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# Motivational push factors for visiting reenactment sites

Sutithee Guha  
*San Jose State University*

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**MOTIVATIONAL PUSH FACTORS FOR VISITING REENACTMENT SITES**

**A Thesis**

**Presented to**

**The Faculty of the Department of Hospitality Recreation and Tourism Management**

**San Jose State University**

**In Partial Fulfillment**

**of the Requirements for the Degree**

**Master of Science**

**by**

**Sutithee Guha**

**August 2009**

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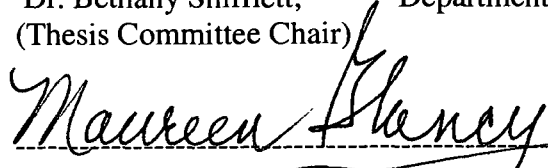
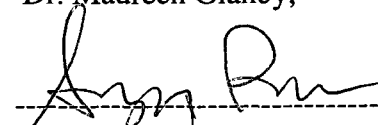
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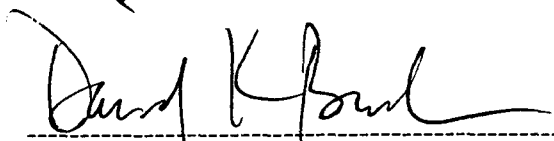
The Undersigned Thesis Committee Approves the Thesis Titled  
MOTIVATIONAL PUSH FACTORS FOR VISITING REENACTMENT SITES

by  
Sutithee Guha

APPROVED FOR THE DEPARTMENT OF HOSPITALITY  
RECREATION AND TOURISM MANAGEMENT

		9-30-09
Dr. Bethany Shifflett, (Thesis Committee Chair)	Department of HRTM	Date
		10/9/09
Dr. Maureen Glancy,	Department of HRTM	Date
		9/30/09
Dr. Suzy Ross,	Department of HRTM	Date

APPROVED FOR THE UNIVERSITY

		10/13/09
Associate Dean	Office of Graduates Studies and Research	Date

## ABSTRACT

### MOTIVATIONAL PUSH FACTORS FOR VISITING REENACTMENT SITES

by Sutithee Guha

In post-modern society, the diversity of travel markets is growing. Traditional forms of pleasure vacation and tourism are being expanded to include experience-oriented tourism. Visiting reenactment sites and engaging in reenactment activities are considered to be an expanding form of tourism. The purpose of this study was to determine the push factors that influence the decision to engage in reenactment type activities. This thesis examined Crompton's (1979) motivational push factors for tourism in the case of visiting reenactment sites and analyzed the influence of those push factors across demographic differences.

## ACKNOWLEDGEMENTS

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For me, completion of the thesis is fulfilling my parents' (Mr. Amitabha Guha and Mrs. Rama Guha) dream. They have continuously extended their unflagging love and spiritually enlightened me throughout my life. Last but not least, I cannot end without thanking my husband, Mr. Shubharthi Datta, whose constant encouragement and moral support have helped me achieve my goals. Without him my life is incomplete and I would have never been successful in fulfilling my dreams.

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## Chapter One: Introduction

In post-modern society, the diversity of travel markets is growing (Pearce, 1996). Notably, traditional forms of pleasure vacation and tourism are being expanded to include experience-oriented tourism where people re-invent themselves and become involved with an activity that can require considerable investment of time, knowledge, and intellect. One particular sector of travel involves travel to festivals that focus upon activities of *historical reenactment*. Hunt (2004) identified historical reenactment as a leisure pursuit and defined it as a form of tourism where travelers get an opportunity to engage creatively to become participants. Although various researchers identified historical reenactment as a leisure pursuit, there is no empirical evidence of a research on the push factors behind visiting reenactment sites. In order to understand historical reenactment as a leisure pursuit, it is important to know what causes people to visit reenactment sites. The purpose of this study is to determine the push factors that influence the decision to engage in reenactment type activities. This chapter will briefly describe the background and origin of reenactment, and the concept of how reenactment sites (especially historical reenactment) typically attract tourists to visit.

### *Historical Reenactment: Origin and Characteristics*

Historical reenactment is an activity in which participants recreate some aspects of a historical event or period. Conceptually, reenactment can be thought of as a reconstruction of the past in the present. It may be a narrowly-defined period, such as a

specific war or other event, or it may be more broadly defined by a social movement or period framed by specific years or significant personalities. The concept and notion of reenactment is not new. As a concept, reenactment is as old as civilization itself.

Historical reenactment may owe its origin to ancient Rome when the Romans re-fought past victories in the Coliseum as part of their infamous public games. In earlier forms, tournaments in the Middle Ages reenacted Roman battles or other earlier themes. While the idea of dressing up and superficially recreating the past for fun may have a long history, it was in the 1960s when the modern form of historical reenactment truly developed (Agnew, 2004) and focused on practical historical themes. A related activity is called a period dramatic performance. The primary distinction between reenactment and a period dramatic performance is the degree of immersion and the amount of improvisation (Agnew, 2004). Historical reenactment is a form of live-action role-playing.

In its precise definition, historical reenactment suggests reconstructing specific historical events, such as battles or celebrated historical incidents or cameos of everyday life in the past. Historical reenactment entails a negotiated site, typically a public park that is temporarily used for portraying historical scenarios by organizations called reenactment societies (Hunt, 2004). Familiar examples in the United States are Sturbridge Village in Massachusetts (open year-round), the Civil War in the south (staged battles on weekends and holidays), and Settler Days in mid-western and western states (as an annual event).

Over the last decade, a growing body of literature has accounted for the increasing popularity of historical reenactment as a means to celebrate the past or inform participants within a small or large social context spanning from school groups, to larger communities, to nation-wide events around the world (Hunt, 2004). Scholarly discourse also includes specific examples of multi-period events that portray living history such as Viking heritage, Maori heritage, the Pilgrim Fathers, various aspects of North American village life, the American Civil War, and many others.

Very few studies have considered historical reenactment as a leisure pursuit. One study (Hunt, 2004) approached historical reenactment as a leisure pursuit which in turn, helped identify historical reenactment as a form of tourism. Historical reenactment sites are registering a growing attendance of regular visitors (Agnew, 2004). This could perhaps be because historical reenactment is fun (Agnew, 2004, p. 327) because they indulge the twin passions of work and play, two aspects of life that are typically divorced from each other. During a historical reenactment, a person becomes a player dresses up in period clothing, casting oneself as the protagonist of one's own research, pretending and improvising, and getting others to play along. Characteristically, reenactment spans diverse history-themed genres, from theatrical and living history performances to museum exhibits, television, and films. In appropriation of the past, reenactment typically indulges in favoring and staging popular phenomena like Vikings, medieval knights, pyramid builders, pirates and mutineers, and slaves. More recently, reenactment has started expanding to include less famous historical events (Agnew, 2004) such as a reenactment of the 1984 South Yorkshire miners' strike in England.

Reenactment has become a well-established means of presenting the past to a general audience in a lively and interactive manner, but no empirical evidence was found to suggest influences upon travelers' decision to attend. This study was designed to determine factors that influence visitors' decisions to engage in reenactment-type activities.

### *Purpose of the Study*

On cursory inspection, it appears that historical reenactment is a form of tourism that does not require the site to have rich natural attributes to attract tourists. Every country has its own historical past, and many people share a common interest in history that can range from local heritage appreciation to fascination with an era that encompasses many cultures (Agnew, 2004; Cook, 2004). What is not clear is whether it is only the attraction toward history that pushes people to visit historical reenactment sites and festivals or if there are other factors that act as important motivational influences for visiting historical reenactment sites.

### *Tourist Motivational Theory*

The study of tourist behavior and motivation has become an active and significant contributor in the overall analysis of tourism (Pearce, 1996). To date, the concepts of *push* and *pull* are widely accepted for use in tourism research and marketing (Kim & Lee, 2002). Crompton (1979) classified tourist motivations into push and pull factors, a



classification now commonly applied in tourism research. Push factors are considered as intrinsic motivations; whereas, pull factors are thought of as extrinsic motivations.

Tourist motivational patterns have already established that travelers are motivated by different factors (Poria, Reichel & Biran, 2006). Working on the theory of human motivation and esteem needs, Maslow (1954) stated that all people in society have a desire for self-respect and self-esteem. Going forward, Maslow classified these needs into two subsidiary sets. These are, first, the desire for strength, achievement, adequacy, mastery, and competence; second, the desire for reputation or prestige, status, dominance, recognition, attention, importance, and appreciation. These satisfactions play a very important role in motivation for tourism participation. Maslow's concept was echoed in findings reported by Botha, Crompton, and Kim (1999) when they identified the common factors that influence the motivational process of the tourists. This research contributes to the discourse set forth by Crompton (1979) by examining the tourist push factors when visiting historical reenactment sites.

