

THE GLOBAL FUSION FESTIVAL: AN EXAMINATION OF LEARNING-
MOTIVATED GUESTS AND SATISFACTION

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ABSTRACT

Cultural festivals are both attractions and destinations, which use cultural offerings as thematic elements to attract visitors. These festivals provide their patrons with both education and entertainment. This is further complicated by the large variety of motivations for festival attendees. One important motivation for festival patrons is learning, which can be linked to the construct of mindfulness. Mindful visitors are those who are receptive to educational experiences. When mindful visitors interact with certain setting factors, they exhibit greater satisfaction and greater learning outcomes. This study looks at learning motivated attendees of the Global Fusion Festival, an annual multicultural festival held in Philadelphia, to better understand the relationship between learning motivation and satisfaction and learning outcomes. Increased knowledge of this relationship can lead to better planning and marketing of event functions, particularly with regard to programming of activities.

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CHAPTER 1

BACKGROUND

The tourism industry is focused on creating an array of experiences for customers. In order to ensure their satisfaction, tourism operators must often attempt to appeal to a wide audience, while maintaining a consistent level of quality. This can be an exceedingly difficult process depending on the type of operation. In the case of festivals, operators must consider the thematic components along with vendor selection, products and activities. Furthermore, they must target markets from which they hope to receive a large numbers of customers. This is best accomplished by understanding tourist motivations and applying that knowledge to arouse customers into participatory action.

Festivals are unique entities among tourism organizations and attractions due to their multi-faceted nature. Each festival can be viewed and consumed from multiple points of view (Robinson, Picard & Long, 2004). For example, consumers can perceive authentic cultural exchanges, expose their children to educational experiences, enjoy performances and/or purchase souvenirs from their excursion. Ultimately, festivals provide opportunities for both entertainment and education (Pearce, 2005). Typically, festivals focus on a particular theme supported by a range of activities, games, demonstrations, merchandise and food. In the case of cultural festivals, the theme represents a particular cultural group and as such the organizers create activities that feature traditions, crafts, food, etc. from that culture. Attendees are then exposed to a variety of facets of that culture, which increases their knowledge of that culture's norms, beliefs and customs. There is also an effect on presenters and organizers who are able to bolster their cultural community through their demonstrations (Cantwell, 1991).

With the inherent multifaceted nature of festival offerings, there is often difficulty in generalizing attendee motivations and ultimately managing their experiences. One particular motivation which has been shown to have a bearing on experiential outcomes is learning (Moscardo, 1996). Culturally themed festivals focus on creating learning opportunities from the themed culture. Therefore, educational offerings in these festivals are tied to the culture or cultures producing or celebrated by the event. The connection between these motivators and the satisfaction of those consumers thusly motivated can give insight into the nature of cultural festival attendees and their preferences. The purpose of this study is to examine learning as a motivator for festival attendance and its role in the attendee experience by testing for statistically significant relationships between multicultural learning motivators and attendee experience indicators from attendees of the Global Fusion Festival.

Festivals and Culture

Festivals are considered both tourist attractions and destinations. As attractions, festivals provide attendees with physical and experiential activities (Kim, Uysal & Chen, 2002). But they also act as destinations in so far as they are locations which pull visitors in (Prentice & Andersen, 2003), while also incorporating the local community and cultures (Kim, Uysal & Chen, 2002). In many cases, they have an impact on local areas without the extensive infrastructural needs of other attractions. “Festivals and special events are unique travel destinations because they need not rely upon expensive physical developments” (Kim, Uysal & Chen, 2002, p. 127). Further, the success of these events is due in part to the wide array of stakeholders involved in their production, organization and consumption (Crespi-Vallbona & Richardson, 2007). Festivals also promote areas,

creating both reputational and monetary value for that particular region (Kim, Usyal & Chen, 2002).

These events incorporate various elements depending on their individual themes and/or goals (Kim, Usyal & Chen, 2002). This creates a challenge for investigators of festivals as tourism entities, as there is no definitive approach to create a successful festival. Ultimately, this is reflected in the festival literature, which is represented by a bevy of models based on specific event cases (Crespi-Vallbona & Richardson, 2007; Lee, Lee & Wicks, 2004; LeBlanc, 2004; Meuggler, 2002). In this literature, subjects such as market segmentation, economic impact, environmental impact, etc. are viewed through the context of a particular festival type or a group of similarly themed festivals. This method of investigation is effective due to the inherent variance in festivals and their customers and so the conclusions drawn from these studies reflect the context of the festival around which they are based. This study will use a multicultural festival as a lens through which to investigate and draw conclusions regarding attendee motivations.

Cultural festivals attempt to highlight a culture or several cultures through their various event elements, such as: activities, entertainment, food, demonstrations, etc. In their study of Catalunya cultural festivals, Crespi-Vallbona and Richardson (2007) interviewed stakeholders in order to discern if their perceptions of local cultural festivals shared common themes. They discovered the majority of respondents identified the following: identity, community and participation, integration, globalization and localization, and commercialization. Identity refers to the culture and more specifically the transmission of the culture from the perspective of the organizers and the demonstrators. The dimension of community and participation pertains to both social and

political issues within the presenter culture. The number of people from the community involved in the festival on some level demonstrates the importance of the festival to the community. Meanwhile, as the festival becomes more important, it motivates influential members of the local political structure to attend and support it. Integration is the use of festivals to bring members of the community together in order to foster cohesiveness in the community. This has an increasingly pivotal function in the face of globalization and its tendency to increase the spread of cultural members. Globalization also can blur the lines culturally; as people spread further they introduce new cultural elements to area which can potentially weaken local cultures. Festivals with a cultural theme help to preserve these cultures and expose them to outsiders (Meuggler, 2002).

