

TOWARDS AN UNDERSTANDING OF THE VOLUNTEER TOURISM EXPERIENCE

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DECLARATION ON ETHICS

The research presented and reported in this thesis was conducted within the guidelines for research ethics outlined in the *National Statement on Ethics Conduct in Research Involving Human* (1999), the *Joint NHMRC/AVCC Statement and Guidelines on Research Practice* (1997), the *James Cook University Policy on Experimentation Ethics. Standard Practices and Guidelines* (2001), and the *James Cook University Statement and Guidelines on Research Practice* (2001). The proposed research methodology received clearance from the James Cook University Experimentation Ethics Review Committee (approval number H1634 & H1719).

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Date

Alexandra Coghlan

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ABSTRACT

A new form of tourism, volunteer tourism, has been put forward as a solution to an apparent decreasing public understanding of environmental debates and financial commitment towards resolving conservation concerns. This tourism sector makes use of holiday-makers who volunteer to fund and work on conservation projects around the world and aims to provide to provide sustainable alternative travel that can assist in community development, scientific research or ecological restoration. Unlike ecotourism where profit drives the operator, many volunteer tourism companies are non-profit organisations, whose aim is to allow travellers to work alongside researchers on environmentally or socially beneficial projects. Such volunteer work provides a means for direct interaction between environmental scientists and the general public and is a potentially powerful tool for creating an increasingly global environmental ethic.

Previous studies of volunteer tourism suggest that participants share similar characteristics to (extreme) ecotourists, i.e. tourists who desire a high level of interaction with the environment, to be environmentally responsible and to be challenged, but unlike ecotourists, volunteer tourists are believed to be motivated by a sense of altruism. Researchers describe the volunteer tourism experience as a form of serious leisure, with a focus on learning and contributing to a worthwhile cause. Other motivations that have been associated with volunteer tourism, volunteering and tourism include escape, relaxation, relationship enhancement, self-development, building a personal power base, advancing a personal agenda, developing a career that leads to status or other rewards, interest in the subject matter, and an interest in helping the researcher. How ubiquitous these motivations are and how they shape the volunteer tourism experience is not yet understood.

This research investigated the volunteer tourists' expectations and experiences in order to enhance volunteer tourism's potential as a conservation tool. It sought to identify key variables and factors which shape this sector; and to prepare the way for subsequent large scale empirical studies. It applied new data collection tools (a daily diary) to a new field of tourism research (the volunteer tourism experience). The research aims were (i) to identify differences between organisational images that might lead to different volunteer tourist experiences (Study One), (ii) to

determine the socio-demographic and motivational profiles of volunteer tourists (Study Two), (iii) to examine volunteer tourists' experiences and to identify patterns of experience and the elements that lead to a satisfying experience (Study Three), and finally (iv) to understand the experience from the expedition staff's point of view (Study Four).

Study One looked at a sample of volunteer tourism organisations (n=29) to identify their projected and perceived organisational images. The former were investigated by assessing promotional photographs, mission statements and volunteer tourist testimonies, and the latter were analysed using a multiple sorting procedure performed by 30 postgraduate students. Based on the results, a general typology was developed resulting in four groups – “research conservation” expeditions, “holiday conservation” expeditions, “adventure holiday” expeditions and “community holiday” expeditions. The four groups could be distinguished based on their mission statements, photographs, testimonies, and sorting criteria.

Study Two investigated the expectations, motivations and socio-demographic profiles of volunteer tourists. Volunteers from six organisations (n=77) were studied using a diary-based method. This relatively small sample size was due to the nature of volunteer tourism (infrequent trips with small groups in very remote locations). Distinct socio-demographic and motivational profiles were found: four organisations appeared to attract a younger market with a lower level of prior conservation involvement, less travel experience and who were motivated by personal development and experiential and recreational goals, while two organisations catered to an older market, who have a higher level of conservation involvement and travel experience and who were more motivated to learn and help the researcher.

Study Three investigated volunteer tourist experiences based on the findings from the previous two studies. The positive and negative elements of their volunteer tourism experiences were investigated, along with on-site satisfaction and moods. The results indicated that whilst most of the volunteer tourists' motivations and expectations were fulfilled, their moods, satisfaction levels and overall assessment of the expedition were dependent on the presence of four elements: the opportunity for skill/knowledge development, having fun, experiencing new things, and contributing to a worthwhile project. Furthermore, certain experience patterns could be identified from the volunteer tourists' diaries; some volunteers were confident

and highly involved in the expedition, some were slightly more anxious and did not become so involved in all aspects of the expedition, whilst others were primarily concerned with their own achievements, and lastly some show lower levels of involvement in the project.

The final study investigated the staff's expectations of the volunteers. Staff were asked to describe their qualifications for the job and the role they expected the volunteers to fulfil, to rate the items from Study Two that might have motivated their volunteers to join the expedition and to assess the volunteers' performance. In most cases, staff placed a greater emphasis on the volunteering and research aspects of the expedition, often to the detriment of fun and social elements. They felt their science and research experience qualified them for the job, that volunteers should be hard working and perform to the best of their ability.

Overall, the research revealed that whilst volunteer tourists have poorly defined expectations of their expedition, they are generally satisfied as long as the four elements mentioned above are present during the expedition. The need for fun and new and different experiences contradict previous notions of volunteer tourism as a form of serious leisure involving altruistic motivations. Moreover, staff could be made more aware of the different roles they are to fulfil during the expedition.

Methodological and conceptual contributions of this research include the development of an experience data collection tool and an integrative approach to studying volunteer tourism. The role of altruism as a motivating force was challenged, whilst the importance of having fun, contributing to a worthwhile project, learning and experiencing new and different things was highlighted. Opportunities for future research into the role of personality, staff attitudes and volunteer rewards, as well as the organisation's evaluation of volunteer tourism as a form of recreation experience were presented. Furthermore, some of the variables that define this sector and may be useful employed in an Equity model of volunteer tourism were identified and may be used to refine the current state of knowledge regarding volunteer tourism as an exchange of services and benefits between two parties. Finally, recommendations are made to help enhance volunteer tourism's potential as a conservation tool.