#### *Northern California Renaissance Faire: The Focus of This Study*

In California, there are many reenactment fairs. The fairs started in the 1960s by the Living History Center (LHC) in Northern California (Novato) and Southern California (San Bernadino) were recognized for historical accuracy and details and were, arguably, the first in the U. S. ([www.renfaire.com](http://www.renfaire.com)). The LHC is a subsidiary of the local chapter of the Society for Creative Anachronism (SCA) an international organization dedicated to researching and re-creating the arts and skills of pre-17th-

century Europe. The world of the SCA consists of 19 kingdoms, with over 30,000 members residing in countries around the world. Members of the SCA, dress in clothing of the “Middle Ages” and Renaissance, attend events featuring tournaments, arts exhibits, classes, workshops, dancing, feasts, and many more activities, with some lasting one or two days, while others last up to six weekends. The Renaissance Faire is an example of such fairs that are organized by LHC and SCA. The Northern and Southern (California) Renaissance Faires started in 1963 and are the largest and oldest of the reenactment Faires in the United States. The Northern California Renaissance Faire was the brainchild of Phyllis Patterson and the non-profit organization, the Living History Center (LHC).

Renaissance Faires are seasonal; the Southern California Faire runs 8 weekends from mid April through late June, the Northern California Faire lasts 6 weekends from September through early October. The historical reenactment event that is the focus of this study is the Northern California Renaissance Faire. Renaissance Faire is a portrait of the renaissance period, but it has its own origins. The Faire is a historical re-enactment of the 16<sup>th</sup> century England. Other than the re-enactors themselves, travelers from different cross-sections of society travel to visit the Faire. Historically (during early 1700), village fairs served as an annual event to celebrate the end of winter and the rebirth of the lands and animals that comes in the spring. In the earliest years of historical reenactments farmers displayed their early crops, inn-keepers offered their specialty dishes, and craft people sold their wares while artists, musicians, jugglers, and actors amused and entertained the crowd.

Like the historical reenactment fairs of the 16<sup>th</sup> century, modern fairs also offer a sensual feast of crafts, entertainment, exotic food and drink, games, and above all, an opportunity for any person to actively participate in a historical reenactment. Every person working at the Northern California Renaissance Faire dresses up in costumes that are typical of the late Elizabethan period (late sixteenth century England). There are many booths selling both crafts and food. Parades also wind their way through the crowd and jugglers, musicians, magicians, and other entertainers perform on stages.

### *Study Design*

This study on motivation for visiting re-enactment sites used a survey research design, analyzing responses from visitors to the 2007 Northern California Renaissance Faire. The questionnaire was designed to assess the importance of specific motives first suggested by Crompton: escape from a perceived mundane environment, exploration and evaluation of self, relaxation, regression, enhancement of kinship relationships, facilitation of social interaction, novelty, and education for visiting the Northern California Renaissance Faire (Crompton, 1979, p. 416). Data were collected by means of face-to-face interviews at the Northern California Renaissance Faire. Survey results were statistically analyzed and interpreted to learn the relative influence of push factors on attendance. Results of this study may, therefore, provide information about factors that could be used in planning and marketing this specialized form of tourist experience.

### *Applications of the Study*

This analysis of the motivational push factors can be a first step toward defining target market segments that could contribute to a marketing strategy for the promotion of reenactment sites. In contrast, pull factors are typically destination specific, that is, characteristics of the destination setting itself attract certain travelers. One could say that pull factors are more identifiable because they are external factors that they can be visibly compare between destinations. Thus, different destinations have different pull factors, and it is possible to learn what it is about any given destination that governs travel decisions. Therefore, identifying a common set of pull factors applicable globally to all reenactment sites is not as easily accessible because each individual is not only motivated for unique reasons but they are also attracted to the nature of the experience rather than the unique geographical factors. Push factors are intrinsic drives that motivate people to travel. If known, a common set of push factors as related to reenactment could be used to formulate a marketing strategy to diversify and increase attendance.

### *Research Question*

Primarily, this study will examine the influence of push factors (Crompton, 1979) as motivators in the decision to visit a reenactment site. In addition, secondary analyses will examine differences in push factors related to gender and age, as well as the relationship between distances to the reenactment site and specific push factor scores.

### *Push Factors*

This section presents a brief explanation and description of each of the motivational push factors for tourism destination selection.

- a. **Escape from a perceived mundane environment:** A temporary change of environment is a frequently expressed motive for travel (Crompton, 1979). Even the most prized living environments sometimes become mundane to those living there. Crompton's research could not define a single optimum type of environment that facilitates escape. The critical ingredient is only that the context of the vacation or tourism opportunity should be physically and socially different from the environment in which the prospective tourist normally lives (Crompton, 1979).
- b. **Exploration and evaluation of self:** A vacation or travel may be viewed by some people as an opportunity to re-evaluate and discover more about themselves or to act out self-images and in doing so travelers may refine or modify themselves. Self-discovery emerged as a result of transposition into a new and unknown situation. The novelty of the physical and social context is an essential ingredient in the transformation process (Crompton, 1979).
- c. **Relaxation:** Relaxation means taking the time to pursue activities of interest. In the rhythm of normal, daily routine, the mind is not directed toward hobbies or interests that are self-fulfilling (Crompton, 1979).
- d. **Regression:** A vacation or travel provides an opportunity to do things that are inconceivable within the context of usual life styles (Crompton, 1979). Vacation

provides tourists with the opportunity to engage in behavior that goes beyond withdrawal from usual role obligations into experiences of entirely different times and places. Some travelers attending historical reenactments are in search of a life style from a previous era. Crompton (1979) identifies this motive as regressive which suggests returning to a simpler way of life.

- e. Enhancement of kinship relationships: Vacation can be a time when people are brought close together. So, tourism is a medium through which family relationships could be enhanced and enriched (Crompton, 1979).
- f. Facilitation of social interaction: An important motive for travelers to visit destination sites is to meet new people in different locations and offer new opportunities for socializing and enhance social status.
- g. Novelty: Tourists tend to travel to a previously unvisited destination and prefer to engage in new activities. In general, tourists are curious and that impacts their motivation to travel (Crompton, 1979).
- h. Education: The selection of a particular destination or a specific form of tourism is sometimes based on potential for education (Crompton, 1979). This is why museums, tours, short courses and workshops are attractive vacation choices. Tourists may want to explore a particular destination that has a rich historical or scientific significance, or they may want to participate in a specific form of tourism like historical reenactment where tourists get to learn about a historical event by participating as a re-enactor.

### *Summary*

This chapter introduced the concept of historical reenactment. Little is known about tourist motivation for visiting reenactment sites and no evidence was found in the literature that motivational push factors (Crompton, 1979) had been examined in relation to their influence on visiting reenactment sites. Thus, this study investigated the influence of push factors, using survey results obtained from visitors to a long-standing reenactment event. Research focused on the eight push factors (Crompton, 1979) and the strength of their influence on participants' decision to attend the Northern California Renaissance Faire in September to October of 2007. The following chapter reviews contemporary literature associated with tourist motivation theory.

## Chapter Two: Literature Review

This chapter will review and analyze contemporary literature and research articles related to reenactment tourism and tourist motivation. This chapter will also discuss the relevant literature and research on historical reenactment to establish the basis of this study. Tourism is a construct employed to denote significant psychological, social, and economic differences from other, similar behavior during which people leave and return to their home (Gnoth, 1997). Researchers considered tourism as a response to felt needs and acquired values within temporal, spatial, social, and economic parameters. Tourist motivations including destination selection processes have been widely studied. Several studies have been done on the motivational theory behind tourism and destination selection. Numerous forms of tourism exist, each thought to serve different tourist or host community needs, based on the idea that needs are the source of motives that prompt people to act. This study is intended to analyze the motivational push factors that influence people to participate in reenactment fairs. Reenactment tourism is a specific form of tourism where tourists visit sites altered as needed to facilitate re-enactment activities and to replay and reconstruct past historical events. Tourists can assume either the role of a re-enactor, play a particular character in the historical event, or visit the site as regular visitors, watching and/or interacting without a costume or predetermined character role. Regardless of the type of involvement, research suggests there are certain motivational driving forces that push tourists to visit reenactment fairs. This study will



identify the relative influence of traveler push factors on their choices to attend a particular re-enactment context.

*Background: Tourism and Reenactment*

From a psychological perspective of tourist motivations, tourism can be defined as a construct employed to denote significant psychological, social, and economic differences from other similar behavior during which people leave and return to their home (Gnoth, 1997). It is the difference in choices that people make in travel destination that reflects attempts to create memorable experience and has resulted in the emergence of innovative forms of tourism. What moves travelers to select one opportunity over another may be very similar in root cause or need, but little is understood about why there are differences in choices people make. A tourist may go on vacation for instance, in response to a sense of internal damage or depletion which prompts a holiday that represents a period of replenishment and restoration (Crompton, 1979). During the past several decades, there has been growing interest in studying motivations for travel (Gnoth, 1997). Review of travel data indicates that people have not only maintained interest in traveling to conventional places or revisiting familiar tourist locales, but they have also demonstrated willingness to explore other, more unconventional forms of tourist experiences.