Commercialization is another important factor, particularly in the sense that festivals are not purely cultural constructions, but also are revenue generating entities (Crespi-Vallbona & Richardson, 2007).

In order to fully convey the importance of cultural festivals and their impact on customers, it is important to first understand the meanings of ethnicity and culture. Culture is a collection of shared beliefs and values common to a group (Hofstede, 1981), whereas ethnicity is generally considered belonging or proscribing to a particular set of cultural beliefs. However, in their examination of ethnicity in business and consumer behavior Rossiter and Chan (1998) lay out a conceptual framework of characteristics inherent to ethnicity, consisting of biological traits, personality traits and cultural values. They also point out that, "Ethnicity can be operationalized objectively based on inherited genetic constitution or subjectively based on the racial identification that a person adopts or that other people assign to the person," (p. 127). Essentially, ethnicity is relative to the

individual based on a number of factors. This perception is commonly applied to the study of ethnic factors in various fields (Rossiter & Cahn, 1998; Jamal, 2003; Henry, 1976; Stayman & Deshpande, 1989; Lu & Fine, 1995)

Culture affects a person's perception of the surrounding world and informs their decision making. Ethnicity in general has implications from both group and individual points of view. The group dynamics inherent in ethnic perception stem from the sense of belonging attributed to each group. "In this sense, ethnic identity could be viewed as a complex psychological process that involves perceptions, cognition, affect and knowledge structures about how a person thinks and feels about himself/herself and others in the society" (Jamal, 2003, p. 3). "The values implicit in a culture are said to affect consumption motives which in turn partially set the choice criteria used by individual consumers" (Henry, 1976, p. 121). The impact of ethnicity on each person is relative to their personal commitment to the ethnic group (Hirschman, 1981). The morals of the group inform the decision-making process of consumers depending on the extent to which each person identifies with the group.

However, these ideas are not fixed, but rather vary based on the situation at hand. "Ethnicity is not just who one is, but how one feels in and about a particular situation" (Stayman & Deshpande, 1989, p. 369). This situational relativity demonstrates a need for a deeper understanding of multicultural dynamics between members of the group and non-members (Lu & Fine, 1995). If, for instance, a cultural presenter is approached by an attendee from outside the culture, it would be possible for the cultural member to appeal to ethnic motivations of non-members based on similarities between their cultures. Of course, this is dependent upon the ethnic motivation in question as well as the relations

between the two cultures. This illustrates that ethnicity can be described as both a sociological and psychological phenomenon. "... one can think of ethnicity and related behavior not only as a stable sociological trait of individuals that is manifested in the same way at all times, but also as a transitory psychological state manifested in different ways in different situations," (Stayman & Deshpande, 1989, p. 361). In the case of many festivals, the ethnicity of the participants plays an important role in its impact. For example, Meuggler's (2002) study of the Zhizou Clothing Competition Festival highlights the importance of the event with regard to group identity and community formation. This festival draws upon the region's traditions and allows locals to continue that tradition as a group. This example shows how festivals have meaning to both the participants and the attendees. The participants preserve their culture and gain status in their community, while the attendees learn from the culture and ultimately derive education and entertainment from it.

Festivals which showcase cultural themes are as varied as the cultures they showcase. Many studies in this field, particularly those focusing on the themes of perception and motivation, take an attendee segmentation approach. By understanding their attendees, it is possible for organizers and researchers alike to gain more comprehensive knowledge of their audience and their subsequent behaviors. "By being aware and having a better understanding of the characteristics of tourists interested in attending local festivals and special events, those responsible for tourism development at the municipal and regional levels will be better equipped to meet their goals in terms of attendance and social and economic impacts" (LeBlanc, 2004, p. 210). This is a difficult task given the diversity of festival attendees. In their study, Kim et al. (2007) concluded that visitors have both a

variety of group characteristics and preferences toward activities. This indicates an important fact; cultural festival attendees are not always motivated to attend culture festivals in order to learn more about the featured culture.

One approach to combat the heterogeneity of attendees is to employ motivation based segmentation. Lee, Lee and Wicks (2004) used a cluster analysis approach in order to evaluate the various motivations associated with the 2000 Kyongju World Culture Expo. The clusters were identified as: Culture and family seekers, Multi-purpose seekers, Escape seekers and Event seekers. Further, these clusters were segmented between domestic and foreign attendees, based on the idea that their familiarity with the culture could affect their perception of the event. This motivation based segmentation approach allowed for the isolation of certain group perceptions of the festival based on each groups' values. A similar approach will be taken for this current study, using learning as a motivator to better understand the relationship it has with consumer satisfaction.

Learning as a Motivator

In addition to cultural factors, multicultural learning motivation is also influenced by educational factors. Festivals and other tourist attractions blend education and entertainment together in order to appeal to a wide range of audiences. This allows attendees to derive both enjoyment and learning from their experience. Various motivational factors influence the importance of learning and entertainment to each customer. Amongst the various tourist motivational theories, the construct of mindfulness is particularly influential in the exploration of the efficacy of learning in the tourist experience.

Mindfulness as a construct began in the Psychology literature and in its most basic form is considered best characterized as the “process of drawing novel distinctions” (Langer & Moldoveanu, 2000, p. 1). Essentially, mindful people are those who are more sensitive to their surroundings and more open to gaining new information. The dimension of control is important to mindfulness, in so far as, people who have control over a situation are more likely to be mindful during the experience particularly when they expect the information they will gain is relevant to them or if the situation has inherent novelty or surprise (Moscardo, 1996). As such, any mindful process involves effort on the part of the learner (Salomon & Globerson, 1987). Rather than allowing new information to be passively processed, the mindful individual must actively seek the new information and work to understand it.

