has been segmented in the literature into two *motivational forces: approach (seeking) and avoidance (escape)* (Iso-Ahola, 1982). The *approach (seeking)* motivation surrounds the satisfaction of feeling good about oneself through achievement, such as successfully completing a new skill, while the *avoidance (escape)* surrounds the satisfaction of change from the everyday (Iso-Ahola, 1982). The *avoidance (escape)* motivational force has more prevalence in the tourism industry due to the type of products and services that are offered (Iso-Ahola, 1982). If a tourist understands the satisfaction that they receive from travelling, this understanding will help guide the planning of future trips (Iso-Ahola, 1982). Travelers who participated in tours were motivated by the ability to gather new information, but having basic amenities provided throughout the trip made it more likely that tourists were satisfied with their experiences on tour (Dunn Ross & Iso-Ahola, 1991).

### **2.2.8 Destination choice**

A significant factor in whether people decide to visit or revisit a destination is how the destination is perceived (Prayag, 2009). Where a tourist goes for vacation says a lot about them (*Prebensen et al.*, 2010). Current research on tourist motivations aims to achieve a rich understanding on the topic of why tourists choose to visit destinations by asking the following two questions: *what are the traveler's psychological processes during judgment or choice tasks (i.e. motivation studies)*, and *which choices are made among the alternatives considered and what cues are more important on the judgment or on the choice of a specific destination?* (Sirakaya & Woodside, 2005, p. 815).

This section of the literature review examined tourist segmentation approaches that have been utilized in the tourism literature. It separated segmentation approaches into two types: demographic and motivation. Some of the segments that were explored were elderly tourists, families and couples and destination choice. The current study will explore tourist segmentation and motivation in terms of its influence on the travel behavior of Canadian Anglophone and Francophone tourists traveling to Quebec City. The following section will present a more in-depth exploration of the literature relating to such topics as tourist motivation, culture, and heritage and tourist satisfaction.

## **2.3 Looking Ahead**

### **2.3.1 Tourist Motivation**

Understanding the connection between marketing and tourist motivations can help to improve the success of a tourist business as well as help to attract tourists to a destination. Tourism managers should understand how the connection between individual motivations and perception of destinations affects the choice to visit a

destination as it allows promotional material to be focused in order to meet the needs, and attract desired customers (Nicolau & Mas; 2006; Yuan & MacDonald, 1990). In order to design and implement promotional plans for tourism businesses and destinations, an understanding of why people choose a destination, why they choose to travel along with immediate and future travel trends should be acquired (Seddighi & Theocharous, 2002). Motivations can act as a market segment, and can be classified under the *travel behavior* variable (Sirakaya, Uysal & Yoshioka, 2003).

The travel process, including travel motivations, is not simple and compact. There are many activities that people can choose to fill their free time (Mannell & Iso-Ahola, 1987, p.316). Thus, where you go on vacation says a lot about you, and your values and needs (Prebensen *et al.*, 2010). Research on tourist motivations asks the overarching questions of “[w]hat makes tourists travel?” (Dann, 1977, p. 185) and “why do people travel for recreation” (Iso-Ahola, 1983, p. 50), but these questions have also proven over time, to travel researchers, that the answer is not simple and compact. Dann (1981) disagrees with previous literature that suggests that tourists are blindly travelling without knowing why, but in fact, may just not know how to express their travel purpose(s).

Travel products and promotion have changed significantly over time. In the 1930s and 1940s, ‘mass production’ of tourism products using a template or pattern type approach was typical (Fayos-sola, 1996). Tourism products were marketed towards similar tourists, and a variety of more sophisticated transportation options began to be available to move people quickly and to a variety of places. Travelers also



had more time to travel, and there was a strong economy within North American and Europe (Fayos-sola, 1996).

In the 1980s, the tourism sector was experiencing a new variety in customers and customer needs, and tourism businesses had to adapt by offering the new products and delivery channels (Fayos-sola, 1996). One change that continues to be present in the tourism sector is encompassed by a concept called *the experience economy* (Pine & Gilmore, 1999). Pine and Gilmore (1999) describe how “[w]hen a person buys a service, he purchases a set of intangible activities carried out on his behalf. But when he buys an experience, he pays to spend time enjoying a series of memorable events that a company stages-as in a theatrical play-to engage him in a personal way” (p. 2). Travelers who ‘buy an experience’ want to become personally involved in the event, and want to feel like they are a part of what is being presented. Experiences have remained a constant in the entertainment business; however, there is an abundance of experiences that are currently available (Pine & Gilmore, 1999). Pine and Gilmore (1999) note that “[w]e trace the beginnings of this experience expansion to one man and the company he founded: Walt Disney” (p.2). Walt Disney was a significant factor in the development and offering of experiences.

The current travel market thrives on competition; “[c]ompetitiveness is defined as the capacity to generate profits in excess of the normal benefits in a substantial way. It requires the implementation of methodologies geared to achieving quality in tourism services and doing so efficiently” (Fayos-Sola, 1996, p. 409). Modern tourism businesses have to work hard to satisfy customer needs.

Literature has looked at the connection between tourism marketing and current consumer expectations in the tourism sector (Walker & Baker, 2000). In particular, Walker and Baker (2000) note that services are “intangible, inseparable from their provider, perishable, and inconsistent in their delivery” (p. 412). A service is impersonal and an experience allows the participants to be actively involved in the event. Tourism managers need to work hard to ensure that their services are meeting the needs of their customers, and creating a positive, consistent image. It is easier for a tourism business or destination to attract existing customers (Dimanche & Havitz, 1995).

Repeat or return visitors to a destination know what to expect; price is less important in terms of evaluating the tourism product (Alegre & Cladera, 2010). Repeat visitors know all the different aspects surrounding the product; however, there tends to be a lack of informational material on destinations (Alegre & Cladera, 2010). If the perception of accommodation is important to a tourist, then they will likely return if satisfied (Alegre & Cladera, 2010). Higher prices may attract new visitors because higher prices may suggest prestige, but deter those visitors from returning because the travelers have experienced the product, and know the true value and quality of the experience (Alegre & Cladera, 2010).

The source of travel information is also important in understanding tourist motivation. The process of distribution within the booking of travel plans can be segmented into *direct and indirect distribution*; *direct distribution* refers to customers buy products and services right from the source and *indirect distribution* refers to customers who buy from a secondary source (Pearce, Reid & Schott, 2009). Travel agents focus on selling destinations as the products they offer to their clients, and that travel packages

are becoming increasingly popular for tourists (Kozak & Rimmington, 2000). Focusing marketing efforts on destinations rather than tourism businesses is an important factor in developing tourism in a destination (Kozak & Rimmington, 2000). Two marketing terms relevant to the marketing of tourist destination are: *market diversification*, that includes who the target market is, and *price verification*; which suggests tourism businesses charge less for tourism products in order to compete Kozak and Rimmington (2000). These terms will help to reduce seasonality, and help to control tourist's experience (Kozak & Rimmington, 2000).

### **2.3.1.2 Motivation theories and different disciplines**

A theory has, and perhaps never will, be developed that can completely summarize why people make the tourist purchasing decisions that they do (Sirakaya and Woodside, 2005). Some theories, perspectives and concepts that are present within the literature are presented below.

One perspective in the literature is the *social psychological perspective* of tourist behavior motivation. Iso-Ahola (1983) notes that “social psychologists aim at determining how an individual's behavior, feelings and cognitions about travel influence, and are influenced by, those of others” (p. 47). People have a symbiotic relationship with their environment, including the people in it; the people and environment surrounding a person influences them, and the person, in turn, influences the environment (Iso-Ahola, 1983). This relationship changes with time, and can only be studied through a time-specific perspective (Iso-Ahola, 1983). Tourists who travel for recreational purposes are motivated to travel in order to be able to share stories and experiences, and look to develop a prestigious social image, as it takes a certain level

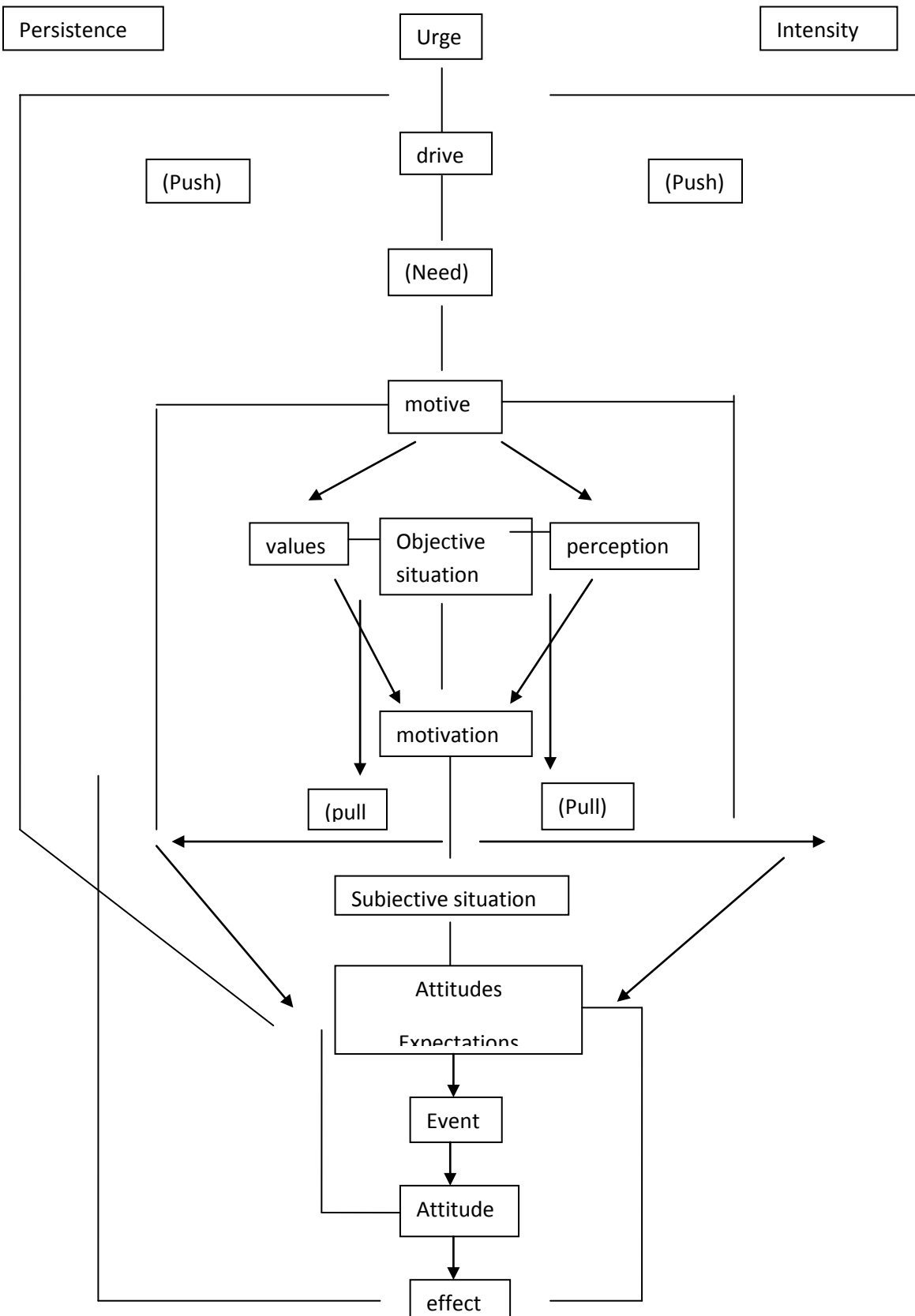
of economic funds to be able to travel (Iso-Ahola, 1983). A related concept is the concept of *dialectical-optimizing process* (Iso-Ahola, 1982). Iso-Ahola (1982) notes that “tourism behavior is a *dialectical-optimizing process*, according to which individuals strive for an optimum amount and type of social interaction through travel. In short, tourism is a dialectical process because it provides an outlet for avoiding something and for simultaneously seeking something” (p.261). This concept follows the *social-psychological* mind-frame as well. Tourists act to become a desired version of themselves, becoming a desired version is the reason or ‘motivation’ for acting; which is controlled by external barriers such as time (Gnoth, 1997).