TABLE OF CONTENTS:

STATEMENT OF ACCESS	ii
DECLARATION	iii
DECLARATION ON ETHICS	iv
ACKNOWLEDGEMENTS	v
ABSTRACT	viii
LIST OF TABLES	xii
LIST OF FIGURES	xii
LIST OF APPENDICES	xvii
A PERSONAL NOTE	xviii

CHAPTER ONE: Linking Tourism, Volunteering and Nature Conservation

1.1. OVERVIEW OF THESIS AND RESEARCH QUESTIONS	1
1.2. INVOLVING THE GENERAL PUBLIC IN SCIENCE	3
1.2.1. <i>The state of the environment today</i>	3
1.2.2. <i>A concerned public</i>	5
1.2.3. <i>A lack of scientific understanding</i>	6
1.2.4. <i>The need for environmental education</i>	6
1.2.5. <i>Decreasing financial commitment to conservation</i>	8
1.3. VOLUNTEERS: LINKING CONSERVATION & THE PUBLIC	9
1.3.1 <i>The use of volunteers in science</i>	9
1.3.2 <i>The advantages of using volunteers in science</i>	10
1.3.3 <i>Some pitfalls of using volunteers in science</i>	12
1.4. TOURISM AND CONSERVATION	14
1.4.1 <i>Historical background</i>	14
1.4.2. <i>Ecotourism: definitions and dilemmas</i>	16
1.5. VOLUNTEER TOURISM: LINKING THE PUBLIC, SCIENCE & CONSERVATION	21
1.5.1. <i>Background</i>	21
1.5.2. <i>The volunteer tourist</i>	23
1.5.3. <i>Issues in volunteer tourism</i>	25
1.6. OVERALL RESEARCH DIRECTIONS	28

CHAPTER TWO: Understanding Volunteer Tourist Behaviour

2.1. INTRODUCTION	33
2.2. INTERPERSONAL EXCHANGE THEORIES	34
2.3. VOLUNTEER BEHAVIOUR	37

2.3.1. <i>Identifying and recruiting volunteers</i>	37
2.3.2. <i>Volunteer motivation and satisfaction</i>	38
2.3.3. <i>Volunteer organisations</i>	41
2.4. TOURIST BEHAVIOUR	43
2.4.1. <i>A “person” approach</i>	44
2.4.2. <i>A “reasons” approach</i>	46
2.4.3. <i>A “place” approach</i>	47
2.4.4. <i>Destination selection</i>	48
2.4.5. <i>Researching destination images</i>	49
2.4.6. <i>Tourist emotion</i>	50
2.4.7. <i>Tourist satisfaction</i>	56
2.5. RESEARCH DIRECTIONS AND THESIS STRUCTURE	58

CHAPTER THREE: Expectations created by volunteer tourism organisations

3.1. INTRODUCTION	63
3.2. AIMS AND OBJECTIVES	65
3.3. MATERIALS AND METHODS	67
3.3.1. <i>Organisational Sampling</i>	67
3.3.2. <i>Analysis of Projected Images</i>	68
3.3.3. <i>Analysis of Perceived Images</i>	70
3.4. RESULTS	72
3.4.1. <i>Organisational Sampling</i>	72
3.4.2. <i>Analysis of Projected Images</i>	73
3.4.3. <i>Analysis of Perceived images</i>	97
3.5. DISCUSSION	105
3.5.1. <i>General Comments</i>	105
3.5.2. <i>A typology of Volunteer Tourism Organisations</i>	107

CHAPTER FOUR: The motivations and expectations of volunteer tourists

4.1. INTRODUCTION	114
4.2. AIMS AND OBJECTIVES	117
4.3. MATERIALS AND METHODS	119
4.3.1. <i>Sample</i>	119
4.3.2. <i>Data collection materials</i>	120
4.4. RESULTS	125
SECTION A	
4.4.1. <i>The socio-demographic profile of volunteer tourists</i>	125
4.4.2. <i>The motivations of volunteer tourists</i>	126
4.4.3. <i>The expectations of volunteer tourists</i>	132
SECTION B	
4.4.4. <i>Comparing the organisations’ image with respondent motivations</i>	146

4.4.5. Comparing the organisations' image with respondent expectations	151
SECTION C	
4.4.6. Towards a framework for understanding volunteer tourism experiences	153
4.5. DISCUSSION	155
4.5.1. The highly segmented nature of volunteer tourism	155
4.5.2. Comparison with other motivational studies	157
4.5.3. The relative roles of volunteering and travel motivations	159
4.5.4. The contradictions within the results	161
4.5.5. The role of the push/pull theory in volunteer tourism	162
4.5.6. Mismatches in volunteer motivations and organisational image	163
4.5.7. Predictions for volunteer tourism experiences	164
 CHAPTER FIVE: Volunteer Tourists' On-Site Experiences	
5.1. INTRODUCTION	166
5.2. AIMS AND OBJECTIVES	169
5.3. MATERIALS AND METHODS	171
5.3.1. Respondents	171
5.3.2. Data collection materials	171
5.4. RESULTS	179
PART ONE	
5.4.1. The volunteers' best and worst experiences	179
5.4.2. The volunteers' on-site emotions	183
5.4.3. The volunteers' satisfaction levels	185
5.4.4. The volunteers' evaluation of the activities	186
5.4.5. The volunteers' evaluation of other expedition characteristics	190
5.4.6. The volunteers' comments and recommendation about the expedition	192
PART TWO	
5.4.7. The confident group	195
5.4.8. The anxious group	215
5.4.9. The personal achievement group	230
5.4.10. The others	237
5.5. DISCUSSION	245
5.5.1. Summary and discussion of results	245
5.5.2. Advances in the study of on-site tourist experiences	249
5.5.3. Understand volunteer tourists' experiences	252
5.5.4. Management implications of the results	258
 CHAPTER SIX: Expedition staff's expectations & experiences	
6.1. INTRODUCTION	261
6.2. AIMS AND OBJECTIVES	266
6.3. MATERIALS AND METHODS	267
6.3.1. Respondents	267
6.3.2. Data collection materials	267

6.4. RESULTS	269
6.4.1. <i>General profile</i>	269
6.4.2. <i>Organisation-specific profiles</i>	280
6.5. DISCUSSION	304
6.5.1. <i>The profile and role of the expedition staff</i>	304
6.5.2. <i>Staff perceptions of volunteer roles and characteristics</i>	306
6.5.3. <i>Assessment of the volunteers' performance</i>	307
6.5.4. <i>Volunteer expectations and staff expectations</i>	310
6.5.5. <i>Expedition improvements</i>	311
 CHAPTER SEVEN: Thesis Implications And Conclusions	
7.1. KEY FINDINGS	315
7.1.1. <i>Summary of key findings</i>	315
7.1.2. <i>Management recommendations</i>	318
7.2. CONTRIBUTIONS TO THE EXISTING KNOWLEDGE	323
7.2.1. <i>Advances in volunteer tourism studies</i>	323
7.2.2. <i>Advances in tourism studies</i>	325
7.2.3. <i>Advances in volunteer behaviour studies</i>	327
7.3. VOLUNTEER TOURISM AND EQUITY THEORY	328
7.4. STUDY LIMITATIONS	330
7.4.1. <i>Sample size</i>	331
7.4.2. <i>Methodological considerations</i>	332
7.4.3. <i>The exploratory nature of the research</i>	333
7.5. FUTURE RESEARCH	334
7.5.1. <i>Management issues</i>	334
7.5.2. <i>Interpersonal variations in volunteer tourism experiences</i>	335
7.5.3. <i>Other impacts of volunteer tourism expeditions</i>	336
7.5.4. <i>Organisations' perspectives</i>	337
7.6. CONCLUSIONS	337
 REFERENCES	 339