The construct of mindlessness acts as a foil to mindfulness. It is the process of automatic learning, where those people are less sensitive to their environment (Salomon & Globerson, 1987). These individuals are not seeking to learn in a given situation and are less likely to gain information from their environment (McIntosh, 1999). Furthermore, those in a mindless state have an easier time processing their environment than their mindful counterparts due to the simplicity of their desired understanding. However, this leads to a less impactful educational experience. Both of these constructs can be used to gain a greater understanding of customer motivation and satisfaction. Those who are mindful derive different outcomes from those who are mindless based upon the type of experience they encounter (Frauman & Norman, 2004).

While there are only a few instances where mindfulness has been applied to festivals and cultural events, the concept has been applied to heritage and museum tourism

settings. Moscardo (1996) was the first to apply this motivational framework to tourism research. She created a model (See Figure 1), which divides the concept into factors and consequences based on the cognitive state (either mindful or mindless) of the visitor. The factors are broken into two main categories, those due to the setting and those due to the visitor. Setting factors leading to a mindful cognitive state include: variety/ change, use of multisensory media, novelty/conflict/surprise, use of questions, visitor control/interactive exhibits, connections to visitors and good physical orientation. Whereas the setting factors for mindless cognitive states are described as being traditional, with repetitive media and a lack of interactivity. Mindful visitors are described as having high interest in content, having low levels of fatigue and having educational motive.

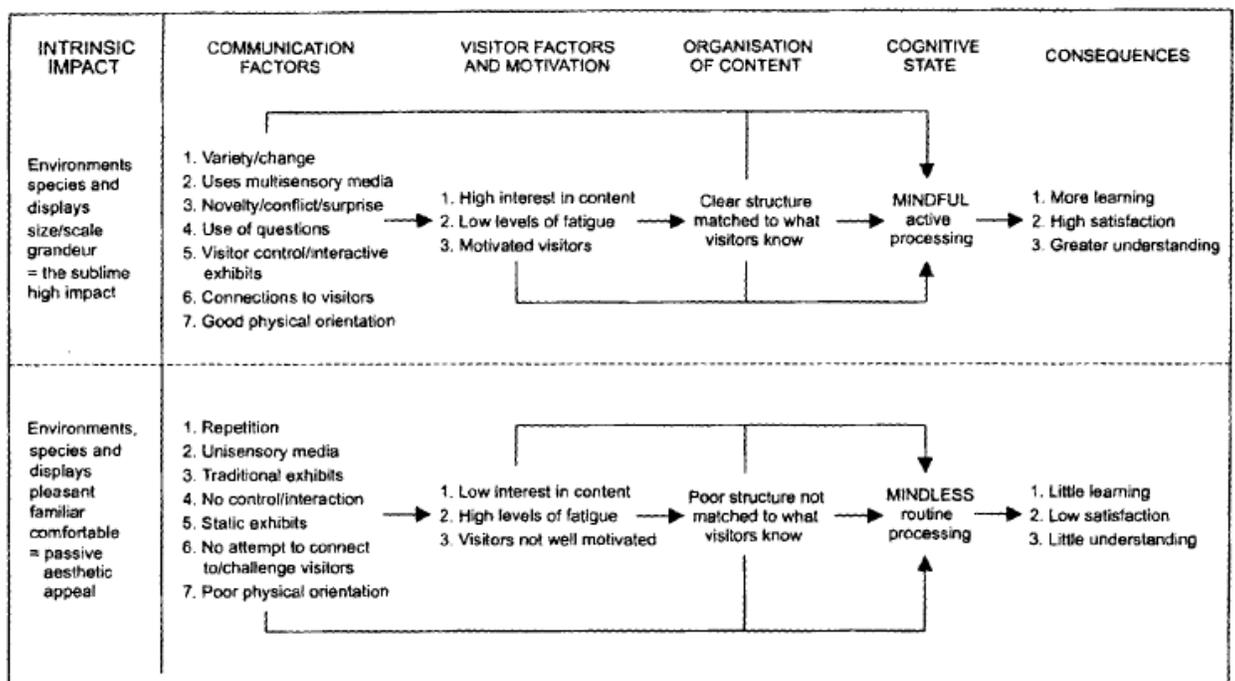


Figure 1. Mindfulness Model of Visitor Behavior and Cognition at Built Heritage Sites

Adapted from "Mindful Visitors: Heritage and Tourism, by G. Moscardo, 1996, *Annals of Tourism Research*, 23(2), 383. Copyright 1996 by Elsevier Science Ltd.

Mindless visitors are described as having low interest in the content, high levels of fatigue and an entertainment motive. Ultimately, compared to their mindless counterparts, mindful tourists are described as having increased learning, high satisfaction and greater understanding.

There is an established correlation between the factors of mindfulness and learning motivators (Van Winkle & Backman, 2009). The greater the interest of festival visitors in learning, the more they tended to be in a more mindful state. In one of the few studies of mindfulness with regard to visitor management at tourist destinations Frauman and Norman (2004) found mindfulness to be related both to learning or excitement orientations and to benefits sought while at the destination. Those seeking a more educational experience were amongst the high mindfulness group. Customers who receive higher benefits are more highly satisfied. In their study of mindfulness in a festival context Van Winkle and Backman (2009) found a significant relationship between learning motivators and mindfulness, as well as, mindfulness and satisfaction; though it is mentioned the variation in satisfaction due to mindfulness was small. Pearce (2005) explores this concept as it relates to tourism, likening it to the notion of “edutainment”, or entertainment with educational value. The blend of education and entertainment inherent in cultural festival activities given the importance of mindfulness in consumers suggests the need for the presence of cultural learning as a motivator for a greater satisfaction effect to take place. The dearth of research in this area, particularly as it relates specifically to festivals indicates a need for further study, especially with the continued positive findings.