Two other theories that are relevant to the study of motivation are *drive theory* and *expectancy theory* (Gnoth, 1997). *Drive theory* is useful for studying the pre-formed images and hopes of tourists prior to having visited a destination; drives may be one of the few sources of motivation if a tourist has not visited the destination (Gnoth, 1997). *Expectancy theory* perceives behavior as benefit-oriented (Gnoth, 1997). For instance, a person performs an action because of its positive consequences that will be received (Gnoth, 1997). Gnoth (1997) suggests that “[e]xpectancy theory is thus fundamentally cognitive, whereas drive theory is emotional” (p.290). Figure one represents how motivations and expectations are developed (Gnoth, 1997, p. 297). Expectations can go up or down and represent a traveler’s thought process, and influence how important, or unimportant, it is that the expectation is met as well as how satisfied a tourist believes they will be from the experience (Gnoth, 1997). Expectations are temporary, and can have a significant influence on an individual; especially towards something that is not experienced yet, but has less influence than attitudes (Gnoth, 1997).

Research methods have been developed for measuring tourist motivation (Huang, 2010). One of the methods mentioned is Likert scales (Lee, Lee & Wicks, 2004), that are also known as self-perception (sp) (Huang, 2010). Huang (2010) asks whether this type of scale has both reliability and validity, and finds that they both have reliability and validity. It is important to include all aspects of motivation when measuring motivation (Huang, 2010).

This section has looked at the connection between destination marketing and motivation, the connection between satisfaction and motivation and some motivation theories that are present in tourism literature. Motivation is not a single or simple concept, but has many aspects which should be understood in order to understand tourist behavior. The following section will review the literature pertaining to culture.

Figure 1 (Gnoth 1997)



### 2.3.2 Culture

From a methodological perspective, culture will be incorporated into questions within the survey instrument that will be utilized in the study; questions will focus on measuring culture as a travel motivation for Canadian Anglophone and Francophone tourists visiting Quebec City. The study of culture fits with tourism studies in the following way: tourism is expanding to include more of the global community, tourism supports interaction with people all over the world and cultural elements of a tourism product can attract or deter tourists (Pizam et al., 1997).

Culture can be used as a means of competition between destinations through the cultural experiences and services that are offered. Richards (2000) suggests that “[c]ulture is a means for specific locations to profile themselves in a homogenizing global market” (p. 13). If destinations use culture to distinguish themselves from other places, tourists may not have the background knowledge in order to understand what products or information they are being provided with (Richards, 2000). Branding is being used to create familiarity with cultural products; the World Heritage designation is an example (Richards, 2000).

Cultural tourism, as a type of product, is not the same as travelling for the purposes of being educated about different cultures (McKercher, Cros & So-Ming, 2002). Culture is a part of all travel as within the definition of travel it states that tourists are going to a destination that has a culture that is unique from their own (McKercher *et al.*, 2002). Cities are capitalizing on cultural traditions/products to attract visitors by offering a *cultural experience* (Jansen-Verbeke, 2005). Destinations are trying to outdo

themselves, and follow *event formulas* (p. 257) in order to try and guarantee success (Jansen-Verbeke, 2005). Cultural events heighten the interaction/experience that tourists have with the local culture; leading to a range of cultural events and artists developing cultural businesses (Jansen-Verbeke, 2005). Developers and planners of cultural events must get local community on board in order for events to be successful (Jansen-Verbeke, 2005). A successful cultural city is dependent on how those in power implement tourism and cultural policy (Jansen-Verbeke, 2005).

Literature also explores the connection between culture and heritage: “[h]eritage tourism is largely concerned with the cultural legacy of the past, or the ‘hard’ cultural resources usually contained in old buildings, museums, monuments and landscapes or represented and interpreted in specialized ‘heritage centres’” (Richards, 2000, p. 9). Cultural tourism takes the traveler through a journey of self-discovery (Osborne, 2006). Culture has been represented in war memorials, statues and monuments (Osborne, 2006). This representation has been equated to “[t]he power of place” (Osborne, 2006). Literature suggests that “‘place’ is an emotive entity, experienced emotionally and defined subjectively. That is, people produce places and they also derive their identities from them” (Osborne, 2006, P. 149). People are changed by the places they visit; they take something away, and develop who they are. A further discussion on *heritage tourism* will take place in the following section.

### **2.3.3 Cultural Tourists and Cultural Tourism**

*Cultural tourists* can be distinguished from other tourists by the value that they place on the UNESCO World Heritage designation (Marcotte & Bourdeau, 2006). Literature



suggests that the ideal cultural tourist to attract in terms of revenues and length of stay has achieved a higher level of education, have achieved a higher socio-economic status, and is more likely to part with their money than other tourists (Orbasli, 2000; Richards, 1996). Therefore, these characteristics should be taken into account when marketing to *cultural tourists*, as well as how a product is presented to these tourists, as these tourists may have different needs and appreciations as a result of their 'level of education and socio-economic status'. Aspects of a site play a large role in shaping the types of tourists who visit the site (Espelt & Benito, 2006). Therefore, the way that a tourism product should be presented to tourists depends on which method of segmentation is selected by the manager or programmer at the tourist site.

The attraction of tourism, including *cultural tourism*, stems from a change arising from a visit outside one's usual environment, or 'differentness' (Boniface, 1995: p. 5), as well as being unfamiliar with the host culture (Boniface, 1995). Overall, the first traces of tourists participating in *cultural tourism* dates back many years. In the 19<sup>th</sup> century, people who travelled to cities that are rich in history, such as Athens or Jerusalem, experienced a journey of self-discovery (Rojek, 1993). As well, "[t]he aristocratic Grand Tour associated Greece and Italy with cultural elevation and enlightenment" (Rojek, 1993, pg. 112). Therefore, throughout history, cultures were associated with different motivations to travel and marketing of destinations was done to create a certain image. Historically, *bourgeois tourists* had very clear motivations for visiting a place; which involved more rigorous scientific understanding (Rojek, 1993). Therefore, motivation can be considered as the desire to fulfill a particular need. The current study will explore

modern tourist's motivations for visiting the site of Quebec City; therefore, this discussion may provide a point of comparison with previous studies.

*Place-based marketing* is used by destinations in order to separate from the competition in order to profit financially (Kavaratzis & Ashworth, 2008). *Place-based marketing* is often done by attracting a particular type of tourist. *Destination branding* is frequently used as a technique in order to achieve the separation (Usakli & Baloglu, 2011). Marketing a destination based on *functional attributes*, such as clear water and pristine beaches, leaves room for competition (Usakli & Baloglu, 2011). A *destination positioning strategy* can be used to control the image that potential tourists have of a destination (Pike & Ryan, 2004). The concept of *place marketing* originated 40 years ago as a result of changes that began to take place, and new concepts which began to emerge, in the field of marketing (Kavaratzis & Ashworth, 2008). Kavaratzis and Ashworth (2008) note that “[i]n particular, three necessary precursors to place marketing were the emergence of ‘social marketing’, ‘non-profit marketing’ and ‘strategic marketing’” (p. 156).

#### **2.3.4 Cultural tourism-related sites**

Societal changes have changed the way that museums have been experienced by tourists (Richards, 1996). The elimination of cultural hierarchies such as differences between ‘high’ or ‘low’ culture (Wynne, 1992) has meant that “[t]he process of involvement in culture and heritage is now related more closely to the consumer, rather than the citizen, and the collection of cultural and heritage experiences has become part of the wider consumer culture” (Richards, 2000, p.15). Pressure is placed on museums

to keep their attendance levels high to have continued respect (Altinbasak and Yalcin, 2010). The key of measuring performance of cultural institutions is in the numbers; such as amount of attendees (Richards, 1996). Activities that support the communication with, and participation of, a wide target market by a museum is reflected in marketing initiatives of a destination (Altinbasak & Yalcon, 2010).

Another form of cultural tourism-related site is tourist shopping villages (Murphy, Moscardo, Benckendorff, & Pearce, 2008). Murphy *et al.* (2008) define tourist shopping villages as “small towns and villages that base their tourist appeal on retailing, often in a pleasant setting marked by historical or natural amenities” (p. 405). Tourist shopping villages can be important for ‘regional development’, but little research has been done on these areas (Murphy *et al.*, 2008). Further research should be conducted surrounding the creation of ‘dining experience’ (p. 421) in the villages due to relevance of the experiences to the economic well-being of the villages (Murphy *et al.*, 2008). There is form of shopping tourists called luxury tourists-shoppers (Park, Reisinger, & Noh, 2010). Park *et al.* (2010) describe how “the luxury tourists-shoppers are affluent and middle-aged (approximately 45-54 years of age)” (p. 167); essentially they are baby boomers. Luxury tourists go to places where they can purchase goods such as malls, however, there are clusters that develop amongst luxury shoppers based on their shopping habits (Park *et al.*, 2010).

This section reviewed literature surrounding culture. In particular, this section reviewed literature surrounding topics such as cultural tourists and cultural tourism, cultural tourism related sites and *place-based marketing*. The next section will review

literature surrounding heritage tourism. In particular, some of the topics that will be discussed are interpretation and authenticity.

### **2.3.5 Heritage Tourism**

There have been two philosophical perspectives that have impacted the marketing of *heritage tourism* (Apostolakis, 2003). The Fordist philosophical perspective signifies travel experiences which took place in the 1960s and 1970s, and was a process similar to an assembly line where travel experiences were reproduced numerous times, and sold to numerous clients (Apostolakis, 2003). In contrast, the Post-Fordist philosophical perspective was dependent on increased technological ability, and looked to cater more to the individual by making the experiences more personalized (Apostolakis, 2003; Fayos-Sola, 1996). Therefore, it will be important for managers of heritage tourism businesses and sites to understand how they can effectively meet the needs and desires of tourists.

### **2.3.6 Interpretation and authenticity**

The relationship that one has with one's personal heritage has important management implications in terms of the presentation of the heritage site to visitors, and these implications are often not taken into account (Poria *et al.*, 2009). Tailoring the experience of a heritage site to each tourist is necessary in order to "attract visitors and be economically sustainable" (Poria *et al.*, 2009, p. 103). Each tourist has a different purpose for visiting a heritage site; one tourist may be looking to expand their educational base versus another tourist who is looking to be emotionally impacted by

the experience (Poria *et al.*, 2009). Overall, Tilden (2007) summarizes the role of an interpreter in his comment that:

[t]housands of naturalists, historians, archeologists, and other specialists are engaged in the work of revealing, to such visitors as desire the service, something of the beauty and wonder, the inspiration and spiritual meaning that lie behind what the visitor can with his senses perceive” (p.25).

Interpretation provides tourists with the essence, and context behind, what they are seeing, which gives them a deeper connection with the site.

In contrast, there is a perception in the literature that *interpretation*, as well as what is termed *heritage industry*, should not focus on *interpreting*, or presenting, history as it does not help people move forward (Hewison, 1989). Focusing on history clouds people’s perceptions of the future (Hewison, 1989). Furthermore, There is also the perception that heritage has now become meaningless as it has become significantly commercialized (Hewison, 1989). Therefore, according to Hewison (1989), experiencing heritage tourism should not be promoted as a tourist motivation to visit a destination (Hewison, 1989). A possible alternative presented within the literature is that there should be an increased focus on the connections which can be made between cultures through the interactions that occur, and ensuring the balance between satisfying tourist and preservation of the historic sites (Orbasli, 2000).

### **2.3.7 Authenticity**

In situating the concept of *authenticity* within the broader concept of *heritage tourism*, Apostolakis (2003) notes that “[t]he concept of authenticity is of pivotal significance in heritage tourism settings. This is so because authenticity is the attribute that brings the

two component parts (tourist and attraction) together, under a unified model” (p. 801). *Authenticity* is the aspect of a heritage site that attracts tourists, and encourages them to visit a heritage site.