LIST OF TABLES

Table 1.1. Developing a personal environmental ethic: guidelines.....	8
Table 2.1. Characteristics of Earthwatch expeditions taken from Hartman (1997):	42
Table 2.2. the Consumption Emotions Set taken from Richins (1997).....	56
Table 3.1. Conservation Volunteer Tourism Organisation Sample.....	73
Table 3.2. The Number Of Destination Countries For Each Organisation That Send Volunteers Abroad.	75
Table 3.3. The Variation between Organisations in Expedition Price and Length, and Number of Projects and Destinations Offered.	78
Table 3.4. the age groups and target market of each organisation	79
Table 3.5. Expeditions themes and examples of expeditions for each organisation.	81
Table 3.6. The Training Format And Opportunity To Conduct Independent Projects For Each Organisation.....	84
Table 3.7. The Presence Of Researcher Or Expedition Leader Profiles And A List Of Expedition Outcomes For Each Organisation.....	85
Table 3.8. The Theme Of Each Organisation's Mission Statement.....	87
Table 3.9. The Definitions And Some Examples Of Four Of The Five Most Common Themes In The Testimonies Of Past Volunteers.....	89
Table 3.10. The Most Commonly Used Photo Categories For Each Organisation	92
Table 3.10. The Most Commonly Used Photo Categories For Each Organisation	93
Table 3.11. Groupings Of Organisations Based On The Major Categories Of Photographs Used In Their Promotional Material And Their Mission Statements.	94
Table 3.12. Differences Between Organisations In Their Use Of Promotional Photographs.	95
Table 3.13. Number Of Tourism And Biology Students With Previous Experience Of Or Who Were Interested And Aware Of Volunteer Tourism	98
Table 3.14. Awareness, Interest And Conservation Scores For Tourism And Biology Students	98
Table 3.15. Sorting Effort Of Biology And Tourism Students.....	99
Table 3.16. Nature And Frequency Of Criteria Used To Group Organisations.	100
Table 3.17. A general typology of volunteer tourism organisations that offer conservation research expeditions	111
Table 4.1. Summary information regarding the different organisations sampled.	119
Table 4.2. The factors, items and references used in the motivational survey.....	122
Table 4.3. The different themes to be investigated according to study one.	124
Table 4.4a: Respondents' profile: Gender, age and nationality.....	125
Table 4.4b: Respondents' profile: travel experience, VT experience & conservation involvement.	126
Table 4.5: The mean score and SD for each motivational item.	128
Table 4.6. Comparison of respondent ratings for each theme between Study One and Study Two.....	150
Table 4.7. Comparison of the grouping themes from Study One and the volunteers' expectations	152
Table 4.8.: A summary of the principal motivations for volunteers from each organisation	157
Table 4.9.: Predictions for volunteer tourism experience.....	166

Table 5.1. Other factors that may have affected volunteer tourists' experiences	177
Table 5.2. The volunteers' satisfaction scores, overall and for each organisation.	186
Table 5.3.: The volunteers' evaluation of expedition activities.....	188
Table 5.4.: How much time the volunteers would like to spend on each activity.	189
Table 5.5. The volunteers' assessment of other expedition characteristics.	190
Table 5.6. Mary's Satisfaction scores.	197
Table 5.7. Fulfilling Mary's motivations and expectations.....	197
Table 5.8. Fulfilling Mary's motivations and expectations.....	198
Table 5.9. Jo's satisfaction scores	202
Table 5.10. Fulfilling Jo's motivations and expectations.....	202
Table 5.11. Simone's satisfaction scores.....	205
Table 5.12. Fulfilling Simone's motivations and expectations	205
Table 5.13. Felicity's satisfaction scores.....	208
Table 5.14. Fulfilling Felicity's motivations and expectations	208
Table 5.15. Jenny's satisfaction scores	210
Table 5.17. Nancy's satisfaction scores	214
Table 5.18. Fulfilling Nancy's motivations and expectations	214
Table 5.19. Lucy's satisfaction scores	218
Table 5.20. Fulfilling Lucy's motivations and expectations	218
Table 5.21. Fulfilling Lucy's motivations and expectations.....	219
Table 5.22. Bridget's satisfaction scores	223
Table 5.23. Fulfilling Bridget's motivations and expectations	223
Table 5.24. Fulfilling Kate's expectations and motivations.....	225
Table 5.24. Kate's satisfaction levels	226
Table 5.25. Fulfilling Kate's motivations and expectations	226
Table 5.26. Sandra's satisfaction levels.....	229
Table 5.27. Fulfilling Sandra's motivations and expectations	229
Table 5.28. Francis' satisfaction levels	232
Table 5.29. Fulfilling Francis' motivations and expectations.....	232
Table 5.30. Fulfilling Francis' motivations and expectations.....	233
Table 5.31. James' satisfaction levels	236
Table 5.32. Fulfilling James' motivations and expectations.....	236
Table 5.32. Jess' satisfaction levels.....	239
Table 5.33. Fulfilling Jess' motivations and expectations.....	239
Table 5.35. John's satisfaction scores	244
Table 5.36. Fulfilling John's motivations and expectations	244
 Table 6.1: The number of years that expedition staff had been performing their job.	 269
Table 6.2. The volunteers' role in the organisation according to the staff.	272

Table 6.3. Volunteer performance scores as assessed by staff.	275
Table 6.4. Staff estimation of volunteer motivations	277
Table 6.5. Differences between staff and volunteers scoring of motivational items.	278
Table 6.6. A summary of the results for each organisation.....	303
Table 7.1. An overview of how Equity theory may be applied to volunteer tourism.	330

LIST OF FIGURES

Figure 1.1.: Dimensions of an Ecotourist (taken from Acott, La Trobe, & Howard, 1998).....	24
Figure 2.1. The circumplex model taken from Russell (1980).	54
Figure 2.2. Multi-dimension scaling of Consumption Emotion Set..	55
Figure 3.1. a & b: The Headquarters Of Conservation Volunteer Tourism Organisations And The Destinations Of Their Expeditions.....	75
Figure 3.2. Number of expeditions offered by organisations. Most organizations offered 1-5 expeditions	76
Figure 3.3. The overall frequency of the 12 volunteer testimony themes	88
Figure 3.4. Multi-Dimensional Scaling Of Organisations Based On Their Volunteer Testimonies.	90
Figure 3.5. The number of photographs in each of the 14 categories	91
Figure 3.6. Multi-Dimensional Scaling of Organisations Based upon types of phographs	96
Figure 3.7. Hierarchical cluster analysis of organisations.....	103
Figure 4.1a to 4.1c. Motivational item scores overall and for each organisation.....	131
Figure 4.2a to 4.2c: The motivational ratings given by volunteers which showed significant differences between the six organisations	147
Figure 5.1. The smiley face scale used by volunteers to assess their daily activities.	174
Figure 5.2. The emotions wheel, based upon the circumplex model of affect, used to collect data on volunteer tourists' daily emotions.	175
Figure 5.3. The volunteers' on-site emotions (for the entire sample)..	184
Figure 5.4. The volunteers' on-site emotions (from Organisation F)	184
Figure 5.5a. Differences between organisations in the volunteers' assessment of their free time	191
Figure 5.5b Differences between organisations in the volunteers' assessment of the work	191
Figure 5.5c. Differences between organisations in the volunteers' assessment of the training	191
Figure 5.6. Extracts form Mary's diary	196
Figure 5.7.:Mary's Mood scores	197
Figure 5.8. Extracts from Jo's diary.....	201
Figure 5.9. Jo's mood scores	202
Figure 5.10. Extracts from Simone's diary	204
Figure 5.11. Simone's mood scores.....	205
Figure 5.12. Extracts from Felicity's diary	207
Figure 5.13. Felicity's mood scores.....	208
Figure 5.14. Extracts from Jenny's diary.....	210
Figure 5.15. Jenny's mood scores	210
Figure 5.16. Extracts from Nancy's diary	213
Figure 5.17. Nancy's mood scores.....	214