The Current Study

Cultural events are created, in part, with the motivation to share cultural experience with tourists. Along with this aspect, there are the underlying ideas of intergroup learning and acceptance. Multicultural events exist with the similar aim of promoting culture. However, a cultural festival showcases the customs of a particular group (in-group) to outsiders (Crespi-Vallbona & Richardson, 2007). Meanwhile, multicultural festivals feature members of various groups working in tandem to present their respective cultures to visitors (Getz, Andersson & Larson, 2007).

The settings of multicultural festivals are capable of creating mindfulness in visitors. If the framing of the event includes interactivity, varied media, surprise and available information, mindfulness is achievable. Once the environment has been established, the visitors must participate and shape their experience according to their desired outcome. Those motivated by learning will seek out those activities which allow them to gain knowledge; whereas, attendees with entertainment motivations will tend to be more mindless with respect to the ideas and knowledge being generated by the festival (Pearce, 2005).

For the purpose of this study, the visitors of the annual Global Fusion Festival were surveyed regarding various aspects of their experience. This annual event takes place in early July on the Delaware River waterfront in Philadelphia. Since the first Global Fusion Festival was held in 2007, the festivals have showcased a variety of artists and activities with a multicultural theme. These include: many cultural food vendors, a children's pavilion with a variety of kid-friendly activities, local merchants selling craft items and a wide array of multiethnic musical acts. This originally began as a single day event, but

now exists as a week-long series of small events which culminate in the large-scale festival event. This large-scale event boasts an attendance of over 25,000 people during the 2009 festival (Multicultural Affairs Congress, 2010) Certain aspects of this festival may be capable of creating the mindfulness needed for educationally-motivated attendees to receive their sought after benefits. The types of entertainment vary between vocal music, instrumental music and cultural dance. Additionally, there is interactivity between visitors and the various vendors who showcase their wares as well as in the children's pavilion where family-oriented activities are presented.

In order to assess the festival, a survey instrument was created by Dr. Wesley Roehl for the 2009 Global Fusion Festival. The data was collected throughout the event and produced a sample of 224 attendees. Through the use of this dataset, this study attempted to ascertain the strength of correlation between the presence of learning as a motivator and satisfaction. Guests who responded that they were either "curious to learn more about my ethnic culture" or "curious to learn more about other ethnic culture" will be considered motivated by learning. Analyses were run to investigate relationships between perceived learning items and Attendee Experience Indicator (AEI) questions, which ask: how the experience compared to the respondent's expectations, their level of satisfaction, their likelihood to attend the next year's festival and the likelihood of their recommendation of the festival to friends and family. These analyses were tested for the sample population, for those who identified learning as a motivation and for those who did not identify that motivator. The goal was to examine if the learning motivated group perceived the festival as successful in creating an environment conducive to learning and if they were satisfied by that experience.

Motivation for festival attendance can be used as the basis for consumer segmentation (Lee, Lee & Wicks, 2004). Mindfulness theory links learning motivation to increased satisfaction with a tourist attraction, such as festivals (Van Winkle & Backman, 2009). Based upon these assumptions it is possible for attendees who have a learning motivation to have high satisfaction scores. In this case, the AEI items are representative of the respondent's level of experience. These score should be higher than those who are non-learning motivated and thus mindless consumers of the festival.

H1: Learning motivated guests will have higher scores on AEI items than guests who were not motivated by multicultural learning.

Another facet of mindfulness theory is openness to educational opportunities. Those who engage a situation with the intent to gain a greater understanding are more likely to learn due to their desire to absorb the climate around them (Langer & Moldoveanu, 2000). Conversely, those not seeking knowledge are less likely to gain the same experience from the event. Thus, learning motivated attendees should have a higher score on questions regarding their perception of their education at the festival. Further, their scores should be higher than those who are less receptive to learning.

H2: Learning motivated attendees will have higher scores on learning outcomes than guests who were not motivated by multicultural learning.

CHAPTER 2

METHODOLOGY

This study was conducted at the 2009 Global Fusion Festival. Surveys were administered by student volunteers throughout the length of the festivals, running roughly between 11:00am and 8:00pm. The event had 2 main areas along with several smaller areas where vendors were stationed. The Main Stage area hosted the live entertainment and the Children's Pavilion had family-friendly themed activities. In order to maximize the randomization of respondent selection, the volunteers were instructed to wait by heavy traffic areas or lines and to count and approach every "n"th person, where "n" is the last digit of the volunteer's social security number. After the completion of the survey for a particular participant, the volunteers should then approach the next "n"th person (Roehl, 2009).

Instrumentation

This study is based upon an instrument developed by Dr. Wesley Roehl, Professor and Director of Programs in Tourism and Hospitality at Temple University School of Tourism and Hospitality Management. This survey was tailored for the 2009 Global Fusion Festival, to specifically focus on exploring inherent facets of multicultural learning.