An issue surrounding authenticity is the removal, or “cleaning”, of a site’s heritage components seen as problematic or contested. As a result of the significant expectation placed on heritage tourism sites by tourists looking to become deeper, or more cultured, as a result of their experience, it has been deemed necessary by the tourism industry to create an outline that can be followed to ensure that this expectation is being met (Boniface & Fowler, 1993). However, this cleaning creates a conflict between the need to accommodate tourists while remaining true to oneself; whether one is a city, or person (Boniface & Fowler, 1993).

### **2.3.8 UNESCO World Heritage Sites**

A designation that supports the development of *cultural tourism* is that of UNESCO World Heritage Site. Through becoming a world heritage site, a site can become widely recognized and respected (Elliot, 1995, Shackley, 1998). Therefore, this designation appears to be highly regarded around the world. Leask (2006) suggests that:

[t]he initial step in the inscription process is for a site to be identified within a States Party as suitable for nomination. It is this stage that is often crucial and subject to a significant level of political negotiation where some commentators might comment on the questionable priority given to some sites over others (p.8).

There is a gap in the literature in terms of studies that evaluate the differences between how various stakeholders, such as managers and cultural tourists, are impacted by this designation (Marcotte & Bourdeau, 2006). The UNESCO world heritage site designation

appears to entice visitors who travel a great deal (Marcotte & Bourdeau, 2006).

Therefore, through using the designation as a world heritage site in marketing of a tourist site, the marketing efforts will be more effective at attracting a well-travelled tourist.

## 2.4 Conclusions

In conclusion, this literature review has critically evaluated the literature on such topics as tourist segmentation, cultural tourism and heritage tourism. The findings of studies, as well as gaps in the literature, were presented in order to provide an overview of what has been accomplished thus far in the literature in order to provide a solid base for conducting, and presenting, the current study. In terms of cultural differences, it has been found that culture-based values determine the type of interaction that tourists will have with a tourism business as well as the types of tourist activities the tourists will be interested in experiencing (Devesa et al, 2010). In addition, the importance of understanding the needs of the tourists who are visiting your site in order to attract visitors to your site was also emphasized (Nicolau & Mas; 2006; Yuan & MacDonald, 1990). It was also determined that *authenticity* and *interpretation* should be an important element for a tourists' experience when visiting heritage sites as it influences that relationship that tourists have with the heritage site (Apostolakis, 2003; Poria *et al.*, 2009). The following section will outline the research methods that were utilized in the current study.

## Chapter Three

### 3.1 Introduction

Survey research dates back to Egyptian times where this method was used to help leaders govern their citizens (Babbie & Benaquisto, 2002). The purpose of a survey design is to apply rigorous scientific methods to behavior and events so that it can be certain that the findings of the survey can be generalized to the population that is being studied (Babbie & Benaquisto, 2002); in terms of this study, the population is tourists who are visiting Quebec City. This empirical study will examine the differences between Canadian Francophone and Anglophone visitors in terms of their travel motivations to the UNESCO World Heritage Site, Quebec City. A survey method has been chosen because, according to Babbie and Benaquisto (2002), a survey method can be used for descriptive and explanatory studies. In terms of the focus of these types of studies, “[d]escriptive studies answer questions of what, where, when, and how-explanatory studies, of why” (p. 79). Therefore, returning to the research objectives outlined above and below, the choice of a survey design will help to meet these objectives. According to Smith (2010), “[t]h[e] process of choosing only certain times, locations and to whom to administer a questionnaire is known as sampling, It is usually a more efficient and less costly approach to interviewing people than a census (talking to everyone in some population)” (pgs. 87-88). The decision of how the sampling of your respondents will be done when conducting a survey will be based a number of factors including access to your sample, funding, and how many respondents you hope to include.



### **3.2 Strengths and Weaknesses of Survey Design**

The particular type of questionnaire that has been chosen to conduct the current research is a self-administered questionnaire. According to Babbie and Benaquisto (2002), some of the positive aspects of this type of questionnaire is that it can be less expensive, and more time efficient, than conducting more in depth discussions with participants. These positive aspects fit with the situation of the researcher as the amount of funding that will be had to conduct this study is unclear at the moment. A weakness of survey design is that the researcher cannot dig deeply, and pose in-depth questions to participants due to the topical nature of the questions; which does not allow for the deep understanding of participants' opinions (Smith, 2010). Another weakness of survey design is the costs associated with the conducting of the questionnaire on site. If the researcher is not conducting research close to home, there may be the cost of a hotel, food and transportation to consider.

### **3.3 Purpose and Research Questions**

As outlined in chapter 1, the purpose of this study is to explore how language differences between Francophone and Anglophone visitors are reflected in the travel motivations of Canadian Francophone and Anglophone tourists. The study has the following objectives:

Table 1: Research Objectives

|  |
|--|
| To examine the motivational differences between Canadian Anglophone and Francophone visitors.                  |
| To examine whether there are cultural differences in the travel needs of Francophone and Anglophone travelers. |
| To examine whether tourism sites and businesses in Quebec City are meeting the needs and desires of tourists   |

The objectives outlined have been met by asking the following research questions:

Table 2      Research Questions

|   |
|---|
| 1. Why do people visit heritage sites? Specifically, what motivates people to visit heritage sites?   |
| 2. Do Canadian Anglophone and Francophone cultures have different motivations for travelling? Sub-questions could include: in general, do different cultures have different motivations for travelling? For example, tourists may aim to connecting with their ancestral roots and culture. |
| 3. Are Anglophone and Francophone tourists satisfied by their travel experience to Quebec City? In particular, are there differences in satisfaction levels between Anglophone and Francophone tourists?  |

### 3.4 Questionnaire Design

The particular type of survey design that has been chosen for this study is a questionnaire. In particular, Babbie and Benaquisto (2002) notes that “[s]urveys include the use of a questionnaire-an instrument specifically designed to elicit information that will be useful for analysis” (pg. 241). Within the current study, information has been gathered, and analyzed, in order to explore and describe Francophone and Anglophone tourist motivations to visit world heritage sites. More specifically, the questionnaire follows a cross-sectional design due to the limitations of the survey method which was chosen as well as time limitations of working with tourists. Cross-sectional design refers to a survey conducted at one point in time (Royse, 1991).

As a part of the questionnaire , the participants were asked to provide basic demographic information consisting of age, sex, as well as whether they identify themselves as either Francophone or Anglophone or Bilingual, in order to be able to determine if there are any other similarities that arise between groups outside of Francophone and Anglophone differences. The questionnaire consists of two scales: the first scale measures tourist motivations, and was developed and utilized by Lee, Lee and Wicks (2004). The second scale measures cultural differences in travel preferences, and was developed and utilized by Kozak (2001). The motivation scale is taken from Lee, Lee and Wicks (2004), and the satisfaction scale is based on Kozak (2001); the items for the satisfaction scale were used specifically for cultural aspects of this unique destination using elements in the literature. Both of these scales include a Likert scale; Lee, Lee and Wicks (2004) uses a 5-point Likert Scale while Kozak (2001) uses a 7-point Likert Scale. In order to reduce ambiguity within participant response

selection (Smith, 2010), the scales have been converted to an even 6-point scale.

Although many researchers tend to use an odd number response category, the decision by the researcher to use an even 6 point scale is based on a discussion with Dr. Steve Smith surrounding the increased ease and ability of the researcher to analyze even scales (Smith, S., personal communications, Summer 2011).

Lee, Lee and Wicks (2004) had experts in a related area of research review the items measured in their questionnaire, and Kozak (2001) amalgamated literature and questionnaires that have been utilized in previous studies in order to develop their questionnaire; therefore, reliability and validity of these scales will be assumed. The researcher has been proactive and focused on eliminating response bias during the process of conducting the questionnaire. Babbie and Benacquisto (2002) suggest that bias can be controlled by following different steps during question formulation, as well as during the conducting of the questionnaire in the field; some of the steps include the wording of questions to avoid influencing a participant's answers, and testing the questionnaire with people prior to going into the field; these steps have already been taken by the creators of the Likert scales used to develop the questionnaires, Kozak (2001) and Lee, Lee and Wicks (2004), that is being used in the current study (See Appendix A). The questionnaire has also been tested in the current study, however, as the Likert scales have not been conducted with the current sample frame.

The questionnaire that is used in this study is different from other studies. Altinbasak and Yalcin (2010) used a questionnaire in their study, but it was developed in only one language - English. Pizam, Jansen-Verbeke and Steel (1997) conducted their questionnaire on a population of tour guides as opposed to tourists. Devesa, Laguna

and Palacios (2010) conducted their questionnaire in Spain, and the researchers used a 10-point Likert scale without specifying the points on the scale in the article. Draper, Woosnam and Norman (2011) chose to focus their questionnaire to take a focus outside of Canada. Oom do Valle *et al.* (2010) chose to focus their questionnaire on a specific event, The Faro 2005 National Capital of Culture, and a specific city, Faro; which is a Portuguese country. The current study takes a Canadian focus, and conducts the questionnaire in both French and English. In addition, the questionnaire is composed of two pre-developed Likert scales that are based on the literature that has been reviewed has not been previously combined.

### **3.5 Study Site**

#### **3.5.1 Sampling frame**

The population of the study includes tourists to Quebec City with a focus on Anglophone and Francophone Canadians. According to Quebec City Tourism (2011), there were “[n]early 4.6 million tourists per year (2009), including over 1.1 million from 75 countries outside Canada”; therefore, these tourists who are visiting Quebec consists of the sampling frame for this study; only tourists over the age of majority were selected as participants. The researcher sought an equal balance of Anglophone and Francophone tourists. Based on Statistics Canada (2010), a Francophone tourist will be considered a Canadian citizen who’s FOLS (first official language spoken) is French. Statistics from Statistics Canada (2010) demonstrates that, although Quebec has a significant native-born and immigrant French speaking population, other provinces, such as Ontario and New Brunswick, also have a significant French speaking population as well. Therefore,

this current study considers all provinces in the definition of a Francophone (see appendix B). The researcher also sought an equal balance of males and females while in the field as suggested by Smith (2010).

### **3.6 Data Collection Process**

The survey was administered during the fall of 2011, over the course of approximately four weeks. The fall months were chosen to conduct research as the researcher had completed their course work element of their thesis. Prior to beginning research, the researcher contacted Quebec City Tourism, and provided a description of the research that was being conducted along with a copy of the questionnaire to be conducted in order to acquire permission to conduct research in Old Quebec. The researcher also made contact with a person in charge at the various sites and attractions to make sure that they are aware and comfortable with the researcher's presence. In terms of language, the survey was translated into both English and French in order to fulfill the research objective of determining whether there are any differences between Francophone and Anglophone Canadians; the questionnaire was translated using Dictionary.com translator, and double-checked by bilingual individuals.

A number of screening questions were asked prior to having the potential participant begin to fill out the survey. The potential participants were asked whether they are a tourist, whether they are a Canadian citizen, as citizenship was used to define if someone is a Canadian, as well as the language that they speak at home and what City and Province they live in; if the participant self-identifies as speaking both French and English, then the participant was asked to indicate bilingual on the survey, however, they were able to choose either the English or French version. Furthermore,

an interpreter was not hired due to a lack of funding levels. However, the researcher is competent in French; the intended sampling frame and sample size will be outlined in the population section.

At the beginning of each day, seven days a week, the researcher started to conduct questionnaires at 9 am and continued until 5pm with an hour break for lunch between 12pm and 1pm. There were a few days that the researcher did not conduct the questionnaire due to illness. The researcher stood at different tourist sites in Old Quebec City each day; some monuments included the Commission de la Capitale Nationale du Québec, The Citadel, Le Musee de la Civilisation (Quebec City Tourism, 2011), l'observatoire de la capitale (CCNQ, N.D.); a convenience sample was used.