Figure 5.18. Extracts from Lucy's diary	217
Figure 5.19. Lucy's mood scores	218
Figure 5.20. Extracts from Bridget's diary	222
Figure 5.21. Bridget's mood scores	223
Figure 5.25. Kate's mood scores	225
Figure 5.22. Extracts from Kate's diary	225
Figure 5.23. Kate's mood scores	226
Figure 5.24. Extracts from Sandra's diary	228
Figure 5.25. Sandra's mood scores	229
Figure 5.26. Extracts from Francis' diary	231
Figure 5.27. Francis' mood scores	232
Figure 5.28. Extracts from James' diary	235
Figure 5.29. James' mood scores	236
Figure 5.30. Extracts from Jess' diary	238
Figure 5.31. Jess' mood scores	239
Figure 5.32. Extracts from John's diary	243
Figure 5.32. John's mood scores	244
Figure 5.33. A possible map for volunteer tourist satisfaction..	257
Figure 6.1.: Expedition staff self-reported qualifications for their job.	270
Figure 6.3. The characteristics of a good volunteer according to expedition staff.....	273
Figure 6.4. Self-reported staff qualifications for Organisation B.	284
Figure 6.5. The staff profile of respondents from Organisation D.....	291
Figure 6.6. The staff profile of respondents from Organisation D.....	296

LIST OF APPENDICES

Appendix A: The volunteer survey.....	353
Appendix B: The volunteer diary.....	359
Appendix C: The leader survey.....	366

A PERSONAL NOTE

The thesis is not the first, nor will be it be the last, to be written as a result of a deeply personal concern for the future of our natural environment and the safeguarding of our life support systems.

This concern comes from a growing feeling among natural scientists that humankind has lost its place in nature and disrupted the balance that has come about from 3.5 billion years of co-evolution between the 10 million or species that exist on this earth. Some of the greatest scientists of our time, many of them Nobel Prize winners, came together to produce a document that began:

Human beings and the natural world are on a collision course. Human activities inflict harsh and often irreversible damage on the environment and on critical resources. If not checked, many of our current practices put at serious risk the future we wish for human society and the plant and animal kingdoms, and may so alter the living world that it will be unable to sustain life in the manner that we know. Fundamental changes are urgent if we are to avoid the collision our present course will bring about.

On a personal level, I believe, as stated by Rupert Holzapfel in his thesis that “everyday I experience and contribute, on a human timescale, to the exhaustion of non-renewable fossil fuels and mineral deposits, the overuse of natural resources and the pollution of the natural environment”.

Many among us would agree with this statement and are chagrined by it. It is those of us who have been privileged enough to experience the natural world, who have sought it out, or who live with it daily who feel this most keenly. However, this group is a minority in Western society where most of the population live in cities and have little access to the natural world.

This thesis argues that experiential tourism and travelling can change the way we think about the world and interact with nature. The emphasis throughout the thesis will be on EXPERIENCE, for, as Saint-Exupery states “You can only understand the world according to what you have experienced”. Volunteer tourism provides tourists with an opportunity to experience the natural world in a new and intense way, highlighting the need for conservation and the ability of each person to make a difference. Now, we must ensure that this experience is a positive one and that each and every tourist comes away with a new sense of our stewardship of life on Earth.

The natural world is the maternal of our being as earthlings and life-giving nourishment of our physical, emotional, aesthetic, moral and religious existence. The natural world is the larger community to which we belong. To be alienated from this community is to become destitute in all that makes us human. To damage this community is to diminish our own existence.

- Thomas Berry, *The Dream of the Earth*

CHAPTER ONE: Linking Tourism, Volunteering & Nature Conservation

CHAPTER OUTLINE:

- 1.1. Overview Of Thesis And Research Questions*
 - 1.2. Involving the general public in science*
 - 1.2.1. The state of the environment today*
 - 1.2.2. A concerned public*
 - 1.2.3. A lack of scientific understanding*
 - 1.2.4. The need for environmental education*
 - 1.2.5. Decreasing financial commitment to conservation*
 - 1.3. Volunteers: Linking Conservation & The Public*
 - 1.3.1 The use of volunteers in science*
 - 1.3.2. The advantages of using volunteers in science*
 - 1.3.3. Some pitfalls of using volunteers in science*
 - 1.4. Tourism and Conservation*
 - 1.4.1. Historical background*
 - 1.4.2. Ecotourism: definitions and dilemmas*
 - 1.5. Volunteer Tourism: Linking the Public, Science & Conservation*
 - 1.5.1. Background*
 - 1.5.2. The volunteer tourist*
 - 1.5.3. Issues in volunteer tourism*
 - 1.6. Overall Research Directions*
-

1.1. OVERVIEW OF THESIS & RESEARCH QUESTIONS

This thesis is concerned with volunteer tourism's potential to promote nature conservation efforts. The rationale for this research stemmed from an identified lack of public understanding of and involvement in environmental science. It can be suggested that in general terms, this lack of understanding and involvement has led to only moderate public support for nature conservation. This thesis proposes that volunteer tourism may provide a way for tourists to acquire hands-on experience of nature conservation and increase their understanding and support for conservation efforts. This is achieved by organisations that use tourists to provide funds and labour for scientific research and nature conservation expeditions. The research undertaken in this thesis examined the experience of volunteer tourists.

Specifically, this thesis attempts to identify the level of congruence between the volunteer tourists' travel motivations and expectations and the benefits and experiences provided by volunteer conservation organisations.

It is proposed that a good fit between motivations/expectations and experience leads to higher levels of volunteer tourist involvement and satisfaction with their volunteer tourism experience. If volunteer tourism is to be used effectively as a conservation tool, it is necessary for organisations to ensure a high level of interest and commitment from their volunteers. This is an issue that has been identified by many conservation expedition leaders, who often informally ask their volunteers to describe their motivations and their trip expectations. However, as yet there has been no specific study of the volunteer tourism experience and how pre-trip expectations match these experiences. In particular, there has been no analysis of which elements help maintain volunteer tourist enthusiasm during the expedition.