There are five sections of the survey. The first section pertains to the advertising for the festival, including specific radio and print formats. The second section asks about motivation and decision timeframe. A third section asks about the attendees' experiences, using a five-point Likert scale. These items include: attendee perception of the experience

versus their expectations, attendee satisfaction with their experience, the likelihood that the attendee will attend the festival next year and the likelihood that the attendee will recommend the festival to others. A fourth common section uses open-ended questions to solicit attendee suggestions. The final section gathers attendee demographic information.

The instrument created for the 2009 Global Fusion Festival seeks information regarding the event's effectiveness in imparting cultural information. One item asks if the respondent has learned about a culture other than their own. A second item asks if the respondent has learned about their own culture. These items are a component of this study as they will be used to gauge the relationship between cultural learning and satisfaction.

Data Analysis Plan

In order to ascertain the relationships proposed in the hypothesis section, the data from the survey instruments were subjected to a variety of statistical tests. The analysis for each hypothesis was outlined in this section in order to clarify the intentions of the study. The data from each test were used to determine the efficacy of the hypotheses and further their implications for further festivals.

Initially, in order to better understand the attendees, a demographic profile was compiled. The demographic factors present in the survey instrument were age, gender, education level and ethnicity. An investigation was conducted for the total sample population and for those respondents who indicated they were motivated by learning. With respect to ethnicity, the instrument asked respondents to choose as many categories as apply. The list of categories included: American Indian or Alaska Native, Asian, Black

or African American, Hispanic, Native Hawaiian or other Pacific Islander, White, or other. The descriptive analysis for each group was first conducted. The majority of respondents were Black, Hispanic or White, while the other groups had very low representation in the sample. In order to deepen the level of analysis, these small sample categories were combined into an “other ethnicity” group. After reviewing the descriptive statistics, each demographic group (Age, Gender, Education level and Ethnicity) was compared to the learning motivation item through a Chi-Square Goodness of Fit test. This determined if any statistically significant relationships exist between these factors.

The next step involved hypothesis 1. The questions pertaining to this test were the motivator-related item, which is labeled as “What prompted today’s visit to the Global Fusion Festival”, and the AEI items, which included the following items: “Did your experience at the 2009 Global Fusion Festival meet your expectations”, “How would you describe your satisfaction with today’s visit to the Global Fusion Festival”, “How likely are you to attend the 2010 Global Fusion Festival?” and “How likely are you to recommend the 2010 Global Fusion Festival to others”. The motivation item responses were nominal with a list of potential motivators from which the respondents can choose, these include: “children’s pavilion/programming for kids”, “curious to learn more about my ethnic culture”, “curious to learn more about other ethnic cultures”, “the food/information booths/shopping”, “sightseeing”, “see one of the headline artists” or “bring out-of town guests”. Responses to the AEI questions were scored via a 5-point Likert-scale.

The analysis began with the descriptive statistics for the motivators and AEI’s. After the initial investigation, the information was compared between groups. Finally, an

ANOVA was run between groups to examine what, if any, variance exists between groups.

A similar approach was taken for H2, where motivational factors were compared to learning outcome items: “Today I learned something new about my ethnic culture” and “Today I learned something about other ethnic cultures”. These items were rated on a 5-point Likert scale. The descriptive statistics were first explored for the guests based upon their motivational factors. The groups were then compared through both the descriptive statistics and an ANOVA to determine if significant variance is present between groups.

Validity and Reliability

For the purposes of this study, the data used was collected from the Global Fusion Festival via the instruments created by Dr. Wes Roehl. This presents a few considerations regarding the reliability and validity of the data. When using secondary source data, the information is in the context of the creator of the instrument and his or her intentions for the study. This represents a loss of control for later analyzers of the data (Cowton, 1998). Particularly, due to a lack of familiarity with the underlying methods of the study, it is easy for researchers to interpret secondary datasets in an incorrect or improper context. In this case however, the methodological considerations taken for the collection of the data collection was known to the analyzer who was a part of the data collection process. Another potential issue with using secondary data is the potential lack of relevance to other studies (National Restaurant Association Educational Foundation, 2007). In this case, the survey instrument had a strong focus was placed on the aspects of learning, which are relevant to this study. There are also benefits to using secondary data sources, specifically expense and efficiency. Secondary datasets are often inexpensive to obtain

both with respect to money and time (Nicoll & Beyea, 1999). The use of this data has been eased due to the lack of necessity to collect the data. Further, as previously states, an alignment of the goals of the primary data collection and this study exists. Also, the understanding of secondary datasets in general is important for the development of new theories and the reimagining of old theories (Cowton, 1998).

As the instrument was created by another person, its validity is subject to the practices of its creator. The process for creating the instrument involved the input of both academic and professional influences, which allows the information to be applicable to both theoretical and practical contributions. This asserts the face validity of the instrument. Further, the content of the instrument is comprehensive relative to the goals for the study. The learning aspect was present in addition to a multitude of attendee profiling items, which is in keeping with the goal of understanding the nature and characteristics of the attendees.

The items in the surveys related to the attendee's experience operate within the realm of convergent construct validity. The construct of satisfaction is contingent to the experience relative to the expectation of the attendee. Thus, if the attendee's experience met or exceeded his or her expectations, their response to the satisfaction questions should be high or vice versa.

The reliability of the instrument has been demonstrated based on the administration of the survey over the course of two years. The screening questions identical to both instruments gave a consistent view of the attendee population despite the differences in sample size. Thus the instrument has been shown to create consistency between the years.

This will be strengthened over time with further administrations of instruments at future festivals.