When conducting the questionnaire, the researcher chose to ask every fifth person that walked by them if the participant would like to participate in a questionnaire. The counting started once the researcher had been stationed and had the first questionnaire ready to be filled out in hand. If the person did not wish to, or could not participate in the questionnaire due to language or other barriers, the researcher began to count at one again. If a group of two or more people was the fifth “participant”, the researcher allowed any group member who identified themselves as either Anglophone, Francophone or bilingual, to participate to participate if they showed interest due to a low availability as a result of the off-season beginning in Quebec City. If the weather was rainy or cold, the researcher judged whether the researcher would conduct the survey on that day by how many tourists were available to ask whether they would be willing to participate in the study. The researcher brought a journal to Quebec City in order to keep detailed notes on observations and occurrences while collecting data so

that any problems or limitations that develop could be taken into account in the analysis of the data.

### **3.7 Ethical Considerations**

As a part of conducting this study, the researcher ensured that relevant ethical considerations were taken into account. An ethical consideration that was considered in this study is acquiring voluntary consent. Babbie and Benaquisto (2002) states, “the researcher must provide for voluntary, informed consent from each participant” (p. 269). This consent was achieved in the current study by asking participants whether they would like to fill out a survey, and providing information surrounding the questionnaire, such as the focus and length, in order for the participants to be able to make an informed decision surrounding presentation. Babbie and Benaquisto (2002) also notes that participants should be assured that their personal information that is collected in relation to the study will not be shared with others, and that their identity will not be disclosed in the dissemination of the results. During the process of data collection, no ethical considerations developed.

### **3.8 Analysis**

The computer program SPSS (IBM SPSS Statistics (version 19)) was used, following Creswell (2009) and Huang (2010), to conduct statistical tests on, and interpret, the data that was collected. Because Bilingual individuals have not specified one of the groups of interest to this study (i.e. Anglophone or Francophone) they have been removed from the subsequent analyses. Statistical tests including two-way ANOVAs and independent t-tests will be used in order to answer the research questions, and



meet research objectives of the current study. As suggested by Smith (2010), “frequency tabulations . . . modes and medians” (p. 148) will also be included as part of data analysis as well.

## Chapter 4: Results

Statistical tests were run with the data that was collected as a part of this study in order to meet research objectives, and answer the research questions, that has been set out for this study. The data were analyzed using SPSS (version 19)). The sample size for this study is 375 questionnaires. In terms of selecting the sample for this study, the sampling design is a convenience sample with a target of 400 participants evenly split between Francophone and Anglophone. It is recognized, based on Smith (2010), that using a convenience sample may not be representative or proportional of the entire population, however, that this type of sample is reasonable based on the research being exploratory.

In terms of refusals to participate, there were a variety of forms of refusal, and the majority appeared to come from Francophone travelers. Some of the forms of refusal included commenting on the accent of the researcher and walking away, promising to participate at later time and stating that a tour was waiting. An estimated 668 people were asked to participate in the study, and an estimated 225 declined; an effective response rate of 443. The balance of 68 questionnaires was unusable due to the participant not being Canadian or being incomplete. Bias may have been introduced in the study due to the season in which the data was collected. The fall season would likely decrease the amount of 'family' participants due to children being in school. It can be verified that the concept of cultural identity aligns well with the concepts of first language and province of residence.

## **4.1 Demographics**

In terms of gender, 139 (37.1%) of respondents reported that they are male. The balance of 216 (57.6%) of respondents reported that they are female, and 20 questionnaires had missing answers. The majority of participants were between the ages of 52-61 (94 respondents or 25.1%) and 42-51 (90 respondents or 24.0%). The least amount of participants was between the ages of 21-31 (49 or 13.1%). There were virtually no participants over the age of 71. The majority of participants came from either the province of Quebec (168 or 44.8%) or the province of Ontario (119 or 31.7%). With respect to language, 99 (26.4%) respondents reported that they were Francophone. More respondents, 178 (47.58%), reported that they were Anglophone, and 98 (26.1%). When asked the question “what language do you speak at home?” 213(56.8%) of respondents reported that they spoke English at home, and 149 (39.7) reported that they spoke French.

## **4.2 Description of Motivations and Satisfaction**

A summary of the descriptive statistics and reliability alphas for both the motivation scales and subscales measured in the current study is presented in the following table.

Table 3 Descriptive Statistics and Alpha Values for Motivation Subscales

| Motive   | N          | Mean        | SD          | Alpha       |
|--|------------|-------------|-------------|-------------|
| Item   |            |             |             |             |
| <b>Novelty</b>   | <b>368</b> | <b>4.80</b> | <b>0.90</b> | <b>0.65</b> |
| I seek adventure   | 368        | 4.50        | 1.31        |             |
| I seek something new and different   | 369        | 5.00        | 1.11        |             |
| It offers excitement   | 369        | 5.00        | 1.04        |             |
| I am curious   | 371        | 5.00        | 1.01        |             |
| I expect benefits that will satisfy my personal needs  | 361        | 5.00        | 1.11        |             |
| <b>Cultural exploration</b>  | <b>368</b> | <b>4.63</b> | <b>0.88</b> | <b>0.70</b> |
| To increase my knowledge the Quebecois culture and history   | 370        | 4.50        | 1.23        |             |
| To enjoy Quebecoise cultural events such as festivals, music, cuisine  | 370        | 5.00        | 1.22        |             |
| To enjoy arts and crafts   | 367        | 4.34        | 1.31        |             |
| To experience Quebecoise customs and culture in areas such as music, cuisine, festivals, history, philosophies | 361        | 5.00        | 1.20        |             |
| To enjoy new experiences   | 363        | 5.11        | 1.1         |             |
| To enjoy art and folk performances   | 363        | 4.20        | 1.30        |             |
| To enjoy culture in its cultural/ historical setting   | 368        | 5.11        | 1.05        |             |
| <b>Escape</b>  | <b>368</b> | <b>5.00</b> | <b>1.15</b> | <b>0.70</b> |
| To escape from routine life  | 365        | 5.00        | 1.23        |             |
| To relieve boredom   | 363        | 4.10        | 1.50        |             |
| For a change of pace from everyday life  | 370        | 5.00        | 1.23        |             |
| To relieve daily stress  | 366        | 4.50        | 1.43        |             |
| <b>Event Attractions</b>   | <b>370</b> | <b>5.00</b> | <b>1.15</b> | <b>0.70</b> |
| To enjoy special events  | 363        | 4.30        | 1.30        |             |
| To see new and different things  | 367        | 5.10        | 1.02        |             |
| To enjoy a unique atmosphere   | 371        | 5.40        | 1.00        |             |
| <b>Socialization</b>   | <b>362</b> | <b>4.10</b> | <b>1.15</b> | <b>0.70</b> |
| To be with people who are enjoying themselves  | 369        | 5.00        | 1.30        |             |
| To be with people who enjoy the same things I do   | 361        | 4.30        | 1.33        |             |
| To see the event with a group together   | 354        | 4.00        | 1.44        |             |
| To see the event with my friends   | 359        | 4.00        | 2.00        |             |
| To meet people from all over the world   | 365        | 4.01        | 1.45        |             |
| <b>Family Togetherness</b>   | <b>348</b> | <b>4.70</b> | <b>1.50</b> | <b>0.74</b> |
| To bring us closer as a family   | 340        | 4.42        | 1.53        |             |
| To spend time with my family together  | 340        | 5.00        | 2.00        |             |
| I thought the entire family would enjoy it   | 335        | 5.00        | 1.44        |             |
| <b>Overall motivation scale</b>  |            |             |             | <b>0.71</b> |

There is not a significant variation among respondents in terms of the motivational sub-scales, but there is a significant amount of variability within individual motivational factors. This means that individual motivation factors have different impacts on the travel decisions of Anglophone and Francophone tourists visiting Quebec City. This supports the sentiment throughout the literature review that travelers are heterogeneous, and that it is important to understand their different needs (Poria *et al.*, 2009). The following chart presents the descriptive statistics for the satisfaction items found within the questionnaire.

Table 4 Descriptive Statistics and Alpha Values for Satisfaction factors

| Satisfaction                                 | N          | Mean        | SD          | alpha       |
|--|------------|-------------|-------------|-------------|
| Item   |            |             |             |             |
| The cultural exploration experiences offered | 369        | 4.00        | 0.40        | 0.80        |
| The food                                     | 371        | 4.00        | 0.34        | 0.81        |
| The transportation                           | 347        | 4.00        | 1.00        | 0.81        |
| The cultural events                          | 348        | 4.00        | 0.55        | 0.82        |
| Your accommodations                          | 367        | 4.00        | 0.50        | 0.83        |
| <b>Overall satisfaction</b>                  | <b>362</b> | <b>4.00</b> | <b>0.32</b> | <b>0.75</b> |

There is a significant amount of variability amongst satisfaction factors. Therefore, Anglophone and Francophone travelers vary in their satisfaction levels with regards to the different travel amenities found within Quebec City.

### 4.3 Motivations of Anglophone and Francophone travelers

The second research question that the current study asks is “Do Canadian Anglophone and Francophone cultures have different motivations for travelling?”. The second research objective was to examine whether there are cultural differences in the travel needs of Francophone and Anglophone travelers. A t-test was conducted in order to help answer this question.

Table 5 T-Test Results for Question Two

| Tourist Motivation Factor   | Frequencies |      |      | t     | P    |
|-----------------------------|-------------|------|------|-------|------|
|                             | n           | Mean | SD   |       |      |
| <b>Event attractions</b>    |             |      |      |       |      |
| Anglophone                  | 176         | 5.03 | 1.00 | -1.00 | 0.10 |
| Francophone                 | 97          | 5.00 | 1.00 |       |      |
| <b>Cultural exploration</b> |             |      |      |       |      |
| Anglophone                  | 174         | 4.71 | 0.70 | -1.65 | 0.10 |
| Francophone                 | 98          | 4.52 |      |       |      |
| <b>Family Togetherness</b>  |             |      |      |       |      |
| Anglophone                  | 164         | 4.60 | 1.50 | 0.72  | 0.50 |
| Francophone                 | 95          | 4.70 | 1.50 |       |      |
| <b>Novelty</b>              |             |      |      |       |      |
| Anglophone                  | 175         | 5.00 | 0.70 | -0.93 | 0.40 |
| Francophone                 | 98          | 4.73 | 1.10 |       |      |
| <b>Escape</b>               |             |      |      |       |      |
| Anglophone                  | 175         | 5.00 | 1.12 | 1.71  | 0.10 |
| Francophone                 | 97          | 5.00 | 1.14 |       |      |
| <b>Socialization</b>        |             |      |      |       |      |
| Anglophone                  | 170         | 4.10 | 1.11 | -1.00 | 1.00 |
| Francophone                 | 97          | 4.00 | 1.30 |       |      |

Table five represents the N, mean, standard deviation and t-test results for the mean scores of the subscales of the motivation factors that were included in the

questionnaire. There is an even distribution across the n values of Anglophone and Francophone; which is to be expected as the T-test was run with mean scores, and more Anglophone travelers participated in the study than Francophone travelers. There is no statistically significant difference between the motivation subscales that were included in the questionnaire, and whether a participant reported that they were Anglophone or Francophone. Therefore, none of the motivation sub-scales tested was directly related to the culture of the participant in this study. One-way ANOVAs and further post-hoc tests were not run as there were no significant differences found as a result of the t-test.

Two way ANOVAs were also conducted in order to compare the motivational subsets with the factors of gender and age. The first motivational subset is cultural exploration.