Tourism that involves reenacting the past and visiting reenactment fairs has gained significant momentum. In addition, historical reenactments have different themes which are often based on the historical periods: Ancient reenactment, dark-age, early-

medieval, high-medieval, renaissance, English civil war, French and Indian war, American revolutionary war, American civil war, World War II, and modern reenactments are among the events being staged. Reenactments are mainly organized by a network of reenactment societies that have dedicated volunteers who organize and perform in the fair event. Although most historical reenactment societies follow a loose interpretation of history, some groups go a step further and mix historical elements with elements of fantasy or incorporate modern technology or culture into a historical setting.

### *Emergence of Reenactment*

In its precise definition, historical reenactment suggests reconstructing specific historical events, perhaps battles or cameos of celebrated historical incidents or those which depict everyday life in the past (Hunt, 2004, p. 388). Reenactment is a form of historical pedagogy in which modern volunteers are placed in a simulated historical situation with the goal of enlightening both the public and participants as to conditions of life in the past (Cook, 2004). Agnew (2004) described reenactment as close to fantasy which includes role playing in “elastic appropriation” of both the real and imagined past. Agnew went further to explain that reenactment’s unique feature is to allow participants to select their own past in reaction to a controlled present. Reenactment emerges as a body-based discourse in which the past is *reanimated* through physical and psychological experiences. Reenactment has a global nature in which cross-cultural and even cross-continental reenactments are often observed. Reenactments of German colonial past in Namibia and the African legacy in South Africa, fictional American Indians in Germany,

and medieval crusaders in Australia characterize the global nature of reenactment and point to the fact that reenactment is not necessarily confined to historical events but even to factual ones (Agnew, 2004).

On further analysis of reenactment, Strauss (2003) identified two mutually differing opinions regarding the characteristics of reenactment. Some have argued it to be a reflection of unresolved issues still emanating from century-old conflicts, while others have viewed reenacting as a response to the contemporary social milieu. Reenacting in the post-modern context can even represent a need to experience an authentic world in which to realize themselves through the simulation of historical worlds (Strauss, 2003). Strauss argued that it is a reflection of unresolved issues still emanating from century-old conflicts within a culture. Hall (1994) did research on the emergence and historical background of reenactment and postulated that historical reenactments are post-modern, nostalgic impulses in response to the social, political, and economic turmoil of late capitalism. On a similar note, historical reenactment has a persistent tendency to permit a visceral, emotional engagement with the past as opposed to a more analytical or cognitive approach (Cook, 2004). Reenactment exercises almost invariably ask participants and audiences to try to imagine sympathetically the protagonists in the original historical situation and to identify with their hardships and dilemmas.

### *Living History and Reenactment*

Historical re-enactors often call themselves living historians. Hunt (2004) found an alternative means for living history to be those societies that are organized around

distinct periods and historical reenactments. The reenactment societies designate a site that is temporarily rented to portraying historical scenarios. Living history, in the majority of cases, is bound with the presentation of heritage on a permanent site that has residents who study and maintain the lifestyle and belief systems (at least through their external or outward appearances and practices). This can be described as history processed through mythology, ideology, nationalism, local pride, romantic ideas, or simply marketing, into a commodity (Crang, 1996). Only a few studies have considered living history as a leisure pursuit (Hunt, 2004). In research conducted on American Civil War re-enactors, Allred (1994) identified that a re-enactor selects a character, historical or hypothetical, upon whom he/she models his uniform, equipment, weapons, and even facial hair. In reenacting, what is documented about history tends to become the primary reality of history. Reenacting seeks to compress the past into a concrete experience of the present. Present day tourists visit reenactment sites not only as re-enactors but also as spectators of historical reenactments. A growing body of literature has appeared over the last decade or so that describes and accounts for the increasing popularity of living history or reenactment (Hunt, 2004). However, only a few studies have considered reenactment as a leisure pursuit (Glancy, 1996). Also, there was no research found which focused on identifying the influence of motivational factors that push people to visit reenactment fairs, either as a re-enactor or as a traveler. Most of the contemporary studies on reenactment tourism focused on the characteristics of reenactment rather than details regarding the motivations to visit reenactment sites.

### *Motivation Theory*

The study of motivation for reenactment tourism requires a basic understanding of motivation theory and how it applies to other forms of tourism. Motivation is believed to be an intrinsic property that comes from the inner part of a human-being, so it has a psychological origin (Heckhausen, 1980). The term “motivation” in psychology is a global concept for a variety of processes and effects whose common core is the realization that an organism selects a particular behavior because of expected consequences and then implements it with some measure of energy, along a particular path (Heckhausen, 1980).

*Maslow’s need hierarchy.* One of the most widely read scholars in the field of motivation theory is Abraham Maslow. Maslow (1954) identified the basis for behavior motivation as fundamental goals or needs, rather than on drives in the ordinary sense of instigation. His theory of motivation is based on the concept of “needs hierarchy”. Maslow classified human needs into two categories: higher needs and lower needs. Lower need categories are deficiency needs, and the higher categories pertain to growth needs. This need hierarchy ranges from survival and physiological needs to esteem (or social) needs, and finally to self-actualization needs. According to this theory, self-actualization can be a determining motivational factor only if all other needs have been satisfied. If there is a conflict between needs at different hierarchical levels, the lower needs dominate. Maslow’s theory of “needs hierarchy” (Figure 1) was later incorporated by Pearce (1996). Pearce not only categorized the needs hierarchy into finer classifications but also indicated the relationship between different levels of needs.

Both Maslow and Pearce stress self actualization as a need that drives the motivational process.

### **Higher Needs**

#### **Self-Actualization Needs**

Self-fulfillment through realization of one's potentials and capacities, the need for comprehension and insight.

#### **Esteem Needs**

Need to achieve, to gain approval and recognition.

#### **Needs for Belongingness and Love**

Need for love, affection, security, social acceptance, and identity.

#### **Safety Needs**

Security and protection from pain, fear, anxiety, and disorganization. Need for sheltering dependency, order, lawfulness, and rules of behavior.

### **Lower Needs**

#### **Physiological Needs**

Hunger, thirst, sexuality, etc.

Figure 1. Maslow's Need Hierarchy

Motivation is believed to be an intrinsic property that comes from the inner part of a human-being, so it has a psychological origin (Heckhausen, 1980). The term "motivation" in psychology is a global concept for a variety of processes and effects whose common core is the realization that an organism selects a particular behavior

because of expected consequences and then implements it with some measure of energy, along a particular path (Heckhausen, 1980).

*Heckhausen's theory of intention volition.* The theory proposed by Heckhausen (1980) explains that wants, expectations, and energy coalesce to produce motivation which can be applied to actions that are planned before execution. Heckhausen described that there are two transitional stages for the completion of an action: intention formation and volition. A resultant motivation tendency by itself is not sufficient to compel a person to strive for an appropriate action goal. The intention formation is the intrinsic characteristic that is triggered by a specific need or a state of disequilibrium within a human being. The transition of the intention into a specific action depends on an elaborate analysis and evaluation of the perceived goals.

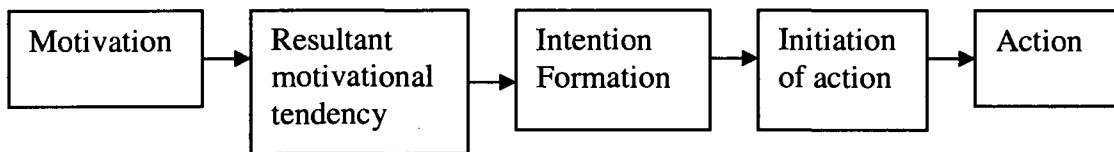


Figure 2. Path from motivation to action (Heckhausen, 1980)

Heckhausen's analysis of intention formation originates in an internal state of disequilibrium, a concept similar to that of Crompton's (1979). This disequilibrium gives rise to an arousal of need that an individual tries to fulfill. According to Heckhausen, the first stage of motivation is the intention formation, and the second stage is the analytical evaluation of the intention. In other words, the motivation to visit a particular destination

first originates from the intention or the desire to visit and then the individual analyzes the intention and decides which place to visit based on the nature of the intention.