CHAPTER 3

RESULTS

The data used in this study examined the total population and participants who identified learning (either for their own culture or other cultures) as their motivation for attending. The aggregate of these two motivations were used to discern the learning motivation group as opposed to the non-learning motivated group. The characteristics of these two groups were examined in order to better understand the profile of attendees. The sample population included 224 participants, out of which 51 respondents or 22.8% indicated learning was part of their motivation to attend the festival. The majority of respondents (77.2%) did not indicate learning as contributing to their motivation but instead chose other factors, such as entertainment, food or sightseeing. The gender statistics for the sample population showed a majority of female respondents (55.6%) and a minority of male respondents (44.4%). The group motivated by learning also had a majority of female respondents (71.4%) as opposed to the 28.6% of male respondents. (See Table 1) A Chi-square test was run to determine if a statistically significant relationship exists between learning motivation and gender. The test revealed the existence a statistically significant relationship, $\chi^2(1, N = 214) = 6.44, p = .011$.

Table 1. Descriptive statistics and Chi-Square test results for gender

	Population		Learning		Non-Learning	
N	214		49		165	
	#	%	#	%	#	%
Male	95	44.40%	14	28.60%	81	49.10%
Female	119	55.60%	35	71.40%	84	50.90%
χ^2						
df	N		Value		Sig	
1	214		6.44		0.011	

The dataset also included an age demographic item. The sample population had the following breakdown (See Table 2): 23.1% were aged between 18 and 24 years, 27.2% between 25 and 34 years, 19.5% between 35 and 44 years, 19.0% between 45 and 54 years, 8.6% between 55 and 64 years and 2.7% were 65 years or older (See Table 2). The learning motivation group's percentages for respondents younger than 45 years were lower than the total population. The Chi-square test shows a relationship which is statistically significant at the .10 level, $\chi^2(5, N = 221) = 10.41, p = .064$.

Table 2. Descriptive Statistics and Chi-square results for age

	Population		Learning		Non-Learning	
N	221		50		171	
	#	%	#	%	#	%
18-24	51	23.08%	9	18.00%	42	24.56%
25-34	60	27.15%	12	24.00%	48	28.07%
35-44	43	19.46%	7	14.00%	36	21.05%
45-54	42	19.00%	13	26.00%	29	16.96%
55-64	19	8.60%	5	10.00%	14	8.19%
65+	6	2.71%	4	8.00%	2	1.17%
χ^2						
df	N		Value		Sig	
5	221		10.41		0.064	

The education levels of the sample population were also gathered. The sample population had the following distribution (See Table 3): 7.3% received less than a high school education, 20.9% were high school graduates, 16.8% had some college, 10.5% had a 2 year college degree, 29.6% had a 4 year college degree, 13.6% had a graduate level degree and 1.4% reported other. The learning group's breakdown was: 4.0% received less than a high school education, 22.0% were high school graduates, 12.0% had some college, 14.0% had a 2 year college degree, 22.0% had a 4 year college degree, 22.0% had a graduate level degree and 4.0% reported other. As shown on Table 3, the Chi-square test did not reveal a statistically significant relationship between learning motivation and education.

Table 3. Descriptive Statistics and Chi-square results for education

	Population		Learning		Non-Learning	
N	220		50		170	
	#	%	#	%	#	%
>HS	16	7.27%	2	4.00%	14	8.24%
HS	46	20.91%	11	22.00%	35	20.59%
Some College	37	16.82%	6	12.00%	31	18.24%
2-yr College	23	10.45%	7	14.00%	16	9.41%
4-yr College	65	29.55%	11	22.00%	54	31.76%
Grad Degree	30	13.64%	11	22.00%	19	11.18%
Other	3	1.36%	2	4.00%	1	0.59%
χ^2						
df	N		Value		Sig	
5	217		7.32		0.198	

The demographic factor of race/ethnicity was also included in the instrument. The instrument had the following categories: American Indian, Asian, Black, Hispanic,

Hawaiian or Pacific Islander, White or Other. It should be noted respondents were instructed to check all ethnicities which applied. The sample population had a majority of African American respondents (46.6%), followed by White respondents (31.2%), the Hispanic respondents (13.1%) (See Table 4). The other ethnicity groups represented a smaller portion of the population: 2.3% were American Indian descent, 4.5% were of Asian ethnicity, 6.3% identified as other ethnicity and 0 respondents identified as Hawaiian or Pacific Islander. This trend was similar in the learning group, where 36.0% of respondents were African American, 28.0% were White, and 18.0% were Hispanic. The other ethnicity categories made up a smaller portion of the learning motivated group with American Indians representing 2.0%, Asians representing 4.0% and 12.0% were from the other ethnicities category. In order to proceed with more in depth analysis, due to the very small sample sizes of the American Indian, Asian, Hawaiian or Pacific Islander and Other groups and thus for ease of calculation, these small groups were combined into the other classification. The Chi-square test between Black ethnicity and learning motivation revealed a relationship at the .10 level, $\chi^2(1, N = 221) = 2.92, p = .087$. The tests run between the ethnicities categories of White, Hispanic and Other did not provide statistically significant relationships.