The overall aim of this research is to understand volunteer tourist motivations, expectations, experiences and satisfaction levels in order to help volunteer tourism organisations maximise their volunteers' involvement and productivity and increase overall support for nature conservation. This aim will be achieved by answering four questions concerning organisational images within the volunteer tourism sector, volunteer tourists' travel motivations and pre-trip expectations, volunteer tourists' evaluations of on-site experiences, and expedition staff perceptions of their volunteer tourists. These research questions will be developed in greater detail at the end of chapter two and throughout each research chapter.

The organisational image of a sample of volunteer tourism organisations will be analysed using previous research based on destination image studies from the tourism literature. On-site volunteer tourism experiences will be recorded using surveys and diaries based on the critical incident technique and affect studies. Furthermore, it is suggested that due to the highly active nature of volunteer tourism, activities will play a central role in studying volunteer tourist motivations, expectations and experiences. Activities are also a highly visible component in volunteer motivational promotional material, a point which will be discussed by examining potential tourists' destination image of the conservation volunteer tourism organisations. Volunteer tourist activities will therefore play a central role in this thesis. Next, the requirements of the staff will also be taken into consideration, by examining how they view their volunteers' performance, and what roles and

requirements they expect the volunteers to fulfil. Finally, the role of Equity in volunteer tourism will be considered. Briefly Equity theory (Adams, 1963; 1965) is a model of motivation that explains why people strive for fairness and justice in social exchanges or give-and-take relationships. In particular, the role of equity in the behaviour of participants engaged in a philanthropist/recipient relationship can be examined. The potential for Equity to be applied to volunteer tourism experiences will be discussed based on the motivations and expectations identified throughout the research and by identifying the benefits that volunteer tourists seek from their experiences.

1.2. INVOLVING THE GENERAL PUBLIC IN ENVIRONMENTAL SCIENCE:

1.2.1. The state of the environment today:

Since the social upheavals of the 1960's there has been a revolution in the way people regard the effects of their actions upon the natural environment. We have witnessed the emergence of new green philosophies with their associated ethics and values. Green philosophies such as deep ecology adopt an explicitly non-anthropocentric stance, where the individual is intimately and inseparably linked to the community and nature, and adopts an ethic of responsibility and reciprocity (Birkeland, Dodds & Hamilton, 1997). In conjunction with new green philosophies, a number of environmental issues of global significance have come to the fore over the intervening decades and have continued to occupy the pages of specialist and popular science journals. Some of the more commonly reported issues include climate change, ozone layer depletion, pollution, the loss of biodiversity and widespread habitat and ecosystem destruction (see Shearman, 1997, for a full discussion of these issues).

The repercussions of such global issues have the potential to alter the daily life of citizens across the planet, through increasingly severe weather patterns, crop failure, a higher incidence of skin cancer and respiratory diseases, water shortages, the depletion of fish stocks, and so forth (Leakey & Lewin, 1998; Meyer, 1996; Rees, 2003). In 1992, shortly after the Earth Summit in Rio, sixteen hundred of the world's leading scientists signed a document titled "World Scientists' Warning to Humanity". Their document opened with the following paragraph:

Human beings and the natural world are on a collision course. Human activities inflict harsh and often irreversible damage on the environment and on critical resources. If not checked, many of our current practices put at serious risk the future we wish for human society and the plant and animal kingdoms, and may so alter the living world that it will be unable to sustain life in the manner that we know. Fundamental changes are urgent if we are to avoid the collision our present course will bring about.

(Warning to Humanity, Brundlandt report)

The potential seriousness of some of these issues has been recognised through the implementation of a range of international and local legislative acts that seek to minimise the harmful impacts of mankind upon the natural environment. Among these are the Rio Convention on Biodiversity, the Kyoto Convention on greenhouse gas emissions, and of course the Brundlandt report on sustainable development. All of these conventions and reports have highlighted the need to implement the precautionary principle and have called for an increase in research into the extent, causes and effects of these problems.

However, the success of the aforementioned political responses to the scientists' call for action is debatable. Whilst many local directives have been implemented, such as the European Habitats and Wildlife Directive, the solution to many global problems have been hindered by debates about the extent, severity and even existence of these problems (Ehrlich et al., 1999). Returning to the rise of green philosophies, it has been proposed that these debates result from a fundamental distinction between those people who see the environment as a resource to be exploited by humans and those people that hold that all elements within nature have an intrinsic value and need to be protected. The former view, an anthropocentric view, assumes that the Earth has an unlimited supply of resources that can and will be accessed through developing technology, whereas the latter, an ecocentric view, holds biodiversity as a vital element of earth for all life-forms, including humans (Page & Dowling, 2002). The results of these incompatible worldviews can be seen for example in the collapse of the Kyoto convention, and the continued expansion of extractive industries.

1.2.2. *A concerned public:*

The lack of international environmental action does not imply that the general public is indifferent or apathetic towards the plight of the natural world. On the contrary there are many signs that environmental concern is increasing in many Western societies and, as Page and Dowling stated, “the growing concern for conservation and the well-being of our environment is now firmly in the wider public arena” (2002, p.1). Other authors such as Basinger take it a step further, suggesting that “the public’s demand for scientific knowledge has grown, as people increasingly want to be informed and entertained by science” (1998, p. A14). Figgis (1993) qualified the rise in public concern over the Earth’s increasing degradation as “unprecedented”, and Wight (1993) declared that 85% of the industrialised world’s citizens believe that the environment is the number one public issue.

This growing public concern for the environment is exemplified in the proliferation of green political parties in Europe, university degrees in environmental sciences and conservation biology, the involvement of the general public in volunteer conservation projects as well as the resurgence of a general environmental ethic (Fennell, 1992; Holden, 2003). Over 76% of Americans consider themselves environmentalists, while 76% of Canadians believe that environmental protection should remain a government priority during a recession, even if it means a slower economic recovery (Wight, 1993). In the mid-1990’s, 35% of the British population believed that environmental issues were the most important ones facing them, over and above health care, unemployment, and inflation (Holden, 2003). In exploring environmental ethics, Holden (2003) proposed cultural and structural changes in society, such as the evolution of post-material values and an enlarging middle-class, as explanations for this increase in environmental concern.

In parallel with an increase in public concern, public participation in resource management decision-making has also greatly increased in the last decade. Evans and Birchenough (2001) cited a number of community-based environmental management programmes and advocate the use of citizens’ juries. They believe that citizens’ juries could become an accepted part of the environmental impact assessments that are carried out before industrial developments are sanctioned. Either way, scientists are recognising that “the public is no longer willing to pay for research for its sake as a token of ‘civilisation’”. From the public there is a need to

be informed, involved and committed – otherwise the funds will dry up, one way or the other” (Lovei in Basinger, 1998, p. A14).