### *Tourist Travel Motivation Theories*

*Theory of anomie and ego-enhancement.* In his research on tourists' motivational theory, Dann (1977) proposed that the answer to the question "What makes tourists travel" lies primarily in the socio-psychological concepts of anomie and ego enhancement. The connection between "what makes tourists travel" and the *anomic society* (a society suffering from lawlessness, anxiety, and uncertainty) from which they come thus acts as a hallmark for the current theoretical perspective. Dann referred to anomie as a society whose norms governing interaction have lost their integrative capacity and where lawlessness and meaninglessness prevail. An anomic society is a consequence of conflict in wars, violence, and economic instability where people find their aspirations rarely fulfilled. Dann (1977) claimed that a possible push factor for travel lies in the desire to transcend the feeling of isolation obtained in everyday life, where the tourist simply wishes "to get away from it all" on vacation. This idea of escape from the everyday life as a motivation to travel is also supported by Crompton's (1979) study of push and pull factors. Dann's theory of anomie may not be directly applicable as a motivation for visiting reenactment sites since anomie generally leads to travel for a longer period (Dann, 1977) and attending reenactment sites is mainly a short term activity. In this regard, Dann's other theory of ego enhancement may be more relevant in describing the motivational factor for reenactment tourism. However, when a person



undertakes reenactment as a leisure career lasting over extended years, the theory of anomie may well apply (Glancy, 1996).

Traveling may provide the individual with a new social position that can be exploited for personal needs and recognition. This aspect of the escape motivation is termed ego-enhancement. A tourist can go to a place where his/her social position is unknown and where he/she can feel superior as a result of this lack of knowledge. Travel not only represents fulfillment of certain basic needs in the potential tourist but that traveling offers the tourist an alternative world to that in which he/she lives daily (Dann, 1977). In addition, travel has the advantage of permitting the traveler to behave in a manner normally circumvented by the dictates of convention. This could be considered a motivation to visit reenactment sites where the tourists gets an opportunity to act and behave with absolutely different characteristics and attributes.

*The theory of disequilibrium and needs arousal.* Motivation theory relies heavily on the concept of needs arousal. A need arises when one's mental state of calm is disturbed; disturbance is felt in what one would refer to as one's mental equilibrium. The concept of a stable equilibrium state is either stated or implied in most theories of motivation. Working on the socio-psychological theory of tourism motivation, Iso-Ahola (1982) established that it makes little sense to view motivation as an unconscious process and to study satisfaction in isolation from motivation. According to him, the central theory behind the motivation for tourism is satisfaction of personal desires for something that is missing or depleted. Iso-Ahola identified two primary forces behind the motivation for tourism, and they are (1) the desire to leave the everyday environment and

(2) the desire to obtain psychological (intrinsic) rewards through travel in a contrasting environment. In his study of motivational theory, Crompton (1979) suggested that disequilibrium in the motivational system occurs when some need arises. Disturbance of equilibrium drives the organism to take a course of action that is expected to satisfy the need and, thus, to restore equilibrium. Crompton also mentioned that the action ceases when equilibrium is restored as a result of the need being met. This intrinsic disturbance within a human being can be regarded as a push factor that drives him/her to consider a change of mental state by way of traveling, and that acts as the motivation for tourism.

*Different levels of intrinsic motivations.* Motivation is only one of the many variables that may explain tourist behavior yet it is considered a critical variable because it is thought to be the impelling and compelling force behind tourist behavior. Using Maslow's hierarchy to analyze tourist motivations, Pearce (1996) identified that tourists are attracted to holiday destinations because of the possibility of fulfilling self-actualization, love and the sense of social belonging, and physiological needs in that order of importance. Pearce's finding is very similar to the earlier concept of tourist motivation based on needs arousal proposed by Crompton (1979) and Heckhausen (1980). He proposed the concept of a travel career ladder. It is a five-fold hierarchical system for classifying tourist motivation to distinguish between intrinsic and extrinsic motivations (Pearce, 1996). The five tourist motivational levels described in his scheme are related to Maslow's hierarchy of needs. Clearly Pearce based his work on Maslow's theory.

One further aspect of motivation that applies particularly to tourist behavior and necessitates attention is the question of intrinsic motivation. Intrinsic motives include escaping from personal or social pressures, social recognition or prestige, socializing or bonding, expressing self-esteem, learning or discovery, experiencing nostalgia, novelty/thrill, and distancing from crowds (Botha, Crompton, and Kim, 1999). Pearce's concept of hierarchical motivation is a hierarchy of needs where each level of the hierarchy is related to both the previous and the next level of needs. Each level of need in the hierarchical system generates a unique drive or push within an individual that impacts the decision-making process (Pearce, 1996).

*Push and pull theory.* Since the beginning of tourism research, scholars have attempted to classify motivations into different categories. Identifying the motivations of visitors requires a generic concept. Crompton (1979) divided the travel market into four segments: business travel, government or corporate business travel, travel to visit friends and relatives, and pleasure vacation travel. The objective of Crompton's research was identifying motives that directed pleasure travel, selection of destination, and developing a conceptual framework that would integrate such motives. Crompton's study explored the contention that socio-psychological motives may be useful not only in explaining the initial push to take a vacation, but may also have directive potential to direct the tourist toward a specific destination. Crompton (1979) identified two layers of socio-psychological motivation: the first drives the initial decision to go on a vacation, and the subsequent one facilitates one's decision regarding destination location/event. The first level of motivation generates the desire to travel and the second level of motivation

affects the selection of destinations. Once a person decides to go on a vacation, there are several motivating factors that impact the second stage (i.e., the selection of destination). Interesting from a research perspective is why people would choose visiting reenactment sites rather than going for a pleasure vacation at a seaside beach or a luxurious resort. In this thesis, the focus is on the second level of motivation that drives the selection of reenactment sites among tourists.

Several studies have been conducted on traveler motivation and tourist destination choices that conceptualize how potential tourists narrow destination choices in order to make a decision (Botha, Crompton, & Kim, 1999). Botha, et al. (1999) identified three types of criteria that prevail in the destination choice process: personal motivations (push factors), destination attributes (pull factors), and situational inhibitors. The motivation to visit a specific destination comes from a two-step process (Dann, 1981). First, push factors are considered. These factors relate to the importance of home environment and its conditioning on the potential tourist and result in noting various needs and pressures that motivate the potential tourist to act. The subsequent act of destination selection and travel is analyzed in terms of its ability to correspond to identifiable needs and pressures (pull factors). Studying push and pull relationships, Kim and Lee (2002) described formation of a demand-supply relationship. The demand-side approach of the push factors clarified the tourist decision-making process, whereas pull factors were viewed from the supply-side dimension. There is a need to gather reliable knowledge about the interaction of these factors to aid marketers and developers of tourism destination areas in successfully coupling push and pull factors (Uysal & Jurowski, 1994).

In his work on psychological motivations behind travel needs, Gnoth (1997) emphasized the situational parameters in which motives are expressed (the cognitive approach); for example, a death of a loved one could motivate a person to travel in order to cope and heal. According to Gnoth (1997), tourism is a response to needs and acquired values within temporal, spatial, social, and economic parameters. Here, travel motivations are psychological and focus upon push factors, not pull factors. Gnoth (1997), acknowledging the impact of push factors behind travel motivations, explained that push factors in tourism are internally generated drives causing the tourist to search for signs in objects, situations, and events that offer the promise of reducing prominent drives. In situations such as traveling to a new destination or participating in a new form of tourism, often a tourist has to depend more on drives as motivators (the push factors) in addition to pull factors, because it may not be clear how a particular destination will serve to satisfy his or her desires. Gnoth's analysis is very well synchronized with Dann's theory of fulfilling psychological needs through tourism experience. So far, much of the tourism research on travel motivation is based on the concept of psychological needs that are formed within a human being and generate a drive that motivates the individual to consider a vacation or travel-choices. Thus, psychological need is an intrinsic drive and is the basis of tourist motivation (Gnoth, 1997).

First to use the term push factor, Dann (1977) referred to motivational influences on an individual as a significant source of disequilibrium that can be corrected through a tourism experience. Crompton (1979) classified two types of tourist motivations, push and pull factors, a classification commonly applied in tourism research since his early

analysis. Distinguishing between push factors and pull factors, Gnoth (1997) pointed out that pull factors are generated by the knowledge about goal attributes the tourist holds for his or her experience, and they depend on cognitively penetrable parameters. In contrast, he considered push factors to allow a versatile response to differing external situations, suggesting that push factors would dominate decisions in selection of potential destinations that are functionally equivalent. Dann (1977) observed that a preference had been displayed by tourists toward pull factors in seeking to explain why tourists travel. As a result, push factors, related to a changeable set of needs, are often either placed in abeyance or given minimal consideration. When more preference is given to pull factors, the factors reflect concrete or visual aspects of a destination experience that can be weighed comparatively for psychological identification. Each destination has a specific set of pull factors, and even the particular pull factors attracting one individual could differ for another individual for a given destination. On the other hand, push factors originate in individual psychological uniqueness as intrinsic drives associated with feelings and needs.