Table 6 Two way ANOVA for cultural exploration

| Source         | Df   | F    | Sig. | Grand Mean |           |                         |             |
|----------------|------|------|------|------------|-----------|-------------------------|-------------|
|                |      |      |      | Mean       | Std Error | 95% Confidence Interval |             |
| Gender         | 1.00 | 13.4 | 0    |            |           |                         |             |
| Age            | 4.00 | 2.00 | 0.20 | 5.00       | 0.05      | Lower Bound             | Upper Bound |
| Gender*<br>Age | 4.00 | 0.20 | 1.00 |            |           | 4.42                    | 5.00        |

A significant interaction was not found between the factors of age and gender in relation to the motivation subscale of cultural exploration. Therefore, age and gender do not predict whether Anglophone and Francophone travelers will travel for cultural exploration purposes. However, there is a significant interaction between gender and the cultural exploration factor. As can be seen from the descriptive chart below, females

have higher mean values, and therefore a higher probability of cultural exploration being a travel motivation, then males. The motivational subscale that will be discussed is next is family togetherness.

Table 7 Descriptive statistics for Cultural exploration

| Dependent variable: cultural exploration | What age range are you? | N   | Percentages |
|--|-------------------------|-----|-------------|
| Gender                                   |                         |     |             |
| Male                                     | 21-31                   | 11  | 8%          |
|  | 32-41                   | 24  | 17%         |
|  | 42-51                   | 31  | 23%         |
|  | 52-61                   | 38  | 28%         |
|  | 62-71                   | 33  | 24%         |
|  | Total                   | 137 | 100%        |
| Female                                   | 21-31                   | 36  | 17%         |
|  | 32-41                   | 36  | 17%         |
|  | 42-51                   | 55  | 26%         |
|  | 52-61                   | 47  | 22%         |
|  | 62-71                   | 36  | 17%         |
|  | Total                   | 210 | 100%        |
| Total                                    | 21-31                   | 47  | 14%         |
|  | 32-41                   | 60  | 17%         |
|  | 42-51                   | 86  | 25%         |
|  | 52-61                   | 85  | 24%         |
|  | 62-71                   | 69  | 20%         |
|  | Total                   | 347 | 100%        |

Table 8 Two way ANOVA for the family togetherness subscale

| Source     | Df   | F    | Sig. | Grand Mean |           |                         |             |
|------------|------|------|------|------------|-----------|-------------------------|-------------|
|            |      |      |      | Mean       | Std Error | 95% Confidence Interval |             |
| Gender     | 1.00 | 0    | 1.00 |            |           |                         |             |
| Age        | 4.00 | 1.00 | 0.53 | 5.00       | 0.10      | Lower Bound             | Upper Bound |
| Gender*Age | 4.00 | 1.00 | 0.43 |            |           | 4.50                    | 5.00        |



Based on the significance levels, there does not appear to be a significant interaction between the motivational subset of family togetherness and the variables of age or gender. Therefore, the age or gender of a traveler does not determine whether spending time with family is a motivation for travelling for Anglophone and Francophone tourists. However, the significance level of the 'intercept' source is 0.00; therefore, the two variables, age and gender, will intercept at various points, but the data indicate that they do not have an interaction effect. The 'novelty' motivational subscale will be discussed next.

Table 9 Novelty as motivational subscale

| Source     | Df   | F    | Sig. | Grand Mean |            |                         |             |
|------------|------|------|------|------------|------------|-------------------------|-------------|
|            |      |      |      | Mean       | Std. Error | 95% Confidence Interval |             |
| Gender     | 1.00 | 7.00 | 0.01 |            |            |                         |             |
| Age        | 4.00 | 2.23 | 0.10 | 5.00       | 0.05       | Lower Bound             | Upper Bound |
| Gender*Age | 4.00 | 0.23 | 1.00 |            |            | 5.00                    | 5.00        |

There is not a significant interaction between the motivational sub-factor of novelty and the variables of age and gender. However, there is a significant interaction between the motivational sub-factor of novelty and gender. Based on table 10, it can be seen that females are more motivated by the motivational subscale of novelty than males are. The following subscale is escape.

Table 10: Descriptive statistics for novelty subscale

| dependent variable: Novelty | What age range are you?2 | Percentages |      |
|-----------------------------|--------------------------|-------------|------|
|                             |                          | N           |      |
| Gender                      |                          |             |      |
| Male                        | 21-31                    | 11          | 8%   |
|                             | 32-41                    | 24          | 18%  |
|                             | 42-51                    | 32          | 23%  |
|                             | 52-61                    | 38          | 28%  |
|                             | 62-71                    | 32          | 23%  |
|                             | Total                    | 137         | 100% |
| Female                      | 21-31                    | 36          | 17%  |
|                             | 32-41                    | 37          | 18%  |
|                             | 42-51                    | 55          | 26%  |
|                             | 52-61                    | 47          | 22%  |
|                             | 62-71                    | 35          | 17%  |
|                             | Total                    | 210         | 100% |
| Total                       | 21-31                    | 47          | 14%  |
|                             | 32-41                    | 61          | 18%  |
|                             | 42-51                    | 87          | 25%  |
|                             | 52-61                    | 85          | 24%  |
|                             | 62-71                    | 67          | 19%  |
|                             | Total                    | 347         | 100% |

Table 11 Escape motivation sub-factor

| Source     | Df   | F    | Sig. | Grand Mean |           |                         |             |
|------------|------|------|------|------------|-----------|-------------------------|-------------|
|            |      |      |      | Mean       | Std Error | 95% Confidence Interval |             |
| Gender     | 1.00 | 6.30 | 0.01 |            |           |                         |             |
| Age        | 4.00 | 2.31 | 0.06 | 5.00       | 0.10      | Lower Bound             | Upper Bound |
| Gender*Age | 4.00 | 1.10 | 0.40 |            |           | 4.41                    | 5.00        |

There is not a significant interaction between the motivational sub-factor of escape, and the variables of age and gender. There is a significant interaction between gender and the escape motivational sub-factor. The significance level of the 'intercept' source is

.000 again; therefore, the two variables, age and gender, will have the same mean values at various points on a chart, but the data dictates that they do not have an interaction effect. The following motivational sub-factor is event attractions.

Table 12 Descriptive statistics for the escape subscale

| dependent variable: escape | What age range are you? | N   | Percentages |
|----------------------------|-------------------------|-----|-------------|
| <b>Gender</b>              |                         |     |             |
| Male                       | 21-31                   | 11  | 8%          |
|                            | 32-41                   | 24  | 17%         |
|                            | 42-51                   | 32  | 23%         |
|                            | 52-61                   | 39  | 28%         |
|                            | 62-71                   | 32  | 23%         |
|                            | Total                   | 138 | 100%        |
| Female                     | 21-31                   | 36  | 17%         |
|                            | 32-41                   | 36  | 17%         |
|                            | 42-51                   | 55  | 26%         |
|                            | 52-61                   | 47  | 23%         |
|                            | 62-71                   | 35  | 17%         |
|                            | Total                   | 209 | 100%        |
| Total                      | 21-31                   | 47  | 14%         |
|                            | 32-41                   | 60  | 17%         |
|                            | 42-51                   | 87  | 25%         |
|                            | 52-61                   | 86  | 25%         |
|                            | 62-71                   | 67  | 19%         |
|                            | Total                   | 347 | 100%        |

Table 13 Event attractions motivations sub-factor

| Source         | Df   | F     | Sig. | Grand Mean |           |                         |             |
|----------------|------|-------|------|------------|-----------|-------------------------|-------------|
|                |      |       |      | Mean       | Std Error | 95% Confidence Interval |             |
| Gender         | 1.00 | 17.30 | 0    |            |           |                         |             |
| Age            | 4.00 | 1.12  | 0.35 | 5.00       | 0.10      | Lower Bound             | Upper Bound |
| Gender*<br>Age | 4.00 | 1.00  | 1.00 |            |           | 5.00                    | 5.00        |

There is also no significant interaction between the motivational sub-factor of event attractions and the variables of gender and age. There is, however, a significant interaction between the motivational sub-factor of event attractions and gender. Based on Table 14, females tend to be more motivated to visit Quebec City as a result of the event attractions.

Table 14 Descriptive statistics for the motivational subscale of event attractions

| dependent variable:<br>events attractions | What age range are<br>you? | N   | Percentages |
|---|----------------------------|-----|-------------|
| Gender                                    |                            |     |             |
| Male                                      | 21-31                      | 11  | 8%          |
|   | 32-41                      | 24  | 17%         |
|   | 42-51                      | 32  | 23%         |
|   | 52-61                      | 39  | 28%         |
|   | 62-71                      | 32  | 23%         |
|   | Total                      | 138 | 100%        |
| Female                                    | 21-31                      | 36  | 17%         |
|   | 32-41                      | 36  | 17%         |
|   | 42-51                      | 55  | 26%         |
|   | 52-61                      | 47  | 22%         |
|   | 62-71                      | 37  | 18%         |
|   | Total                      | 211 | 100%        |
| Total                                     | 21-31                      | 47  | 13%         |
|   | 32-41                      | 60  | 17%         |
|   | 42-51                      | 87  | 25%         |
|   | 52-61                      | 86  | 25%         |
|   | 62-71                      | 69  | 20%         |
|   | Total                      | 349 | 100%        |

Table 15 ANOVA results for the motivational subscale of socialization

| Source     | Df   | F    | Sig. | Grand Mean |           |                         |             |
|------------|------|------|------|------------|-----------|-------------------------|-------------|
|            |      |      |      | Mean       | Std Error | 95% Confidence Interval |             |
|            |      |      |      |            |           | Lower Bound             | Upper Bound |
| Gender     | 1.00 | 6.00 | 0.02 |            |           | 4.00                    | 4.20        |
| Age        | 4.00 | 2.00 | 0.20 | 4.10       | 0.10      |                         |             |
| Gender*Age | 4.00 | 0.24 | 1.00 |            |           |                         |             |

There is not a significant interaction between the motivational subscale of socialization and the variables of gender and age. However, there is a significant interaction between the variable of gender and the motivational subscale of socialization. Based on the chart below, females are more likely to be motivated to visit Quebec City in order to socialize than males. The next section will measure tourist satisfaction levels of Anglophone and Francophone tourists visiting Quebec City.

Table 16 Descriptive statistics for the motivational subscale of socialization

| dependent variable:<br>Socialization | What age range are you? | N   | Percentages |
|--------------------------------------|-------------------------|-----|-------------|
| Gender<br>(male, female)             |                         |     |             |
| Male                                 | 21-31                   | 11  | 8%          |
|                                      | 32-41                   | 23  | 17%         |
|                                      | 42-51                   | 32  | 24%         |
|                                      | 52-61                   | 37  | 27%         |
|                                      | 62-71                   | 32  | 24%         |
|                                      | Total                   | 135 | 100%        |
| Female                               | 21-31                   | 36  | 17%         |
|                                      | 32-41                   | 36  | 17%         |
|                                      | 42-51                   | 55  | 27%         |
|                                      | 52-61                   | 45  | 22%         |
|                                      | 62-71                   | 34  | 17%         |
|                                      | Total                   | 206 | 100%        |
| Total                                | 21-31                   | 47  | 14%         |
|                                      | 32-41                   | 59  | 17%         |
|                                      | 42-51                   | 87  | 26%         |
|                                      | 52-61                   | 82  | 24%         |
|                                      | 62-71                   | 66  | 19%         |
|                                      | Total                   | 341 | 100%        |

#### 4.4 Tourist Satisfaction Levels

The final research question that was asked in the current study is “Are Anglophone and Francophone tourists satisfied by their travel experience to Quebec City? In particular, are there differences in satisfaction levels between Anglophone and Francophone tourists?” The final purpose of this study was to examine whether tourism sites and businesses in Quebec City are meeting the needs and desires of tourists

Descriptive statistics relating to tourist’s satisfaction levels concerning various amenities found in Quebec City; including accommodations and food are presented in Table 17. The majority of participants reported that they were satisfied with the majority

of aspects related to their trip to Quebec City, and that tourism sites and businesses are satisfying the needs of Anglophone and Francophone tourists visiting Quebec City tourists. It is surprising that the majority of participants reported that they are satisfied as the literature review demonstrated that tourists have different needs, and that meeting these needs is difficult (Poria *et al.*, 2009). The data is also highly skewed towards participants being “satisfied” with the various travel amenities. Perhaps this is because the participants are in a rush to finish the questionnaire or they have just started their trip.