1.2.3. A lack of scientific understanding

Although it has been argued that over the past two decades the general public has been, in general, much more concerned about the state of the environment, it has also been mentioned that much scientific reporting can be confusing. One alarming result of the continued international debate on global environmental issues and the consequent lack of clear, directed action is an increasingly confused and sceptical public bombarded by a range of contradictory arguments. This is particularly true when campaigns organised by powerful people or political parties deliberately present disinformation. In these cases, Ehrlich et al. (1999) pointed out that, with the increasing flood of information, it is difficult for even the well-educated to distinguish cleverly formulated disinformation from the truth.

In addition, we are witnessing an increasing lack of direct interaction between scientists and the public. Scientists have been growing dependant on second-hand popularisation methods such as books and television documentaries to inform the general public of scientific principles and advances (Hartman, 1997). Moreover, despite the inclusion of ecology and biology in school curricula, it has been suggested that traditional environmental education has “failed to create an environmentally literate and concerned public working towards a sustainable future” (Mordock & Krasny, 2001). This echoes a point made in the World Conservation Strategy (1980), where it was implied that ecosystems are currently being destroyed simply because people do not understand that it is in their own interest to conserve them, as many people have only a moderate knowledge of biological concepts (Lucas, 1987).

1.2.4. The need for environmental education:

A public understanding of science is highly important if nature conservation initiatives are to be successful. As Hartman (1997) pointed out, “in order for a democratic community to engage in discourse and decision-making concerning

collective intellectual, material and financial resources, it is ideal for all citizens to comprehend the nature and magnitude of the issues and decisions at hand. Without an understanding of biological, ecological, physical, chemical and social processes, it seems unlikely that the public will be able to engage in either discourse or decision making concerning some of the world's most valuable resources such as biodiversity, freshwater, productive and fertile soil, or even clean air".

Clearly, then, the public must be kept informed and involved in environmental science in order to achieve some level of environmental sustainability. However, many researchers involved in citizen science programmes argue that this lack of understanding of environmental issues is not surprising given the "intellectual elitism and stylised research reporting" that currently exist (Mackney & Spring, 2003). Furthermore, at least three other reasons have been identified as culprits in the restriction of scientific understanding; the slow publication process of peer-reviewed articles that results in out-dated information, a dissemination process through conferences, specialist publications and reports that excludes those outside of the scientific community and finally, closed access to much of the data produced by the industry which are kept outside the public domain.

So despite efforts to involve the general public in environmental science, it appears that there is a continued barrier to real and productive engagement between scientists and the general population. One solution that has been proposed is environmental education. Increasing the public's understanding of science through environmental education will not only encourage a higher level of public debate in environmental issues, but may also provide the general public with an opportunity to develop a personal environmental ethic and actively support conservation efforts. Page and Dowling (2002) suggested that developing a personal environmental ethic is a precondition for people to become aware of how they may minimise their environmental effects and support conservation. These authors suggested a number of steps that may be taken to develop a personal environmental ethic (Table 1.1.).

Table 1.1. Developing a personal environmental ethic: guidelines (taken from Page & Dowling, 2002)

-
- First, we should evaluate the way we think about how the world works and sensitise ourselves to the local environment
 - Secondly, we need to become ecologically aware. We should specialise in one particular area of environmental knowledge and awareness and share our knowledge and awareness with others by networking
 - Thirdly, we should become more intimately involved in caring for the earth by experiencing nature directly
 - Fourthly, to adopt an environmental ethic, it is important that we become actively involved in an environmental cause. This will help us develop an awareness of the Earth and its problems
 - Finally, we must remember that the environment begins at home. Before starting to try to convert others, we must begin by changing our own living patterns.
-

The guidelines set out by Page and Dowling (2002) call for a greater public understanding of environmental science and involvement in conservation programmes in order to move from a human-centred worldview to an environment-centred worldview, with its associated principles of interconnectedness, intrinsic value, sustainability, conservation, intergenerational equity and individual responsibility. It may also be argued that there must be a greater understanding of human actions and their consequences which must be developed alongside scientific understanding in order that sustainability is in full public view and consciousness.

1.2.5. Decreasing financial commitment to conservation

At the same time as many environmental scientists are deploring the lack of public involvement in and understanding of science, a secondary and even more worrying trend is becoming apparent. Over the past few decades, government spending on long-term environmental science programmes has been drying up, or as Lewis (1999, p. 404) put it, “the politically-inspired and naïve cult of short-termism [has] engulfed ecological science in the mid-1980’s”. This is a concern, as most conservation programmes require long-term research commitments in order to collect base-line data, monitor natural fluctuations and measure man-made effects.

There is a widespread belief among natural scientists that conservation research is seriously underfunded, and that at present science has neither the manpower nor the financial resources to meet the demands that have been placed upon it (Foster-Smith & Evans, 2003; O'Connell & Yallop, 2002). O'Connell & Yallop (2002) suggested that this lack of allocated resources is due to a mismatch between government priorities in this area. It appears that by pushing for academic excellence within universities, conservation research is being sidelined as it is not considered prestigious enough to meet government assessment standards. As the prioritisation of conservation research declines within universities, the availability of public sector funding will continue to diminish. As a result, scientists have had to seek alternative sources of support to carry out their research. There is therefore an increasing acceptance of the use of paying volunteers to carry out the necessary conservation and ecological research (Gilmour & Sanders, 1995).

1.3. VOLUNTEERS: LINKING CONSERVATION AND THE PUBLIC

1.3.1. The use of volunteers in science

There has been a long tradition of using non-specialist volunteers in conservation projects, particularly in Britain and the USA (Darwall & Dulvy, 1996). Volunteers represent a large and generally cost-effective workforce that can be used to collect data in conservation projects that are labour intensive but technically straightforward (Forster-Smith & Evans, 2003). Work that could be carried out by volunteers includes observing and recording the behaviour of species, photographing, sketching and recording group behaviour of mammals, measuring and radio-tracking species, sampling and identification of species, surveying and mapping habitats, tagging, blood sampling and labelling, recording vocalisations of individuals and counting populations of species.

Thus, volunteers have been used to collect data in a variety of biological and ecological projects. Some examples of these projects include measuring the abundance and distribution of wader and wildfowl in Britain (Gowing & Major, 1995; Prater, 1981; Stowe, 1982); changes in the benthic and pelagic communities in Jakarta Bay (Harger, 1988); coral reef surveys in Singapore, Tanzania, Belize and Florida (Chou, 1994; Darwall & Dulvy, 1996; Mumby et al., 1995; Shmitt & Sullivan,

1996) shark monitoring (Basinger, 1998); coastal zone management in Australia (Jacoby et al., 1997; Westcott, 1998); North Sea pollution studies (Foster-Smith & Evans, 2003) and mammal monitoring (Newman et al, 2003; Warren & Witter, 2002).