According to Crompton (1979), many discussions of tourist motivation have revolved around the concepts of pull and push. Traditionally, push motives have been thought useful for explaining the desire to go on a vacation, while pull motives have been thought useful for explaining the choice of destination. In their study, Uysal and Jurowski (1994) explained a similar concept in more detail to examine push and pull factors. They stated that most push factors are intrinsic motivators, such as the desire for escape, rest and relaxation, prestige, health and fitness, adventure or novelty, and social

interaction. Pull factors are qualities that emerge as a result of the attractiveness of a destination (or a typical form of tourism) as it is perceived by those with the propensity to travel. Dann (1977) stated that an examination of push factors is thus logically, and often temporally, antecedent to that of pull factors. The proposed research examines the relative influence of a set of push factors that may impact visiting reenactment sites.

Based on review of the contemporary literature, it is found that Maslow's theory of "needs hierarchy" is the basis of Pearce's (1996) study on travel career ladder. Maslow's analysis is also consistent with that done by Dann (1977) and Crompton (1979) in which each identified tourism as a means of meeting psychological needs.

Crompton's (1979) study of motivations for pleasure vacations was concerned with emphasizing the intra-individual forces that promote travel behavior. As a preface to a small-scale empirical study, Crompton reviewed tourist motivation literature and drew several conclusions that are highly consistent with basic motivation theory. In his research notes, Crompton (1979) established the fact that pull factors are those that attract the tourist to a given site and whose value is seen to reside in the object of travel. Push factors, on the other hand, refer to the tourist as subject and deal with those factors predisposing people to travel for specific experiences (e.g., prestige, nostalgia, etc). Given that the potential tourist lives in an anomic society, it is claimed that a possible push factor for travel lies in the desire to transcend the feeling of isolation experienced in everyday life, where the tourist simply wishes to "get away from it all" and experience change in one or more ways.

### *Summary*

This chapter reviewed contemporary literature on historical reenactment as a tourist activity with particular focus on motivation theory and tourist motivation. No research was found that applies motivation theory to historical reenactment tourism, but there have been a number of studies on motivational analysis for various other forms of tourism, including pleasure vacation and heritage tourism. This chapter analyzed and reviewed a number of popular motivational theories on tourism, including Dann's (1977) application of anomie and ego-enhancement theory, Maslow's theory (1954) of "needs hierarchy," and Crompton's theory (1979) of push and pull factors. Combined, these theories state that motivation begins with a feeling of disequilibrium, which stimulates an arousal of needs that cause people to act towards achieving a state of equilibrium again. These needs generate drives that act as push factors behind the motivation for tourism. Several scholars reasoned that the basic motivations for tourism are intrinsic needs and the desire to fulfill those needs. Indeed it may be that intrinsic motivation has a great influence on people's choice of destination or the type of tourism. This research focused on the eight push factors identified by Crompton (1979) and the strength of their influence on the decision to attend a reenactment event.



### Chapter Three: Research Methodology

This research studied the motivational push factors that influence people to participate in reenactment fairs and to visit reenactment sites. The study was conducted with visitors to a popular and long-standing reenactment fair in Northern California called the Renaissance Faire with the purpose of understanding the influence of the personal motives associated with their attendance. This chapter describes the research design, which includes selection of the site, formation of the questionnaire, procedures for conducting the survey, and statistical analysis of the collected data. The research method was survey, involving data collection from a sample of travelers (n=304) through the use of a questionnaire that generated data that were statistically analyzed.

According to Sheatsley (1983), it is important to realize that the questionnaire is simply an instrument to be employed in the study of a research problem. Systematic construction of a survey questionnaire increases the probability of capturing valid and reliable information to be used for the research, but the selection of the sample of individuals also plays a vital role in determining the viability of the results. It is the nature of the sample that adds variation into the survey results and ensures that the selection is without bias or preference as much as possible. Another important aspect is the determination of the statistical procedure to analyze or interpret the survey data.

### *Selection of the Study Site*

One of the key requirements for selecting the reenactment site location for this study was that it should attract a large number of visitors. The Northern California Renaissance Faire at Case de Fruta is one of the famous reenactment fairs in Northern California. Due to its physical proximity to the researcher and large metropolitan centers, San Francisco and San Jose, it provided ease of access to the researcher and security that the historical reenactment would be well attended. The selected Renaissance Faire is a historical reenactment of a harvest festival in 16<sup>th</sup> century rural England and is staged for six consecutive weekends during September and October every year. The long duration of this reenactment event gave the researcher an opportunity to survey an adequate number of tourists visiting the site.

### *Survey Instrument*

The survey questionnaire (Appendix A) is comprised of sixteen (16) statements to measure the impact of each of Crompton's eight push factors. Statements 9 through 16 are a repetition of statements 1 through 8, respectively, which facilitated an analysis of the reliability of the data. In addition there was a section for personal information (gender, age-group, and distance traveled to come to the Faire) which provided data for group comparisons.

The main consideration in designing a questionnaire is the willingness or readiness of the respondents to reply (Sheatsley, 1983). To create response readiness, the questionnaire needs to be brief, to-the-point, and targeted to extract only the absolutely

necessary and relevant information. It is very important to avoid ambiguity in the survey questionnaire. It is perhaps equally obvious that a good questionnaire should provide the most complete and accurate information possible within a given cost and time constraint. This in turn points to the need to eliminate redundancy in the questionnaire so that both the surveyor and respondents (subjects) can meet the time constraint.

For this study, the questionnaire was designed to achieve the primary objective of analysis of the motivational push factors that influence people to participate in reenactment fairs and to visit reenactment sites. The questionnaire was administered to the visitors in the form of an on-site survey at the Northern California Renaissance Faire. Differences in motivation were assessed in terms of the age and gender. In addition, the influence of geographical proximity to the site of the fair for each respondent was examined. The questionnaire contained 16 items related to the eight motivational factors identified by Crompton in his study on tourism destination selection. Respondents were asked to identify the extent to which each push factor motivated attendance at the Faire, using a five-category Likert-style response scale.

### *The Data Collection Process*

According to Depoy and Gitlin (2004), the data collection process is characterized by three basic principles: (a) information needs to be relevant and sufficient to answer the question or query, (b) selection of the data collection strategies needs to be purposeful, and (c) the use of a single strategy or a combination of strategies must enhance validity or trustworthiness. The data collection process is a major phase in the survey research and

the quality of data collected greatly affects the survey outcome. According to Weinberg (1983), data collection should accomplish the objectives of uniformity and reliability of the information gathered using the funds and time available. Data collection tends to be the most labor-intensive aspect of survey research, and depends greatly on the availability and cooperativeness of the people to be interviewed. The method used for collecting information for this research was through face-to-face administered questionnaires. Institutional Review Board (IRB) approval was secured prior to administering the survey. The IRB approval provided permission to conduct the survey and use the survey results for the purpose of the thesis without revealing any specific individual information related to a respondent.

Data were collected through on-site survey at the Northern California Renaissance Faire. Information was recorded through administering questionnaires face-to-face within the Faire for duration of two hours each day. The questionnaire was constructed in such a way that a respondent took five minutes at the most to answer all the questions. The target was to collect fifty completed questionnaires each day for a total of 300 completed responses in three week-ends. The questions formulated were all structured or closed-ended mainly for two purposes: the time to answer a question is shorter and statistical analysis can be conducted to describe and compare responses. To involve randomness in the selection of respondents, every 10th person within the Faire was approached for answering the questionnaire. If that person did not agree to participate in the survey (or if that person was below 18 years of age or if the person was a volunteer or an employee of the Faire), the next person was approached. This process continued until

a new respondent was found. Once a new respondent is found, the next person to be approached was the 10th person from the last respondent.

Once a person was approached to complete a survey, he/she was told about the purpose of the survey and that participation in the survey was absolutely voluntary and that the respondent had the freedom to discontinue with the interview at any point or refuse to answer any question. Positive responses were followed by explanation of the purpose of the study, rights of respondents, and confidentiality. Respondents were encouraged to ask questions at any during the interview. If the participants wished, they had the right to look at the responses captured by the interviewer. The interviewer(s) reminded survey participants that they could review and modify their responses as many times as desired before the interview concluded.

Before the gates of the Faire opened, visitors gathered while waiting. Each day about 10 interviews were conducted with early arrivers. Mainly, however, surveys were conducted just inside the front gate (entrance). Since the entry path was divided, the researcher stood alongside one pathway and the assistant took up a position on the alternate path. Assent rates were high, allowing about 10 to 12 subjects to be surveyed per hour by each surveyor. Generally data collection was conducted for three hours each for six days to ensure adequate numbers for data analysis. In the first weekend, a few of the respondents complained that the questionnaire was too lengthy and responding was time consuming. Keeping that in mind, the length of the questionnaire was reduced from 3 pages to 2 pages just by modifying the spacing and fonts (without removing any questions). In the second weekend, no respondent complained about the length of the

revised questionnaire. In the first weekend, about 5 questionnaires had to be rejected since the respondents could not complete them due to time pressure. In the second and third weekends, there were no such cases of complaints with the third revision of the questionnaire (Appendix A).