An Independent samples t-test was also conducted to compare the differences in satisfaction level for various destination elements pertaining to Quebec City. Table 18 outlines the N values, mean, standard deviation, and t-test results related to the above tourism elements. Significant differences were found for the following element: ‘cultural exploration experiences offered’. There were no significant differences found in the following elements: ‘cultural events’, ‘accommodations’, ‘food’ and ‘transportation’. The significant difference that was found for the element ‘cultural exploration experiences offered’ may be related to the literature review finding mentioned above that travelers want to learn about cultures that are different from their own culture (McKercher *et al.*, 2002). It is surprising that the frequency and t-test results contradict each other. Perhaps when one looks at Anglophone and Francophone separately, like in the t-test, differences begin to emerge between the two groups.

Table 17 Descriptives for Satisfaction Factors

| Tourist Satisfaction Factor   | Mean | SD   |
|---|------|------|
| <b>How satisfied were you with the cultural experiences offered</b> |      |      |
| Anglophone  | 4    | 0.34 |
| Francophone   | 4    | 0.5  |
| <b>How satisfied were you with the cultural events? :</b>           |      |      |
| Anglophone  | 4    | 0.51 |
| Francophone   | 4    | 1    |
| <b>How satisfied were you with the accommodations?</b>              |      |      |
| Anglophone  | 4    | 0.4  |
| Francophone   | 4    | 1    |
| <b>How Satisfied were you with the food?:</b>                       |      |      |
| Anglophone  | 4    | 0.4  |
| Francophone   | 4    | 0.3  |
| <b>How Satisfied Were You With The Transportation? :</b>            |      |      |
| Anglophone  | 4    | 0.52 |
| Francophone   | 4    | 1    |

Table 18 T-Test Results for Question Three

| Tourist Satisfaction Factor   | Frequencies |      |      | T     | P     |
|---|-------------|------|------|-------|-------|
|   | N           | Mean | SD   |       |       |
| <b>How satisfied were you with the cultural exploration experiences offered</b> |             |      |      |       |       |
| Anglophone  | 175         | 3.90 | 0.32 | -2.00 | *0.05 |
| Francophone   | 97          | 3.80 | 0.46 |       |       |
| <b>How satisfied were you with the cultural events?</b>                         |             |      |      |       |       |
| Anglophone  | 161         | 3.70 | 0.51 | 0.33  | 0.74  |
| Francophone   | 91          | 3.70 | 0.56 |       |       |
| <b>How satisfied were you with the Accommodations</b>                           |             |      |      |       |       |
| Anglophone  | 174         | 3.90 | 0.40 | -0.94 | 0.35  |
| Francophone   | 97          | 3.80 | 0.55 |       |       |
| <b>How satisfied were you with the food?</b>                                    |             |      |      |       |       |
| Anglophone  | 175         | 4.00 | 0.40 | -1.20 | 0.25  |
| Francophone   | 98          | 4.00 | 0.30 |       |       |
| <b>How Satisfied Were you with the transportation</b>                           |             |      |      |       |       |
| Anglophone  | 159         | 4.00 | 0.52 | -0.90 | 0.40  |
| Francophone   | 93          | 3.70 | 0.60 |       |       |

A Pearson test and descriptive statistics were conducted as well in order to examine the correlation between motivational subscales and satisfaction between Anglophone and Francophone visitors. Many of the motivational subscales and



satisfaction factors were statistically significant. For instance, if the motivation for travelling was family togetherness then the family would also be looking to escape. Also, if travelers were satisfied with the accommodations, they would also be satisfied with the food. This means that all of the motivations had some impact on the travel decisions made by the Anglophone and Francophone travelers who participated in this study. However, the only motivation factor that was correlated with whether a traveler defined themselves as Anglophone or Francophone was 'cultural exploration experiences offered'. This is not surprising as Francophone travelers may be more familiar with the Francophone culture than Anglophone travelers.

Table 19 Pearson results comparing motivational subscales, satisfaction levels and culture

|  | Cultural exploration       | Family togetherness        | Novelty                    | Escape                     | Event attractions          | Socialization               | Satisfaction with cultural exploration experiences offered | Satisfaction with cultural events | Satisfaction with accomodations | Satisfaction with the food | Satisfaction with the transportation | Overall satisfaction       |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|-----------------------------|--|-----------------------------------|---------------------------------|----------------------------|--------------------------------------|----------------------------|
| Cultural exploration                                       | Pearson 1<br>Sig. .000**   | Pearson 0.2<br>Sig. .000** | Pearson .54<br>Sig. .000** | Pearson .23<br>Sig. .000** | Pearson 1<br>Sig. .000**   | Pearson .4<br>Sig. .000**   | Pearson .3<br>Sig. .000**                                  | Pearson .3<br>Sig. .000**         | Pearson .11<br>Sig. .03*        | Pearson .1<br>Sig. .2      | Pearson .14<br>Sig. .01*             | Pearson .24<br>Sig. .000** |
| Family togetherness  | Pearson .20<br>Sig. .000** | Pearson 1                  | Pearson .24<br>Sig. .000** | Pearson .3<br>Sig. .000**  | Pearson .2<br>Sig. .00**   | Pearson .3<br>Sig. .000**   | Pearson .1<br>Sig. .23                                     | Pearson .02<br>Sig. 1             | Pearson .05<br>Sig. .4          | Pearson .1<br>Sig. .2      | Pearson .1<br>Sig. .22               | Pearson .1<br>Sig. .13     |
| Novelty  | Pearson .5<br>Sig. .000**  | Pearson .24<br>Sig. .000** | Pearson 1                  | Pearson .43<br>Sig. .000** | Pearson 1<br>Sig. .000**   | Pearson .42<br>Sig. .000*** | Pearson .2<br>Sig. .000**                                  | Pearson .2<br>Sig. .000**         | Pearson .04<br>Sig. .45         | Pearson .13<br>Sig. .01*   | Pearson .2<br>Sig. .01**             | Pearson .20<br>Sig. .000** |
| Escape   | Pearson .23<br>Sig. .000** | Pearson .30<br>Sig. .000** | Pearson .43<br>Sig. .000** | Pearson 1                  | Pearson .4<br>Sig. .000**  | Pearson .31<br>Sig. .000*** | Pearson .1<br>Sig. .21                                     | Pearson .1<br>Sig. .14            | Pearson .06<br>Sig. .3          | Pearson .15<br>Sig. .01**  | Pearson .11<br>Sig. .04*             | Pearson .13<br>Sig. .01    |
| Event attractions  | Pearson 1<br>Sig. .000**   | Pearson .2<br>Sig. .00**   | Pearson .54<br>Sig. .000** | Pearson .4<br>Sig. .000**  | Pearson 1                  | Pearson .5<br>Sig. .000**   | Pearson .24<br>Sig. .000**                                 | Pearson .3<br>Sig. .000**         | Pearson .1<br>Sig. .1           | Pearson .13<br>Sig. .01*   | Pearson .15<br>Sig. .01**            | Pearson .25<br>Sig. .000** |
| Socialization  | Pearson .4<br>Sig. .000**  | Pearson .3<br>Sig. .000**  | Pearson .42<br>Sig. .000** | Pearson .31<br>Sig. .000** | Pearson .5<br>Sig. .000*** | Pearson 1                   | Pearson .1<br>Sig. .1                                      | Pearson .3<br>Sig. .000**         | Pearson .05<br>Sig. .4          | Pearson .05<br>Sig. .4     | Pearson .1<br>Sig. 1                 | Pearson .2<br>Sig. .00**   |
| Satisfaction with cultural exploration experiences offered | Pearson .3<br>Sig. .000**  | Pearson 1<br>Sig. .23      | Pearson .2<br>Sig. .000**  | Pearson .1<br>Sig. .21     | Pearson .24<br>Sig. .000** | Pearson .1<br>Sig. .1       | Pearson 1  | Pearson 1<br>Sig. .000**          | Pearson .4<br>Sig. .000**       | Pearson .35<br>Sig. .000** | Pearson .4<br>Sig. .000**            | Pearson 1<br>Sig. .000**   |
| Satisfaction with cultural events                          | Pearson .3<br>Sig. .000**  | Pearson .02<br>Sig. .70    | Pearson .2<br>Sig. .000**  | Pearson .1<br>Sig. .14     | Pearson .3<br>Sig. .000**  | Pearson .3<br>Sig. .000**   | Pearson .6<br>Sig. .000**                                  | Pearson 1<br>Sig. .000**          | Pearson .23<br>Sig. .000**      | Pearson .4<br>Sig. .000**  | Pearson .4<br>Sig. .000**            | Pearson 1<br>Sig. .000**   |
| Satisfaction with accomodations                            | Pearson .11<br>Sig. .03*   | Pearson .05<br>Sig. .4     | Pearson .04<br>Sig. .45    | Pearson .1<br>Sig. .3      | Pearson .1<br>Sig. .1      | Pearson .05<br>Sig. .4      | Pearson .4<br>Sig. .000**                                  | Pearson .23<br>Sig. .000**        | Pearson 1<br>Sig. .000**        | Pearson .4<br>Sig. .000**  | Pearson .33<br>Sig. .000**           | Pearson 1<br>Sig. .000**   |
| Satisfaction with the food                                 | Pearson .07<br>Sig. .2     | Pearson .08<br>Sig. .2     | Pearson .13<br>Sig. .01*   | Pearson .15<br>Sig. .01**  | Pearson .13<br>Sig. .01*   | Pearson .05<br>Sig. .4      | Pearson .35<br>Sig. .000**                                 | Pearson .4<br>Sig. .000**         | Pearson .40<br>Sig. .000**      | Pearson 1<br>Sig. .000**   | Pearson .5<br>Sig. .000**            | Pearson 1<br>Sig. .000**   |
| Satisfaction with the transportation                       | Pearson .14<br>Sig. .01*   | Pearson .07<br>Sig. .22    | Pearson .2<br>Sig. .005**  | Pearson .11<br>Sig. .04*   | Pearson .15<br>Sig. .01**  | Pearson .1<br>Sig. .1       | Pearson .4<br>Sig. .000**                                  | Pearson .4<br>Sig. .000**         | Pearson .33<br>Sig. .000**      | Pearson .5<br>Sig. .000**  | Pearson 1<br>Sig. .000**             | Pearson 1<br>Sig. .000**   |
| Overall satisfaction                                       | Pearson .24<br>Sig. .000** | Pearson .1<br>Sig. .13     | Pearson .20<br>Sig. .000** | Pearson .13<br>Sig. .01*   | Pearson .25<br>Sig. .000** | Pearson .2<br>Sig. .00**    | Pearson 1<br>Sig. .000**                                   | Pearson 1<br>Sig. .000**          | Pearson 1<br>Sig. .000**        | Pearson 1<br>Sig. .000**   | Pearson 1<br>Sig. .000**             | Pearson 1<br>Sig. .000**   |

Table 20 Descriptive statistics on motivational subscales and satisfaction

| <b>Factor</b>                                      | <b>Mean</b> | <b>Std. Deviation</b> | <b>N</b> |
|--|-------------|-----------------------|----------|
| Cultural exploration                               | 5.00        | 1.00                  | 368      |
| Family togetherness                                | 5.00        | 1.50                  | 348      |
| Novelty  | 5.00        | 1.00                  | 368      |
| Escape   | 5.00        | 1.15                  | 368      |
| Event attractions                                  | 5.00        | 1.00                  | 370      |
| Socialization                                      | 4.10        | 1.15                  | 362      |
| Satisfaction with Cultural exploration experiences | 4.00        | 0.40                  | 369      |
| Satisfaction with cultural events                  | 4.00        | 1.00                  | 348      |
| Satisfaction with accommodations                   | 4.00        | 0.50                  | 367      |
| Satisfaction with food                             | 4.00        | 0.34                  | 371      |
| Satisfaction with transportation                   | 4.00        | 1.00                  | 347      |
| Overall satisfaction                               | 4.00        | 0.32                  | 362      |

## **Chapter 5: Conclusions and Future Research**

### **5.1 Implications and conclusions**

The main implications of this study concern marketing, interpretation of sites, and service provision. The findings of this study suggest that marketers and marketing efforts should be targeting females as they were more significantly affected by the motivations examined in this study. There are also implications related to interpretation as there were significant differences found between Anglophone and Francophone participants on the motivation factor 'cultural exploration experiences offered'. Finally there are implications surrounding service provision as the findings suggest that activities may be more geared towards the Anglophone travelers. Further discussion will take place in this section below.