Table 4. Descriptive statistics and Chi-square results for race

N	Population 221		Learning 50		Non-Learning 171	
	#	%	#	%	#	%
American Indian	5	2.26%	1	2.00%	4	2.34%
Asian	10	4.52%	2	4.00%	8	4.68%
Black	103	46.61%	19	38.00%	84	49.12%
Hawaiian or Pacific Islander	0	0.00%	0	0.00%	0	0.00%
Hispanic	29	13.12%	9	18.00%	20	11.70%
Other	14	6.33%	6	12.00%	8	4.68%
White	69	31.22%	15	30.00%	54	31.58%

χ^2					
Variable	df	n	Value	Sig	
Black	1	221	2.92	0.087	
Hispanic	1	221	1.35	0.246	
White	1	221	0.05	0.832	
Other	1	221	1.66	0.198	

The final factor investigated was previous attendance. The first item on the survey instrument inquires if the respondent attended the Global Fusion Festival in 2007 or 2008. The percentage of respondents who attended the 2007 festival was 11.61%, while those who responded they attended in 2008 was 21.88% (See Table 5). Respondents who attended at least one previous year made up 27.68% of the sample population. Since some respondents attended multiple previous festivals, the descriptive statistics were also tabulated for each category individually, where 5.80% attended the 2007 festival, but not the 2008 festival. Attendees who attended the 2008 festival, but not the 2007 festival represented 16.07% and 5.80% previously attended both the 2007 and 2008 festivals. Meanwhile, 26.92% of respondents who were motivated by learning had previously

attended a Global Fusion Festival. The Chi-square tests between attendance factors and learning motivation did not provide any statistically significant relationships.

Table 5. Descriptive statistics and Chi-square results for previous attendance

N	Population 224		Learning 52		Non-Learning 172	
	#	%	#	%	#	%
Attended 2007	26	11.61%	7	13.46%	19	11.05%
Attended 2008	49	21.88%	9	17.31%	40	23.26%
Attended 2007 and/or 2008	62	27.68%	14	26.92%	48	27.91%
Attended 2007 Only	13	5.80%	5	9.62%	8	4.65%
Attended 2008 Only	36	16.07%	7	13.46%	29	16.86%
Attended 2008 Only	13	5.80%	2	3.85%	11	6.40%

χ^2					
Variable	df	n	Value	Sig	
Attended 2007	1	224	0.29	0.591	
Attended 2008	1	224	0.69	0.406	
Previously Attended	1	224	0.002	0.967	

The characteristics of satisfaction were explored between respondents who were motivated by learning (n=51) and those who did not indicate they were motivated by learning (n=173). H1 poses that the group with learning as a motivator will have higher scores in the AEI items (See Table 6). The learning group had the highest score in likelihood to recommend the festival to others (n=51, mean=4.000, sd=.938), followed by satisfaction (n=52, mean=3.981, sd=.852), then likelihood of attending future festivals (n=51, mean=3.980, sd=1.068) and finally if the festival met the attendee's expectations (n=52, mean=3.481, sd=.896). In each of the AEI categories, the learning motivated group received scores that were above average, which were mostly around 4, which is equivalent to the agree response to each item. In nearly each category, the mean was

greater than the population mean. However, the differences between these groups are not very large, with the largest difference in the expectation item, which was 3.442 for the population (n=224, mean=3.442, sd=.866) as opposed to 3.481 for the learning group.

Table 6. Descriptive statistics and ANOVA results for AEI items

	Population			Learning			Non-Learning		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Expectation	224	3.442	0.866	52	3.481	0.896	172	3.43	0.859
Satisfaction	224	3.973	0.825	52	3.981	0.852	172	3.971	0.82
Attend	223	3.96	0.979	51	3.98	1.068	172	3.953	0.954
Recommend	223	4.09	0.871	51	4	0.938	172	4.116	0.837
ANOVA									
Variable	df 1		df 2		F	p			
Expectation	1		222		0.135	0.713			
Satisfaction	1		222		0.006	0.94			
Attend	1		221		0.03	0.864			
Recommend	1		221		0.701	0.403			

In the likelihood to recommend the festival category, the population mean was 4.09 (n=223, mean=4.09, sd=0.871), which is slightly higher than the learning group's average score of 4.

The mean scores were then compared between the learning group and the non-learning group, in accordance to H1, which proposes the learning groups would be higher than the non-learning group. A one-way ANOVA was run between groups for each of the AEI items and none of the relationships proved to be statistically significant.

The second hypothesis investigates the success of the festival to create an atmosphere conducive to learning. The scores on the learning perception items were compared

between the learning motivation and non-learning motivation groups. The learning group generally scored lower on the learning perception items as compared to the satisfaction items, but still higher than neutral (See Table 7). In the category of learning about one's own culture, the learning group scored only slightly higher than neutral (n=52, mean=3.019, sd=1.196), but a bit higher than the non learning group's average (n=172, mean=2.762, sd=1.158). In the other learning item, whether the respondent learned about other cultures, the learning group had a higher score (n=52, mean=3.500, sd=1.163) than both the other learning item and the non learning group average (n=168, mean=3.381, sd=1.099). In accordance with H2, a one-way ANOVA was run between motivation groups for the learning items. These results were showed no significant relationships between groups. This is illustrated on Table 7, where both items received relatively low F-scores and thus higher than .05 p-values.

Table 7. Descriptive statistics and ANOVA results for learning items

	Population			Learning			Non-Learning		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Learning about My Culture	224	2.821	1.169	52	3.019	1.196	172	2.762	1.158
Learning about Other Cultures	220	3.409	1.113	52	3.5	1.163	168	3.381	1.099
ANOVA									
Variable	df 1		df 2		F	p			
Learning about My Culture	1		222		1.946	0.1643			
Learning about Other Cultures	1		218		0.4533	0.5015			

As an additional exploration of learning motivation and perceived learning, the learning motivation items were compared individually. Two new set of groups were formed, those who were motivated to learn about their own cultures versus those who were not and those who were motivated to learn about other cultures as opposed to those who were not. An independent samples t-test was run to compared the scores for each set of groups on each of the learning perception items (I learned about my own culture, I learned about other cultures.) The goal of this was to discern if there was a statistically significant relationship between those who were motivated to learn and their learning perceptions. The tests did not reveal any statistically significant relationships (See Table 8). However, there is an indication that all of the groups overall learned from their experience at the Global Fusion Festival given the consistently high mean scores.