After the second weekend, Faire management contacted the researcher with a request made by vendors located near the front gate. It was observed that inviting subjects to participate in the survey took their focus off the Faire, leading them to bypass particular booths. Thus, during the third weekend, data collection was conducted with visitors in stage seating areas pre-shows, and in eating areas where casual seating was available. None of these areas yielded the high response rates that were received inside the front gate. Thus, it would seem that when entering the strange or exotic scene created within the Faire, people were far more compliant (perhaps being polite to strangers) than they were later on when they had already experienced the event for an hour or two and were relaxing from its stimulating music, food odors, parades, street performances, art demonstrations, and greetings. Out of the 304 total survey interviews, 111 cases were collected in the first weekend, 144 were collected in the second weekend, and 49 cases were collected in the third weekend.

### *The Measurement Process*

Once the information was collected, the next important step was to analyze the collected data and translate that into numerical values or numbers for statistical analysis. Data transformation is a vital action process in experimental-type research that links the

researcher's abstractions or theoretical concepts to concrete variables that can be empirically examined (DePoy and Gitlin, 2005). In other words, the measurement process is basically developing an operational definition of the concept. This survey used a five point Likert-type scale of measurement. Respondents were asked to identify the effect of each push factor behind his/her visit to the Faire on a scale of 1 to 5 (1 being the least influential and 5 being the most influential).

### *Entering Data Into SPSS*

To code the survey information into a data set, survey responses were converted into numeric values that could be used in the arithmetic operations needed for statistical analysis. This involved defining several variables and assigning numeric values to them. The analysis also involved a mapping between the survey responses and the corresponding numeric values. Table 6 in Appendix B explains the variables used in statistical analysis and the corresponding mapping values.

The data analysis in SPSS involved two steps: defining the variables and entering values for each case for statistical analysis. One of the most important steps was to code and enter data correctly into the SPSS system. To make sure that there was no error while entering data into SPSS, the same data were entered in two separate sessions, analyses were performed on each data set, and results were compared for equivalence. Comparison revealed identical findings for descriptive statistics including means and medians.

### *Reliability and Validity*

The usefulness of the research depends on the reliability of the data. More formally, reliability refers to the degree of consistency in data obtained from an instrument (DePoy & Gitlin, 2005). The survey questionnaire used for this study was created by this author and included redundant questions for each push factor (Crompton, 1979) to measure the consistency of visitors' responses. The reliability of the survey data was examined by calculating coefficient alpha using the two responses for each push factor. Coefficient alpha was calculated for each push factor separately to find out the reliability for individual push factors. An alpha value of 0.7 or greater is considered to reflect good reliability. Table 1 shows the reliability estimates obtained for each push factor.

Good reliability was observed for the escape and spending time with family factors, and acceptable reliability was observed for four additional factors (e. g. relaxation, self exploration, nostalgia, and novelty). Reliability was weak for the other two push factors: education and strengthening relationship.

The content of the survey questionnaire was evaluated by a panel of experts to improve coherence between question items and the objective of the study. A panel of 3 experts was invited to review the following attributes of the survey: clarity, appropriateness, ease of interpretation, and acceptability by the respondents. Feedback from the panel was used to modify the questionnaire.



Table 1

*Reliability analysis for each push factor*

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Push Factor(s)	Co-efficient Alpha
Relaxation	0.5729
Education	0.4738
Escape from monotony	0.8307
Spending time with family	0.8015
Self-exploration	0.6408
Nostalgia	0.6197
Strengthening relationship	0.4308
Novelty	0.5945

---

*Statistical Analyses*

The survey was divided into two sets of questions: a primary question to examine relative influence of each push factor and sub-questions to capture the differences in responses related to demographic information of respondents (age-group, gender) as well as the relationship between responses and distance traveled to the event. Responses to

push factor questions were treated as the dependent variables measuring the effect of push factors with the demographic attributes as independent variables. Thus, the dependent variables were the scores for a particular push factor for each individual. These were determined by calculating the mean from the responses for each individual to the two items comprising each factor. A group score was also computed for each factor by averaging the responses across individuals. Since the shape of the distribution was found to be negatively skewed for all the push factors, a median was used as the measure of the central tendency for each push factor and used to assess the relative strength of each factor in influencing the motivation to attend the reenactment event. To examine the differences in motivation as a function of gender, the medians for each push factor were compared between men and women. Also, the medians for each push factor were calculated and compared across each age-group. To examine the strength of the relationship between each push factor and the distance traveled, the Pearson Product Moment Correlation was used (based on push factor scores as dependent variable and distance traveled as independent variable).

### *Summary*

This research studied the motivational push factors that influence people to participate in reenactment fairs and visit reenactment sites. The median for each push factor was calculated to measure the influence of the factor and the medians were compared across age and gender groups. Also, the push factors were correlated with the

distance traveled to examine the relationship between them. The sample questionnaire is provided in Appendix A.

## Chapter Four: Results

The previous chapter outlined the research methodology followed in this research. This chapter will describe in detail the results of the analyses conducted. This chapter also explains why a particular statistical procedure was adopted and how the measurement was done.

### *Statistical Procedures Followed*

Scores for each push factor per case were obtained by calculating the average of responses for that push factor for that case. The distribution of the scores for each push factor was examined. It was found that the distributions were negatively skewed for all the push factors. Hence, a median was calculated for each push factor as a means to examine central tendency. The measures of central tendency for each push factor are shown in Table 2. For gender-based analysis, the median was calculated for each push factor for males and females. This indicated the influence by gender in the strength of each push factor. Similarly, for age group, the median was calculated for each push factor with respect to the age group to indicate how age-group impacts the strength of each push factor behind the motivation to engage in reenactment events. For analysis with distance traveled, Pearson's correlation was observed with each push factor to examine how the effect of each push factor varied with the distance traveled. The following sections will report results observed from these analyses.

Table 2

*Overall central tendencies for each push factor*

Push Factor(s)	N	Median	Mean	Standard Deviation
Relaxation	304	3.5	3.5	0.92
Education	304	4.0	3.6	0.80
Escape from monotony	304	4.0	4.0	0.94
Spending time with family	304	4.0	4.0	0.99
Self-exploration	304	3.5	3.3	0.86
Nostalgia	304	3.5	3.4	0.97
Strengthening relationship	304	4.0	3.7	0.94
Novelty	304	4.0	4.2	0.78

*Analysis of Motivational Push Factors*

*Results of gender-based analysis.* The median calculated for each push factor with respect to the gender of the respondent is exhibited in Table 3. The median was calculated separately for male and female respondents for each push factor. Also, the overall median of each push factor was calculated and is also shown in Table 3. The total number of cases (N) used for the analysis was 304 out of which 5 cases were dropped

from gender-based analysis due to missing gender information. Out of 299 valid cases for gender-based analysis, 144 were male respondents and 155 were female respondents.

Table 3

*Median of push factors with respect to gender*

Push Factor(s)	Total (N=299)	Gender	
		Female (N=155)	Male (N=144)
Relaxation	3.5	3.5	3.5
Education	4.0	4.0	3.5
Escaping from Monotony of daily life	4.0	4.0	4.0
Spending time with family	4.0	4.0	4.0
Self-exploration	3.5	3.5	3.5
Nostalgia	3.5	3.5	3.5
Strengthening relationship	4.0	3.5	4.0
Novelty	4.0	4.5	4.0

If the median for each push factor is mapped onto the five-point Likert scale (used in the survey), a median value greater than 3 would suggest that the corresponding push factor has some influence on the motivation to engage into reenactment activities. A median value greater than 4 would indicate that the push factor has a considerable effect on visitors' motivation. Table 3 shows 5 out of 8 push factors overall have a median greater than 4, the other three are below 4. This suggests the following push factors have

greater influence on participants in this study: novelty or the uniqueness of the Faire, opportunity of spending time with family, escaping from the monotony of daily life, attending the faire for the purpose of education, and strengthening interpersonal relationship. The following three push factors have moderate effect on the motivation to visit the Faire: relaxation, self-exploration, and nostalgia. Interestingly, all eight push factors have an overall median greater than 3 indicating all eight push factors identified by Crompton have some degree of effect on the motivation to attend reenactment events.

*Results of age-group based analysis.* For the age-group based analysis, 3 out of 304 cases were dropped from the analysis due to missing data for the age-group. Table 4 shows the median of each push factor with respect to the age group. Table 4 indicates that the medians were very different among age-groups. While caution is called for given the small group sizes for the youngest and oldest groups, table 4 also suggests that the priority of push factors was noticeably different for the 18 to 20 years age-group as compared to others. One of the major differences was that “Spending time with family” appeared to be a significant push factor for all other age-groups (median 4.0 or 4.5) except for 18 to 20 years (median 3.25).