The findings of this study present conflicting results surrounding the influence of family and culture on travel motivations of tourists. LeBlanc (2004) suggests that Anglophone tourists will be more attracted to family-oriented tourist activities. The findings of the current study do not support LeBlanc (2004) as there were no significant differences found between Anglophone and Francophone tourists within the motivation subscale 'family togetherness'. However, more Anglophone participants did answer this question on the questionnaire. As will be discussed in the limitations and future research section, seasonality and language spoken by the researcher may have impacted the results of the study. The findings of the current study may, however, support the finding in the literature that Anglophone are more frequent travelers (Richardson & Crompton, 1988) as more Anglophone chose to participate in the study.

This increase in Anglophone participants may be a result of the limitations of the study; which are discussed further in the limitations section.

Gender was found to have a strong influence on tourist motivation within the current study. The one motivational subscale that did not have a statistically significant relationship to gender was family togetherness. This finding conflicts with the literature that was reviewed as the literature review section on 'families and couples' within the current study suggests that females have a significant influence on the travel decisions within a family unit (Mottiar & Quinn, 2004). This conflicting finding may be a result of the time of year that the study was conducted leading to a particular population participating in the study.

The significant difference that was found between Anglophone and Francophone travelers for the element 'cultural exploration experiences offered' supports the literature finding that people want to learn about things that are different from them (Pizam *et al.*, 1997; Boniface, 1995). There is also literature, however, that suggests that tourists want to learn about things that are connected to their own heritage (Gillman, 2010). This conflicting finding may be a result of the age of the participants, and the value they place on heritage, or it may be a result of the level of connection that the participant feels to their own heritage.

## **5.2 Limitations**

The first limitation of the current study surrounds the language spoken by the researcher; in particular, the fluency of spoken French and accent of the researcher. A number of the participants commented on the 'Ontario-style accent' that the researcher

spoke French with; some of the participants commented that the researcher's French was 'very good', and others, particularly Quebecois, commented that the researcher's French was very poor. This seemed to deter some participants from choosing to participate in the study as after commenting on the spoken language they would decline or turn to each other and say "Elle parle Anglais" or "she speaks English". In hindsight, the researcher would use a translator to conduct the questionnaires.

The next limitation involves the time of year/season, and conducting the study at a single point in time. Beginning at the middle of October until just before Christmas is the off-season for tourism in Quebec City. As experienced by the researcher, the tourist sites begin to shut down, or are open for only an hour or two, and tourist numbers begin to decrease drastically; making it difficult to find tourists to participate in the study. It is recommended that the study be done during a different season; summer or during Carnival in January/February, for instance, in order to determine if different motivations influence the tourists during different seasons. A convenience sample was also used for this study, and while efforts were made by the researcher to avoid selection bias with participants, a truly representative sample of the visitor population cannot be guaranteed.

Another limitation of the current study involves the organization of the questionnaire. Bundling of items together in a survey, like the one filled out by participants of the current study, may bias participant's responses to individual items. It is uncertain how a survey question will be understood, and reacted to, by participants (Hufnagel and Conca, 1994). Human variability can impact the accuracy of results

(Hufnagel and Conca, 1994). Therefore, it is uncertain if different results would have been achieved with an alternate version of the questionnaire.

A final limitation that posed a challenge to interpretation of the findings in the current study is a focus on individuals rather than a family/couple/group. This focus poses a challenge to the interpretation of the findings as it excludes a number of tourist segments which have been included in the sample a part of this study. Therefore, it cannot be certain whether the results are a true representation of the participants of this study. Research has generally been collected on individuals; therefore further research should be conducted that focus on families/ couples/groups as participants in order to help eliminate this limitation.

### **5.3 Future Research**

In terms of recommendations for future research, it is suggested that this study be conducted at different times of the year or seasons. Conducting the study at different times of the year or seasons would be beneficial for testing the effect of seasonality on tourist motivations. It would also be helpful for tourism marketing purposes in order to determine whether different marketing techniques need to be used in different seasons. Different tourist segments may also be more present during different seasons as well; the current study was conducted while University students and schools were in progress; therefore, families and students may have been less likely to have been travelling. It is also suggested that this study be conducted in other countries, and at other culture/heritage sites in Canada outside of Quebec City. Future research should

examine whether culture has similar effects on tourist motivations as were found in the current study.

Future research should also explore further into the motivations that had a significant influence on tourists in the current study. For example, it was mentioned in the results section that the findings in question one demonstrated that there was a significant difference in the scores for Francophone and Anglophone tourists in the factors “to see new and different things’ and ‘to relieve daily stresses”. Future research could conduct in-depth interviews with tourists to acquire a deeper understanding of the effects of these motivation factors, and how they motivated tourists to travel to Quebec City.



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## Appendix A

### English and French Questionnaires

(Based on Kozak, 2001 and Lee, Lee and Wicks, 2004)

The background questions below are asked to generally describe the study sample. All information that will be collected as a part of this study is confidential, and will not be used to identify you in any way.

Do you consider yourself as:

Francophone (from Quebec) yes    no    Anglophone yes    no    Bilingual yes    no

Are you: male    female

How old are you? 21-31    32-41    42-51    52-61    62-71    72-81    82-91

What language do you speak at home? \_\_\_\_\_

What City and Province do you live in? \_\_\_\_\_

The following statements describe some of the motivations that tourists have for visiting a destination. For each reason, please indicate the extent to which you agree or disagree by placing a mark [X] in the appropriate box.

| Your motivations for visiting Quebec City...   | Strongly disagree | Disagree | Mildly Disagree | Mildly Agree | agree | Strongly agree |
|--|-------------------|----------|-----------------|--------------|-------|----------------|
| <b>F1 Cultural exploration</b>   |                   |          |                 |              |       |                |
| To increase my knowledge the Quebecois culture and history .....   | [ ]               | [ ]      | [ ]             | [ ]          | [ ]   | [ ]            |
| To enjoy Quebecoise cultural events such as festivals, music, cuisine .....  | [ ]               | [ ]      | [ ]             | [ ]          | [ ]   | [ ]            |
| To enjoy arts and crafts .....   | [ ]               | [ ]      | [ ]             | [ ]          | [ ]   | [ ]            |
| To experience Quebecoise customs and culture in areas such as music, cuisine, festivals, history, philosophies ..... | [ ]               | [ ]      | [ ]             | [ ]          | [ ]   | [ ]            |
| To enjoy new experiences .....   | [ ]               | [ ]      | [ ]             | [ ]          | [ ]   | [ ]            |
| To enjoy art and folk performances .....   | [ ]               | [ ]      | [ ]             | [ ]          | [ ]   | [ ]            |
| To enjoy culture in its cultural/ historical setting.....  | [ ]               | [ ]      | [ ]             | [ ]          | [ ]   | [ ]            |
| <b>F2 Family Togetherness</b>  |                   |          |                 |              |       |                |
| To bring us closer as a family .....   | [ ]               | [ ]      | [ ]             | [ ]          | [ ]   | [ ]            |
| To spend time with my family together .....  | [ ]               | [ ]      | [ ]             | [ ]          | [ ]   | [ ]            |
| I thought the entire family would enjoy it.....  | [ ]               | [ ]      | [ ]             | [ ]          | [ ]   | [ ]            |
| <b>F3 Novelty</b>  |                   |          |                 |              |       |                |
| I seek adventure .....   | [ ]               | [ ]      | [ ]             | [ ]          | [ ]   | [ ]            |
| I seek something new and different .....   | [ ]               | [ ]      | [ ]             | [ ]          | [ ]   | [ ]            |

|  | Strongly disagree | Disagree | Mildly Disagree | Mildly Agree | agree | Strongly agree |
|--|-------------------|----------|-----------------|--------------|-------|----------------|
| Your motivations for visiting Quebec City...               |                   |          |                 |              |       |                |
| It offers excitement.....                                  | [ ]               | [ ]      | [ ]             | [ ]          | [ ]   | [ ]            |
| F3 Novelty cont...   |                   |          |                 |              |       |                |
| I am curious .....   | [ ]               | [ ]      | [ ]             | [ ]          | [ ]   | [ ]            |
| I expect benefits that will satisfy my personal needs..... | [ ]               | [ ]      | [ ]             | [ ]          | [ ]   | [ ]            |
| F4 Escape (recover/equilibrium)                            |                   |          |                 |              |       |                |
| To escape from routine life.....                           | [ ]               | [ ]      | [ ]             | [ ]          | [ ]   | [ ]            |
| To relieve boredom.....                                    | [ ]               | [ ]      | [ ]             | [ ]          | [ ]   | [ ]            |
| For a change of pace from everyday life.....               | [ ]               | [ ]      | [ ]             | [ ]          | [ ]   | [ ]            |
| To relieve daily stress.....                               | [ ]               | [ ]      | [ ]             | [ ]          | [ ]   | [ ]            |
| F5 Event attractions                                       |                   |          |                 |              |       |                |
| To enjoy special events.....                               | [ ]               | [ ]      | [ ]             | [ ]          | [ ]   | [ ]            |
| To see new and different things.....                       | [ ]               | [ ]      | [ ]             | [ ]          | [ ]   | [ ]            |
| To enjoy a unique atmosphere .....                         | [ ]               | [ ]      | [ ]             | [ ]          | [ ]   | [ ]            |
| F6 Socialization   |                   |          |                 |              |       |                |
| To be with people who are enjoying themselves.....         | [ ]               | [ ]      | [ ]             | [ ]          | [ ]   | [ ]            |
| To be with people who enjoy the same things I do.....      | [ ]               | [ ]      | [ ]             | [ ]          | [ ]   | [ ]            |
| To see the event with a group together                     | [ ]               | [ ]      | [ ]             | [ ]          | [ ]   | [ ]            |
| To see the event with my friends                           | [ ]               | [ ]      | [ ]             | [ ]          | [ ]   | [ ]            |
| To meet people from all over the world.....                | [ ]               | [ ]      | [ ]             | [ ]          | [ ]   | [ ]            |

| How satisfied were you with.....                   | Not Satisfied | Mildly Disatisfied | Mildly Satisfied | Satisfied |
|--|---------------|--------------------|------------------|-----------|
| The cultural exploration experiences offered ..... | [ ]           | [ ]                | [ ]              | [ ]       |
| The cultural events.....                           | [ ]           | [ ]                | [ ]              | [ ]       |
| Your accommodations .....                          | [ ]           | [ ]                | [ ]              | [ ]       |
| The food.....                                      | [ ]           | [ ]                | [ ]              | [ ]       |
| The transportation.....                            | [ ]           | [ ]                | [ ]              | [ ]       |

Les questions de fond ci-dessous sont généralement invités à d'écrire l'échantillon d'étude. Toutes les informations qui seront recueillies dans le cadre de cette étude est confidentielle et ne seront pas utilisés pour vous identifier d'aucune façon. Est-ce que vous vous considérez comme?