The number of examples listed above provides ample support for the use of volunteers in environmental science. Volunteers have made significant contributions to scientific knowledge through their participation in scientific research programmes (Foster-Smith & Evans, 2003). However, the use of data collected by volunteers extends far beyond the immediate scientific research for which it was intended. A national survey of volunteer monitoring groups in the USA found that the top three uses of volunteer data are education, problem identification and making local decisions, highlighting the advantages of participating in volunteer research programmes for the local community (Canfield, 1994). Furthermore, Evans and Birchenough (2001) and McGehee (2002) point out that volunteer programmes also strengthen people's feelings of responsibility towards the environment and increase their knowledge of environmental issues. Clearly there is a strong rationale for using volunteers in environmental science, both to bolster support for conservation projects and as a form of effective environmental education.

1.3.2. The advantages of using volunteers in science:

The scientists who include volunteers in their research maintain that the advantages of doing so are clear. First and foremost, volunteers represent an inexpensive labour force and in many cases, volunteers may provide sufficient manpower to conduct extensive and long-term biological surveys. Additionally, volunteers are increasingly willing to pay to be involved in environmental science, providing a new source of financing for conservation. Further advantages claimed are that

- o the volunteers themselves gain fulfilment and knowledge, as well as an opportunity to broaden their horizons;
- o a research methodology is developed that is straight-forward enough for non-specialist volunteers and which is likely to be continued in the long-term using local expertise and financing;

- o there is an increase in the level of public awareness of ecological issues through active participation;
- o there is an opportunity for scientists to interact directly with the public and increase the perceived relevance of science to the local community (Foster-Smith & Evans, 2003; Gowing & Major, 1995; Mackney & Spring, 2003; Mumby et al., 1995; Newman et al., 2003).

The advantages cited above have yet to be empirically tested in most cases. There is, however, some support from research studies which indicate that volunteers do become more environmentally active as a result of participating in volunteer tourism expeditions. McGehee (2002) found that the social networks established during Earthwatch expeditions encouraged participation in social movements post-expedition. The other advantages cited are mainly the result of the personal observation of experienced expedition leaders who interact daily with their volunteer tourists. Through informal conversations with volunteers and local scientists, each one of these claims can be substantiated, although these assertions may need to be tested empirically before they can be fully justified. Furthermore, each of the benefits cited above are very important if nature conservation is to be brought into the public arena and gain increasing support.

Some scientists also recognise that volunteers represent more than just a work force and an audience for environmental education, but may possess their own qualities that may benefit scientific research. Foster-Smith and Evans (2003) for instance, suggested that some volunteers may present specialist skills or knowledge: volunteers may possess specialist skills such as the bird identification skills of amateur ornithologists or the environmental knowledge of local SCUBA divers, or even the special interests of some volunteers which may result in the identification and recording of species that may have otherwise been overlooked. Some volunteers may also have specialist knowledge that is transferable from their careers; for instance local fishermen may be valuable in understanding the significance of the results of studies, environmental lawyers may assist in developing environmental management strategies, and journalists can communicate research results to the general public.

Moreover, some scientists recognise that volunteers may provide new insights into their research by suggesting alternative hypotheses, as well as providing scientists with an opportunity to become more interdisciplinary in their approach. Some

scientists claim that by using volunteers to support their projects they are able to become more creative and daring in their approach. An archaeological botanist from North Carolina State University, Associate Professor Rovner, says that using volunteers provides him with

“more opportunity to be ‘experimental’, a bit more unconventional and flexible with less fear of failure...with respect to formal peer review or funding agencies” (Basinger, 1998, p. 14).

1.3.3. Some pitfalls of using volunteers in science:

Despite all the advantages of using volunteers in science there still remains some concerns over their abilities and effectiveness. For instance, although a large number of research projects have made use of non-specialist volunteers in their data collection phases, few published studies report this in their “methods” sections (Newman et al., 2003). This trend illustrates a common reservation within the scientific community concerning the level of reliability and accuracy of volunteer collected data. This concern was serious enough to lead to an amendment to prohibit the US National Biological Survey from accepting the services of volunteers (Darwall & Dulvy, 1996; Mackney & Spring, 2003). As a result of these misgivings, a range of studies have attempted to measure volunteer reliability and effectiveness as well as identify those data collection tasks that can successfully be carried out by non-specialist volunteers (Darwall & Dulvy, 1996; Fore et al., 2001; Foster-Smith & Evans, 2003; Gowing & Major, 1995; Newman, 2003; Schmitt & Sullivan, 1996).

The results of these studies have generally suggested that, given appropriate tasks and training, volunteers are just as adept at collecting simple, base-line biological data as professional researchers (Darwall & Dulvy, 1996; Fore et al., 2001; Foster-Smith & Evans, 2003). This is particularly true “when there is an outcome which the researcher can analyse rather than research which is restricted to survey” (Gowing and Major’s, 1995, p. 173). Wells (1995) proposed that photographic and video methods of data collection have major advantages as they can be used with the minimum of training and the results can be analysed at a later date by professional researchers. These tools permit volunteers to helpfully assist the researcher and

ensure that the data collected is reliable and accurate enough to be of use to the researcher. This is such a crucial issue to both volunteers and researcher to the extent that Newman et al. (2003) warned researchers not to waste the time and effort of volunteers by ensuring that the methodology is suitable to be carried out by volunteers and will provide meaningful results and sufficient statistical power.

Although not all researchers share the opinions of Wells, Gowing and Major, there certainly seems to be a consensus that volunteer programmes will be most effective when guided by experienced researchers (Fore et al., 2001; Mackney & Spring, 2003). As a result of studies on volunteer reliability and effectiveness a range of recommendations have been made in regards to maximising volunteers' efforts to collect valuable data. Some of the more common and generic recommendations that have been made are that

- o the field work methodology should be highly structured and easy to replicate;
- o that data sheets need to be standardised and simple to complete;
- o that tasks that are designed to reduce opportunities to make interpretations or adjustments during data collections;
- o that task loading be minimised so that basic data are not pre-empted, forgotten, or noted down from memory at a later stage;
- o that volunteers' interests and skills be matched to the tasks that they are given; and
- o that daily debriefs and assessments be used to reinforce earlier training and maintain a high standard of data collection (Foster-Smith & Evans, 2003; Mackney & Spring, 2003).

From this review of the literature, it appears that volunteers can and do provide a useful means to involve the general public in environmental science, allowing the scientists to carry out their work in a cost effective manner in a time when funding is being cut, as well as providing an opportunity for direct contact between scientists and the general public. This direct interaction not only increases the perceived relevance of environmental science to the public but also provides scientists with a platform for effective environmental education. The remaining challenge is for scientists to create opportunities for direct interaction with as large a cross-section of the general public as they can, reaching as many people as possible.