Table 4

*Calculated median for push factors with respect to age-group*

Push Factor(s)	Age Groups			
	18-20 (N=26)	21-40 (N=130)	41-60 (N=113)	Above 60 (N=32)
Relaxation	3.5	3.5	3.5	3.5
Education	3.5	3.75	4.0	4.0
Escaping from Monotony	4.0	4.0	4.0	4.0
Of daily life				
Spending time with family	3.25	4.0	4.5	4.0
Self-exploration	3.5	3.5	3.0	3.25
Nostalgia	3.0	3.5	3.5	3.5
Strengthening relationship	4.0	4.0	3.5	4.0
Novelty	4.5	4.0	4.0	4.5



Apart from the above-cited differences, there were several commonalities in the priority of push factors among the age-groups. The major commonalities were: (a) “Novelty” and “Escaping from monotony of daily life” which appeared to have a strong effect across all the age-groups. This indicated that irrespective of their age, visitors were motivated to visit the reenactment fair to escape from their monotonous daily routine and experience something new. These two push factors were inter-related in the sense that people look for opportunities to escape from the monotonous life to search for novelty or newness in life. So, logically if a person has a higher priority for novelty, he/she should also have a higher priority for escaping from monotonous daily life. (b) “Relaxation”, “Nostalgia”, and “Self-exploration” were of lower influence among all age-groups. The median of the relaxation scores was 3.5 for all age-groups and for both male and female visitors. This indicates that majority of the visitors agreed that relaxation played some role as a push factor influencing their visit to the Faire. Nostalgia was another push factor that scored low for all the age-groups. From table 4, it can be observed that nostalgia scored the lowest (3.0) for the younger age-group.

*Results of distance-based analysis.* In this study, correlation analysis was conducted to find out the effect of distance traveled on the response to each push factor. Correlation is a statistical technique that is used to measure and describe a relationship between two variables (Gravetter and Wallnau, 2005, p. 412). In this study, the correlation between distance traveled to come to the Faire and response to each push factor was observed. With a positive correlation, the two variables tend to move in the same direction. In the case of this study, a positive correlation meant that a high push

factor score was matched with a longer distance to come to the Faire. On the other hand, a negative correlation would emerge if high push factor scores were paired with less distance traveled. Apart from the direction of the relationship, correlation analysis also calculates the strength of the relationship.

The Pearson correlation between distances traveled and each of the eight push factors is shown in Table 5. 21 out of 304 cases were dropped for the Pearson's correlation analysis due to missing distance data. A strong correlation in absolute value would be greater than or equal to 0.70; moderated between 0.40 and 0.60; weak between 0.20 and 0.40; and no relationship when the value of the correlation coefficient is between zero and 0.20. The analysis shows that there was no relationship between distance traveled and any of the push factors.

Table 5

*Pearson's Correlation between push factors and distance traveled*

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Push Factor(s)	N	Pearson's Correlation
Relaxation	283	0.125
Education	283	0.046
Escaping from Monotony of daily life	283	0.122
Spending time with family	283	-0.081
Self-exploration	283	0.113
Nostalgia	283	0.075
Strengthening relationship	283	0.026
Novelty	283	-0.054

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*Summary*

This chapter introduced the key statistical procedures used to analyze the survey data and also presented the results of the analyses. The frequency distribution for the responses to each push factor was monitored and found to be skewed for all the push factors. Hence, a median was used to denote the central tendency for each push factor. To analyze results based on demographic differences, central tendencies for each push

factor were calculated with respect to gender and age-group of participants. Also, a correlation was done between each push factor and the distance traveled by the visitors to understand if the distance traveled influenced the effect of any push factor.

## Chapter Five: Conclusion

This chapter will discuss the results obtained through various statistical procedures as reported in Chapter Four. In general, the calculated median for all eight push factors was found to be 3.5 or above indicating that all of the push factors have some influence on the decision to visit reenactment sites to some extent. Three out of eight push factors (relaxation, self-exploration, and nostalgia) showed some influence (median 3.5) whereas the other five exhibited greater influence (median 4.0).

### *Analysis of Gender-based Results*

The results for gender-based analysis did not show significant differences in the influence of the push factors with respect to gender. In general both males and females had similar medians for each push factor. Novelty (median 4.5) in female respondents had a greater influence compared to other push factors. This could indicate that either majority of the female visitors were first timers or they do not get a chance to experience the same degree of fun and excitement in other environments. Education had a higher median among females (median 4.0) compared to male (median 3.5) suggesting increased eagerness to engage in reenactment events as learning opportunities. The other two push factors, spending time with family and escaping from monotony of daily life had a similar influence on both male and female visitors. In the current socio-economic environment, many people need to work away from their families and hence may be equally eager to spend longer and quality time with partners, friends, and/or family

members. Both males and females appear to be influenced by the opportunity to go out to a place with an environment that is different from their daily routine and invites doing a variety of activities.

### *Analysis of Age-group Based Results*

More variety was found in the age-group based results. For the younger age-group (18 to 20 years), spending time with family had less influence (median 3.25) on the motivation to visit the fair. This suggests that the younger generation did not attend the fair to spend time with family; whereas for people in the age group 41 to 60, spending time with family was the most influential push factor (median 4.5). This suggests that middle-aged visitors preferred to be accompanied by their family while visiting the Faire. This finding also suggests that most of the people in the 41 to 60 age-group visited as a family and considered visiting the Faire a means to strengthen the family bond. There was another interesting observation. As found in the analyses, the younger generation (18 to 20 years of age) did not attend to spend time with their family while at the fair, but they did attend to strengthen relationships leading to the idea that they may attend with friends more so than family at this time in life. On the other hand, though the middle-aged visitors (41 to 60 years age-group) preferred to spend time with their families they did not consider visiting the fair as a means of strengthening relationship. This possibility suggests that the meaning of relationship was different for different age-groups. Perhaps the younger visitors primarily considered strengthening relationship with their friends whereas the middle-aged visitors considered strengthening relationship

with their spouse and family. Indeed, middle-aged adults may be focusing more on expressing and enjoying their family ties, having already formed strong bonds in young adulthood.

Self-exploration did not have much influence on any age group and was also observed less, especially for older people (age 41 and above). This coincided with the socio-behavioral pattern of older people; self-exploration is more of a need when people are at a younger age. Not knowing how familiar subjects were with the fair makes it difficult to conjecture whether adults in middle and older age groups were simply more experienced with the fair and, thus, less driven to use the setting as an opportunity for self-exploration. For young adults (21 to 40 years), self-exploration had a higher influence compared to the older people, but the effect was not that strong (median 3.5). This indicated that most visitors considered visiting the fair as a way to engage with reenactment activities and have fun with family or friends but not so much for self-exploration or self-realization. The other obvious fact found in the analyses was that nostalgia did not have any influence (median 3.0) as a push factor for the younger generation (18 to 20 years). What was interesting was that for the young adults and the older visitors, nostalgia was not as great an influence as other factors. This suggests that many of the visitors could have been the first-time visitors to the fair. As some of the responses were dependent on the number of times the respondent visited the fair, it would have been more adequate to capture that information through the survey. This could be considered as a suggested enhancement to any future research in the same field.

### *Analysis of Distance-based Results*

Pearson's correlation was used to examine the influence distance traveled had on specific push factors. It was concluded that there was no correlation between distance traveled and any of the eight push factors. To put it in a different way, the influence of any particular push factor was independent of the physical distance traveled by the visitor.

### *Conclusions*

The statistical analyses revealed that all of Crompton's eight push factors had some influence on the motivation to participate in historical reenactment and visit reenactment sites. Relaxation, nostalgia, and self-exploration showed relatively weaker influence compared to other five push factors. Analysis with respect to demographics showed that there was some degree of variation in the influence between genders (male and female) and among age groups. One of the applications of these findings could be planning for a marketing strategy for the reenactment sites.

Results of this study contribute to the idea that historical reenactment does attract people for certain self-satisfying reasons, but it is not clear that knowledge of the satisfying potentials is well communicated to the public. At present, information about reenactment events has no conceptual system. To increase chances of successful communication, findings from this study can be used in planning and publicizing events. Event planners and publicists can make use of photographs and personal testimonials that convey the satisfaction factors realized by their reenactment attendees. Satisfactions



should reflect the influential push factors and the gender and age group for which each is relevant. Oftentimes, reenactment events include scheduled themes for one or more days to attract specific target groups less apt to otherwise attend or to re-attract people for multiple visits. When planning themed days, strategic use or clear messaging of one or two selected push factors could enhance public awareness of the urge to attend. For example, emphasizing family, friendship, novel events, or other-world experience could be associated with the more familiar historic special themes such as Pirate Invasion, Irish Day, Thanksgiving, Silk Road Travelers, All Poets Day, Bizarre and Strange Creatures from Abroad, or other such topic-focused themes.