Table 8. Independent samples T-test between learning and non-learning motivation groups

	Learning about My Culture			Learning about Other Cultures		
	df	t	Sig	df	t	Sig
Learning Motivated by Own Culture	222	-1.32	0.188	218	-0.38	0.703
Learning Motivated by Other Cultures	222	-1.48	0.14	218	-0.79	0.432

Discussion

The investigation in the attendee profile of the 2009 Global Fusion Festival revealed some statistically significant interactions. A statistically significant relationship exists between the gender of attendees and learning motivation. The factor of age also has a

statistically significant relationship; however it is not as strong as the gender factor. The final statistically significant finding is a relationship between learning motivation and African American ethnicity. While there is a multicultural aim for this festival, there is a strong representation of African American performers in the festival programming. This coupled with the large number of African American attendees could have contributed to this finding, as demonstrated by Lee, Lee and Wicks(2004), that familiarity with a particular culture can affect perception of an event. In general, amongst the festival literature articles reviewed, there were no significant results regarding these factors for mindfulness. The majority of studies in the festival literature focused on case studies or cluster analyses of stakeholders. Meanwhile, the tourism related mindfulness studies focus mainly on museum and heritage tourism. The sparseness of literature on mindfulness as it relates to festivals could explain the lack of support for these demographic influences on learning. This suggests the need for more study in the role of learning in the festival context. These studies could allow for greater insight into methods for tailoring educational components to meet the needs of learning motivated attendees and help to allow for better targeting of mindful customers.

Another important insight to be gained from the demographic information can be found not in the largest groups but, rather in the smaller groups. The number of Asian respondents was 10 in the sample population. This is problematic for multiple reasons, the first of which is that one of the goals of the festival is to celebrate multiculturalism by bringing people of different cultures together, which seems to be less than accomplished given the lack of Asian attendees. This is also an interesting development geographically. The Global Fusion Festival takes place at Penn's Landing, which is less than 2 miles

from Chinatown (Google Maps, 2011), which is home to a large Asian / Asian-American population. Despite the relatively close proximity to the site this population was not drawn to attend the festival. This may indicate a weakness in the marketing for the festival in the Philadelphia Asian community. This may be remedied by expanding the partnerships the festival operators have with various media outlets which cater to specific ethnic groups. By adding Asian language newspapers or Asian language radio stations in the area to their list of partners, they may be able to better attract the Asian population. Also, perhaps greater coverage of the Chinatown area with poster or other promotional materials may be helpful. Another method of attracting more Asian attendees could be through programming. More Asian cultural music or dance exhibitions on the main stage or demonstrations of Asian crafts or vendors may help to increase participation by this particular ethnic group.

This study investigated educationally motivated attendees, who are mindful participants in the event. Yet, despite their motivation, the tests resulted in a lack of difference between this population and the respondents who were not educationally motivated with regard to satisfaction (AEI) and learning outcomes. One possible explanation for this is a need for a more mindfulness-conducive environment. The mindfulness framework (Figure 1) shows there are more than just visitor factors which affect the satisfaction and learning outcomes. Setting and design factors play an important role by creating an atmosphere conducive to learning and essentially fostering a more exciting experience. The model lists factors such as: variety/change, use of multisensory media, novelty/conflict/surprise, use of questions, visitor control/interactive exhibits, connections to visitors and good physical orientation. It may improve the

educational gains of all attendees if the festival were structured and programmed with these factors in mind.

One important factor is the use of varied or multisensory media. The festival had a variety of entertainment culturally, but there was not a true multisensory experience. Guests watched and listened to performers, but they did not take part beyond that. One suggestion for multisensory programming would be to have cultural booths showcasing different cultures including sample crafts which could be touched by guests, along with music and smells of the culture, be they in form of food or fragrances such as perfume or incense to arouse the olfactory and tactile senses in addition to the visual and auditory senses. This may also create conditions which invoke the second factor, novelty/conflict/surprise. This multisensory approach to cultural exhibition would certainly be a more novel approach and experience, while also giving greater variety of activities.

Other setting factors such as use of questions or the use of interactive exhibits could also be used to create a more educational environment, while not lessening the entertainment value of the event. The entertainment on the main stage area was mostly non-interactive. The attendees sat or stood and watched the performances without interaction beyond applause between acts. The children's pavilion area had arts and crafts and other more interactive activities, but they were aimed at children. There is little likelihood of adults without children partaking in these activities. In order to create more adult-friendly interactivity the organizers could incorporate demonstrations in the creation of cultural crafts or perhaps the sharing of cultural stories amongst members of the population. Also, the food at the festival represents a wide variety of cultures. There

could be a showcase on different cultural cuisines and how to prepare them. This would increase the amount of interactivity for guests and also may increase the sales of certain vendors whose hand crafts are featured in the demonstrations. Furthermore, the incorporation of these suggestions would provide further entertainment for all guests regardless of their motivation.

It would be interesting in the future to see if any such changes toward create a more mindful environment are implemented and if there are changes within the satisfaction and learning levels of learning motivated guests as well as the number of such guests. If these changes were implemented this would have implications on the marketing and promotion of the event in addition to the planning and programming changes. Showcasing the new activities may attract a more mindful crowd of attendees, who may have a more educationally impactful experience based on the quality of the more mindfully programmed activities. Also, this could lead to better understanding of the customer base of the festival.

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