Francophone? (de Quebec) Oui Non Anglophone Oui Non Bilingue Oui Non

Etes-vous? Homme Femme

Quelle age avez -vous? 21-31 32-41 42-51 52-61 62-71 72-81 82-91

Quelle langue parlez-vous à la maison? \_\_\_\_\_

Quelle ville et quelle province habitez-vous? \_\_\_\_\_

Les énoncés suivants décrivent quelques-unes des motivations qu' ont les touristes pour visiter une destination. Pour chaque raison, s'il vous plaît indiquer dans quelle mesure vous êtes d'accord ou en désaccord en cochant [X] dans la case appropriée.

|  | Complettement<br>pas d'accord | N'etes pas<br>d'accord | Moderement<br>pas d'accord | Moderement<br>d'accord | D'accord | Complettement<br>d'accord |
|--|-------------------------------|------------------------|----------------------------|------------------------|----------|---------------------------|
| <b>Vos motivations pour visiter la ville de Québec ...</b>   |                               |                        |                            |                        |          |                           |
| <b>F1 L'exploration culturelle</b>   |                               |                        |                            |                        |          |                           |
| Pour accroître mes connaissances de la culture québécoise et l'histoire.....   | [ ]                           | [ ]                    | [ ]                        | [ ]                    | [ ]      | [ ]                       |
| Pour profiter des événements culturels comme les festivals, la musique, la cuisine Quebecoise etc .....  | [ ]                           | [ ]                    | [ ]                        | [ ]                    | [ ]      | [ ]                       |
| D'apprécier les arts et l'artisanat.....   | [ ]                           | [ ]                    | [ ]                        | [ ]                    | [ ]      | [ ]                       |
| Pour faire connaissance avec les coutumes et la culture dans les domaines comme la musique, la gastronomie, festivals, histoire, philosophie ..... | [ ]                           | [ ]                    | [ ]                        | [ ]                    | [ ]      | [ ]                       |
| Pour apprécier les expériences nouvelles .....   | [ ]                           | [ ]                    | [ ]                        | [ ]                    | [ ]      | [ ]                       |
| Pour apprécier les représentations artistiques et folkloriques.....  | [ ]                           | [ ]                    | [ ]                        | [ ]                    | [ ]      | [ ]                       |
| Pour apprécier la culture dans l'environnement historique et culturelle .....  | [ ]                           | [ ]                    | [ ]                        | [ ]                    | [ ]      | [ ]                       |
| <b>F2 L'entente familiale</b>  |                               |                        |                            |                        |          |                           |
| Pour nous rapprocher en tant que famille.....  | [ ]                           | [ ]                    | [ ]                        | [ ]                    | [ ]      | [ ]                       |
| Pour que la famille puisse être ensemble .....   | [ ]                           | [ ]                    | [ ]                        | [ ]                    | [ ]      | [ ]                       |
| Je pense que toute la famille profiterait .....  | [ ]                           | [ ]                    | [ ]                        | [ ]                    | [ ]      | [ ]                       |

|  | Completement<br>pas d'accord | N'etes pas<br>d'accord | Moderement<br>pas d'accord | Moderement<br>d'accord | D'accord | Completement<br>d'accord |
|--|------------------------------|------------------------|----------------------------|------------------------|----------|--------------------------|
| Vos motivations pour visiter la ville de Québec ...                            |                              |                        |                            |                        |          |                          |
| F3 La nouveaute  |                              |                        |                            |                        |          |                          |
| Je cherche l'aventure.....   | [ ]                          | [ ]                    | [ ]                        | [ ]                    | [ ]      | [ ]                      |
| Je cherche quelque chose de nouveau et de différent.....                       | [ ]                          | [ ]                    | [ ]                        | [ ]                    | [ ]      | [ ]                      |
| C'est excitant et stimulent .....  | [ ]                          | [ ]                    | [ ]                        | [ ]                    | [ ]      | [ ]                      |
| Je suis curieux .....  | [ ]                          | [ ]                    | [ ]                        | [ ]                    | [ ]      | [ ]                      |
| J'en retire des benefices pour satisfaire mes besoins personnels.....          | [ ]                          | [ ]                    | [ ]                        | [ ]                    | [ ]      | [ ]                      |
| F4 L'evasion (recuperer/l'equilibre)   |                              |                        |                            |                        |          |                          |
| Pour m'echapper de la vie courante.....  | [ ]                          | [ ]                    | [ ]                        | [ ]                    | [ ]      | [ ]                      |
| Pour me soulager de l'ennui.....   | [ ]                          | [ ]                    | [ ]                        | [ ]                    | [ ]      | [ ]                      |
| Pour un changement de rythme de la vie quotidienne.....                        | [ ]                          | [ ]                    | [ ]                        | [ ]                    | [ ]      | [ ]                      |
| Pour me soulager du stress quotidien.....                                      | [ ]                          | [ ]                    | [ ]                        | [ ]                    | [ ]      | [ ]                      |
| F5 Les attractions des evenements  |                              |                        |                            |                        |          |                          |
| Pour profiter des evenements speciaux.....                                     | [ ]                          | [ ]                    | [ ]                        | [ ]                    | [ ]      | [ ]                      |
| Pour voir des choses nouvelles et differentes.....                             | [ ]                          | [ ]                    | [ ]                        | [ ]                    | [ ]      | [ ]                      |
| Pour profiter d'une atmosphere unique .....                                    | [ ]                          | [ ]                    | [ ]                        | [ ]                    | [ ]      | [ ]                      |
| F6 la socialisation  |                              |                        |                            |                        |          |                          |
| Pour qu'on puisse etre avec des gens qui s'amusent ..                          | [ ]                          | [ ]                    | [ ]                        | [ ]                    | [ ]      | [ ]                      |
| Pour qu'on puisse etre avec des gens qui ont les memes interets que nous ..... | [ ]                          | [ ]                    | [ ]                        | [ ]                    | [ ]      | [ ]                      |
| Pour aller voir un evenement avec un groupe.....                               | [ ]                          | [ ]                    | [ ]                        | [ ]                    | [ ]      | [ ]                      |
| Pour aller voir au evenement avec des amis .....                               | [ ]                          | [ ]                    | [ ]                        | [ ]                    | [ ]      | [ ]                      |
| Pour qu'on puissent faire la connaissance de gens a travers le monde.....      | [ ]                          | [ ]                    | [ ]                        | [ ]                    | [ ]      | [ ]                      |

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| Comment êtes-vous satisfait                           | Pas satisfait | Légèrement<br>Insatisfait | Légèrement<br>satisfait | Satisfait |
|---|---------------|---------------------------|-------------------------|-----------|
| L'exploration culturel des experiences offertent..... | [ ]           | [ ]                       | [ ]                     | [ ]       |
| Les evenements culturel .....                         | [ ]           | [ ]                       | [ ]                     | [ ]       |
| L'hebergement .....                                   | [ ]           | [ ]                       | [ ]                     | [ ]       |
| La restauration/Produits du terroir .....             | [ ]           | [ ]                       | [ ]                     | [ ]       |
| Le transport.....                                     | [ ]           | [ ]                       | [ ]                     | [ ]       |



Appendix B

Statistics Canada (2010)

*Table 1.1 Population according to immigrant status and first official language spoken, Canada, Quebec and Canada less Quebec*

*Table 1.3 Population according to immigrant status and first official language spoken after redistribution of the French-English category according to provinces and territories excluding Quebec, Canada, Quebec and Canada less Quebec*

Table 1.1 Population according to immigrant status and first official language spoken, Canada, Quebec and Canada less Quebec

| Population                      | Canada           |                  |                  |                  | Quebec           |                  |                  |                  | Canada less Quebec |                  |                  |                  | Relative share of Canada less Quebec within Canada |                  |                  |                  |
|---------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|--------------------|------------------|------------------|------------------|--|------------------|------------------|------------------|
|                                 | 1<br>9<br>9<br>1 | 1<br>9<br>9<br>6 | 2<br>0<br>0<br>1 | 2<br>0<br>0<br>6 | 1<br>9<br>9<br>1 | 1<br>9<br>9<br>6 | 2<br>0<br>0<br>1 | 2<br>0<br>0<br>6 | 1<br>9<br>9<br>1   | 1<br>9<br>9<br>6 | 2<br>0<br>0<br>1 | 2<br>0<br>0<br>6 | 1<br>9<br>9<br>1                                   | 1<br>9<br>9<br>6 | 2<br>0<br>0<br>1 | 2<br>0<br>0<br>6 |
|                                 | Thousands        |                  |                  |                  |                  |                  |                  |                  |                    |                  |                  |                  | Percent  |                  |                  |                  |
| French FOLS native-born         | 6,399            | 6,534            | 6,659            | 6,705            | 5,507            | 5,654            | 5,714            | 5,830            | 892                | 880              | 880              | 875              | 13.9   | 13.5             | 13.3             | 13               |
| French-English FOLS native-born | 78               | 88               | 88               | 98               | 51               | 58               | 58               | 63               | 27                 | 30               | 30               | 35               | 34.4   | 33.8             | 34.4             | 35.2             |
| French FOLS immigrant           | 288              | 337              | 379              | 473              | 250              | 293              | 327              | 412              | 38                 | 44               | 53               | 61               | 13.3   | 13.1             | 13.9             | 12.9             |
| French-English FOLS immigrant   | 131              | 161              | 188              | 226              | 88               | 105              | 118              | 150              | 43                 | 55               | 70               | 76               | 32.9   | 34.4             | 37.1             | 33.7             |
| Immigrants FOLS other           | 3,924            | 4,473            | 4,881            | 5,448            | 254              | 266              | 262              | 290              | 3,670              | 4,207            | 4,619            | 5,198            | 93.5   | 94.1             | 94.6             | 94.7             |
| Native-born FOLS other          | 15,951           | 16,769           | 17,309           | 17,985           | 617              | 627              | 606              | 642              | 15,334             | 16,141           | 16,703           | 17,344           | 96.1   | 96.3             | 96.5             | 96.4             |
| Non permanent resident          | 223              | 167              | 199              | 265              | 44               | 41               | 40               | 49               | 179                | 125              | 158              | 216              | 80.3   | 75.2             | 79.8             | 81.6             |

Note(s): FOLS=Population of groups defined according to first official language spoken. The category FOLS other includes FOLS groups "English" and "neither English nor French".  
Source(s) Statistics Canada, census 1991 to 2006.

Statistics Canada (2010)

Table 1.3 Population according to immigrant status and first official language spoken after redistribution of the French-English category according to provinces and territories excluding Quebec, Canada, Quebec and Canada less Quebec

| Provinces and Territories  | Native-born | Immigrants |         | Native-born | Immigrants |       |
|--|-------------|------------|---------|-------------|------------|-------|
|  | French      | French     | Other   | French      | French     | Other |
|  | Thousands   |            |         | Percent     |            |       |
| Newfoundland and Labrador  | 1.7         | .2         | 8.2     | .2          | .2         | .2    |
| Prince Edward Island   | 5.0         | .1         | 4.7     | .6          | .1         | .1    |
| Nova Scotia  | 30.8        | 1.3        | 43.9    | 3.5         | 1.3        | .8    |
| New Brunswick  | 231.3       | 3.4        | 23.0    | 25.9        | 3.4        | .4    |
| Ontario  | 465.6       | 68.3       | 3,330.4 | 52.2        | 69.1       | 63.6  |
| Manitoba   | 40.8        | 2.2        | 149.1   | 4.6         | 2.2        | 2.8   |
| Saskatchewan   | 14.1        | .7         | 47.4    | 1.6         | .7         | .9    |
| Alberta  | 54.3        | 7.9        | 519.2   | 6.1         | 8          | 9.9   |
| British Columbia   | 46.3        | 14.6       | 1,104.6 | 5.2         | 14.7       | 21.1  |
| Yukon  | 1.0         | .2         | 2.8     | .1          | .2         | .1    |
| Northwest Territories  | .9          | .1         | 2.7     | .1          | .1         | .1    |
| Nunavut  | .4          | 0.0        | .4      | 0           | 0          | 0     |
| Total  | 892.2       | 98.9       | 5,236.5 | 100         | 100        | 100   |
| <p>Note(s): The category FOLS other includes FOLS groups "English" and "neither English nor French".</p> <p>Source(s): Statistics Canada, census 1991 to 2006</p> <p>Date Modified: 2010-04-06</p> |             |            |         |             |            |       |

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