This study reflects findings garnered from one reenactment event. As such, it is suggestive that patterns of intrinsic motivation exist for reenactment attendees, but more research is needed in similar and different events to substantiate, refine, and/or disprove the findings reported here. Many small reenactment events (one or two days) are developed by communities and interest groups, yet there is no evidence of systematic study that can better inform event planners than reference to previous practice. Small scale reenactment fairs are often locally planned by volunteers who may have intrinsic motivation to support research about reenactment fairs. In these situations, it was assumed that gaining permission to conduct research would be supported. In this vein, it is possible that when a for-profit company plans and manages a reenactment fair, it may be more difficult to obtain approval to conduct research (Glancy, 1996). A future enhancement of the study would be to further modify the survey questionnaire and gather data on additional demographic information so that the results of the study could be

extended to investigate variations related to other factors such as ethnicity, income-group, and so on. In addition, modifications of the survey items are called for since the reliability for several items was not optimal. In addition, empirical investigation of the factorial validity of the items is recommended prior to future administrations.

Although informal interviews asking subjects for interpretation of their responses and following on with probing questions were done in this study, they were performed rarely and unsystematically. Thus, those so-called data are not admissible here. However, what was learned informs that triangulated studies would be quite useful if qualitative and quantitative approaches were combined in the future. This can incorporate the concept of multiple method models for field investigations advised by Glancy and Little (1995) to study long-term and /or recurring recreation experiences. Qualitative interviews, participant observation, and other naturalistic methods can be employed to help interpret quantitative findings from surveys (or other quantitative methods) and to extend the theory of why people attend and engage in reenactment events.

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Appendix A: Survey Questionnaire

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***Reasons for Visiting Renaissance Faire***

*The purpose of this research is to identify the motivations and reasons that influence people to visit reenactment fairs. It is hoped that findings from this investigation will help in devising a global marketing strategy for visiting reenactment sites.*

**\*\* All survey data will be kept strictly confidential.**

**\*\* Participant's name is not needed in the survey.**

**\*\* Participation in the survey is voluntary.**

**\*\* Participant may decide to stop the interview at any time.**

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**Survey Questionnaire**

**Gender:** Male  Female

**Age Group:**

18-20  21-40  41-60  Above 60

**About how many miles did you travel to come to the Faire? \_\_\_\_\_ miles**

*The following statements indicate various reasons to come to the Faire. Circle the number against each statement that best reflects your opinion on that reason:*

1 strongly disagree   2 disagree   3 neutral   4 agree   5 strongly agree

**1) One of the primary reasons for my visit to the Faire today is to slow down.**

1 strongly disagree   2 disagree   3 neutral   4 agree   5 strongly agree

**2) I have come to the Faire to learn more about the Renaissance Age and 16<sup>th</sup> century England.**

1 strongly disagree   2 disagree   3 neutral   4 agree   5 strongly agree

**3) Coming to the Faire allows me to escape from the monotony at home.**

1 strongly disagree   2 disagree   3 neutral   4 agree   5 strongly agree

**4) I have come to the Faire to spend time with my family**

1 strongly disagree    2 disagree    3 neutral    4 agree    5 strongly agree

**5) When I come to an event like the Faire, I reflect on whether I could do some of the things I see other people do.**

1 strongly disagree    2 disagree    3 neutral    4 agree    5 strongly agree

*Please see the next page*

**6) Nostalgia for the past played an important role for me to visit the Faire.**

1 strongly disagree    2 disagree    3 neutral    4 agree    5 strongly agree

**7) I have come to the Faire because of my relationship with a friend(s).**

1 strongly disagree    2 disagree    3 neutral    4 agree    5 strongly agree

**8) I have come to the Faire to because it is not the same as anything else I do.**

1 strongly disagree    2 disagree    3 neutral    4 agree    5 strongly agree

**9) Coming to the Faire brings relief for me from my hectic life.**

1 strongly disagree    2 disagree    3 neutral    4 agree    5 strongly agree

**10) History is interesting to me and the Faire is a good way to experience it.**

1 strongly disagree    2 disagree    3 neutral    4 agree    5 strongly agree

**11) One reason for my visit to the Faire is to get away from the daily routine.**

1 strongly disagree    2 disagree    3 neutral    4 agree    5 strongly agree

**12) The Faire is a good place for us to get together as a family.**

1 strongly disagree    2 disagree    3 neutral    4 agree    5 strongly agree

**13) Coming to the Faire is a good way to learn more about myself.**

1 strongly disagree    2 disagree    3 neutral    4 agree    5 strongly agree

**14) I have come to the Faire to freshen up old memories.**

1 strongly disagree    2 disagree    3 neutral    4 agree    5 strongly agree

**15) I have come to the Faire to strengthen relationships with ones I hold dear.**

1 strongly disagree    2 disagree    3 neutral    4 agree    5 strongly agree

**16) I was attracted to the Faire because it is different.**

1 strongly disagree    2 disagree    3 neutral    4 agree    5 strongly agree

**Thank You Very Much for Your Participation in the Survey**

## Appendix B: SPSS Coding

Table 6

*Coding of survey data into SPSS for statistical analysis*

Name	Description	Valid values	Type	Missing/Invalid Value	Mapping
GNDR	Gender of the participant	0-1	Integer	9	0 -> Male 1 -> Female
AGE	Age of the Participant	1-4	Integer	9	1 -> 18-20 2 -> 21-40 3 -> 41-60 4 -> above 60
DIST	Distance traveled by the Participant to come to The Faire (in Miles)	0-9998	Integer	9999	
RLXN_0 RLXN_1	Response to question #1 Response to question #9	1-5	Integer	0	1 -> Strongly disagree 2 -> Disagree 3 -> Neutral 4 -> Agree 5 -> Strongly agree
EDCN_0 EDCN_1	Response to question #2 Response to question #10	1-5	Integer	0	1 -> Strongly disagree 2 -> Disagree 3 -> Neutral 4 -> Agree 5 -> Strongly agree
ESCP_0 ESCP_1	Response to question #3 Response to question #11	1-5	Integer	0	1 -> Strongly disagree 2 -> Disagree 3 -> Neutral 4 -> Agree 5 -> Strongly agree
STWF_0 STWF_1	Response to question #4 Response to question #12	1-5	Integer	0	1 -> Strongly disagree 2 -> Disagree 3 -> Neutral 4 -> Agree 5 -> Strongly agree
EXPL_0 EXPL_1	Response to question #5 Response to question #13	1-5	Integer	0	1 -> Strongly disagree 2 -> Disagree 3 -> Neutral 4 -> Agree 5 -> Strongly agree
NSTG_0 NSTG_1	Response to question #6 Response to question #14	1-5	Integer	0	1 -> Strongly disagree 2 -> Disagree 3 -> Neutral 4 -> Agree 5 -> Strongly agree



RLTN_0	Response to question #7	1-5	Integer	0	1 -> Strongly disagree 2 -> Disagree 3 -> Neutral 4 -> Agree 5 -> Strongly agree
RLTN_1	Response to question #15				
NVLT_0	Response to question #8	1-5	Integer	0	1 -> Strongly disagree 2 -> Disagree 3 -> Neutral 4 -> Agree 5 -> Strongly agree
NVLT_1	Response to question #16				
RLXN_sco	Average of RLXN_0 and RLXN_1	1-5	Real	0	1 -> Strongly disagree 2 -> Disagree 3 -> Neutral 4 -> Agree 5 -> Strongly agree
EDCN_sco	Average of EDCN_0 and EDCN_1	1-5	Real	0	1 -> Strongly disagree 2 -> Disagree 3 -> Neutral 4 -> Agree 5 -> Strongly agree
ESCP_sco	Average of ESCP_0 and ESCP_1	1-5	Real	0	1 -> Strongly disagree 2 -> Disagree 3 -> Neutral 4 -> Agree 5 -> Strongly agree
STWF_sco	Average of STWF_0 and STWF_1	1-5	Real	0	1 -> Strongly disagree 2 -> Disagree 3 -> Neutral 4 -> Agree 5 -> Strongly agree
EXPL_sco	Average of EXPL_0 and EXPL_1	1-5	Real	0	1 -> Strongly disagree 2 -> Disagree 3 -> Neutral 4 -> Agree 5 -> Strongly agree
NSTG_sco	Average of NSTG_0 and NSTG_1	1-5	Real	0	1 -> Strongly disagree 2 -> Disagree 3 -> Neutral 4 -> Agree 5 -> Strongly agree
RLTN_sco	Average of RLTN_0 and RLTN_1	1-5	Real	0	1 -> Strongly disagree 2 -> Disagree 3 -> Neutral 4 -> Agree 5 -> Strongly agree
NVLT_sco	Average of NVLT_0 and NVLT_1	1-5	Real	0	1 -> Strongly disagree 2 -> Disagree 3 -> Neutral 4 -> Agree 5 -> Strongly agree