1.4. TOURISM AND CONSERVATION:

1.4.1. Historical Background

The relationship between tourism and conservation has always been a complex and often contradictory one. Tourism was initially thought to be a clean and smokeless industry that did not have any negative impacts on the natural environment. However, more than half a century ago, the issue of tourism and conservation was raised by the International Union of Official Travel Organisations (IUOTO). At that time, it was decided to introduce into its General Assembly a section on the preservation of the tourist heritage upon which the industry is dependent from any adverse physical and social effects (Page and Dowling, 2002). By 1971, the IUOTO had developed an environmental tourist policy which recommended that countries should establish an inventory of natural tourist resources. It was proposed that a classification or zoning policy be based upon this inventory whereby areas with a particularly sensitive or fragile environment would be developed on a small-scale or not at all. This relationship was strengthened when in 1973, Europa Nostra and the European Travel Commission (ENETC) held a conference entitled “Tourism and Conservation Working Together”, clearly illustrating the aspiration for a positive relationship between tourism and the natural environment.

However, it was only a few years later, in 1976, that the key study of the tourism-conservation relationship was published by the Director-General of the World Conservation Union (IUCN) Gerardo Budowski. In his study, he argued that the relationship between nature and conservation was particularly important when tourism was based on natural resources. He suggested that this relationship could be one of conflict, when tourism and conservation is not compatible, co-existence, where the two elements may co-exist for each other's benefit under certain circumstances but are not necessarily compatible, and finally, symbiosis, where tourism and conservation are strongly linked and dependent upon each other (Budowski, 1976).

A few years after Budowski published his key paper on the relationship between conservation and tourism, the World Tourism Organisation (WTO) and the United Nations Environmental Programme (UNEP) signed an agreement on tourism and

the environment. The principle philosophy behind this agreement was that the satisfaction of tourism requirements must not be prejudicial to the social and economic interests of the population in tourist areas, to the environment or, above all, to the natural resources which are the basic attraction of tourism, as well as historical and cultural sites. This was followed two years later by a joint declaration of cooperation for the protection, enhancement and improvement of the environment for the harmonious development of tourism (UNEP/WTO, 1982).

Despite these efforts, it would appear that Budowski's symbiotic or even co-existence relationship between tourism and conservation has yet to materialise. More recently, an article exploring the relationship between tourism and environment found that "what could have been an ideal relationship, symbiotic and mutually supporting, between tourism and the environment has often either not developed in that way, or become a major problem" (Butler, 1990:203). Notwithstanding growing attempts by some tourism sectors to distance themselves from harmful practices, by the 1990's, it was being questioned whether even alternative or appropriate tourism activities actually have fewer or less severe impacts on destinations than had previously been assumed. Some of these questions will be discussed in the following sections that focus on ecotourism as the most eco-friendly form of tourism currently being developed.

As we enter the 21st century, the environmental impacts of tourism are becoming increasingly contentious. Stephen Gosling (2002) provides us with an excellent review of the global environmental impacts of tourism. He highlights five ways in which tourism has had major impacts upon the natural environment: (i) (1) the change of land cover and land use, (2) the use of energy and its associated impacts, (3) the exchange of biota over geographical barriers and the extinction of wild species, (4) the exchange and dispersion of diseases, and (5), a psychological consequence of travel, the changes in the perception and the understanding of the environment initiated by travel. Each of these issues is emerging as major areas of study, with the increasing popularity of travel and tourism, and in particular the accessibility of long-haul flights. The debate surrounding transport, their emissions and global warming is becoming an increasingly heated one that is likely to come to the fore over the next few years.

1.4.2. Ecotourism: definitions and dilemmas

It has been suggested that by the late 1990's the goal of integrating tourism and conservation has been accomplished and a range of organisations and projects exist that link conservation and tourism development on a regional, national and global scale (Page & Dowling, 2002). Alongside attempts to integrate conservation and tourism, there has also been a trend towards the demand for and provision of alternative forms to the traditional mass tourism. One of the fastest growing forms of alternative tourism, and perhaps the most studied, is ecotourism.

Since Ceballos-Lascurain's (1987, p.14) original definition of the term as

“travelling to relatively undisturbed areas or uncontaminated natural areas with the specific objective of studying, admiring and enjoying the scenery and its wild plants and animals as well as any existing cultural manifestations (both past and present) found in these areas”

ecotourism has been advocated as a valuable means to link to tourism and conservation, and an alternative form of sustainable development. As a sector of the tourism industry, ecotourism made its debut as an entrepreneurial opportunity based on an increasing demand for more natural and eco-friendly holidays combined with an environmental strategy for promoting conservation and education (Diamantis, 1998; Fennell & Smale, 1992; Holden, 2003; Liu, 2003). It can therefore be expected to have strong roots in conservation and eco-centric philosophies.

Broadly speaking, ecotourism aims to protect or enhance the natural environment in which it is based. It may do so in three ways: by generating money to manage and protect natural habitats and species, enabling local people to gain economically from the natural environment in a sustainable fashion, and offering a means to raise awareness of the importance of conservation (Lopez-Espinosa de los Monteros, 2002) Although there is currently no established definition of ecotourism, existing definitions tend to focus on the presence of four characteristics: (i) nature-based products, (ii) sustainable management, (iii) environmental education and (iv) contribution to conservation (Buckley & Clough, 1997) and on topics such as cultural sustainability, interpretation and education, as well as conservation of the natural environment.

Based upon these characteristics and topics, a range of ecotourism definitions may be found within the literature (see Sirakaya, Sasidharan & Sonmez, 1999 for a review of ecotourism definitions). These may vary from a fairly passive emphasis such as Ceballos-Lascurain's original definition described above to Ziffer's (1989) definition which states that the ecotourist "contributes to the visited area through labour or financial means aimed at directly benefiting the conservation of the site". Indeed some authors suggest that ecotourists have a high level of responsibility towards the environment they are visiting. For instance Orams (1995) suggested ecotourism "should be active and contribute towards the improvement of the natural environment" and the goal of ecotourism management should be to "move ecotourists from a passive role, where their recreation is simply based on the natural environment, to a more active role where their activities actually contribute to the health and viability of those environments".

Thus, we find that ecotourism researchers are quick to point out that tourism, and in particular tourism that relies on natural settings, should ensure the sustainability of the environment in which their operations occur. Therefore there is a certain level of self-interest for tourism operators to become involved in conservation efforts of their tourism settings (Figgis, 1993). Fennel and Smale (1992) have identified several ways in which tourism and conservation could be linked, including creating natural parks that meet the needs of the tourism industry, increasing cooperation between park and tourism planning agencies, involving tourism operators in the development of codes of ethics guidelines and interpretive centres, as well as publications and training courses that look at the tourism-conservation relationship. At present, many national parks and marine parks have implemented visitor fees, commercial use fees or other tourism based taxes such as reef taxes that contribute towards management and conservation costs of protected the natural environment (Dixon, Fallon Scura, & Van't Hof, 1993; Thomas, 1990; Wood, 1991).

In accordance with its roots and practices, one characteristic that seems to stand out in the literature on ecotourism is that of a philosophy of ecotourism. For instance, one defining theme that emerged during talks during the Travelearn conference on ecotourism at Queensland University in 1991 is that ecotourism has a philosophical commitment to promote natural and cultural conservation (Figgis, 1993). Acott & La Trobe (1998) distinguished between deep and shallow ecotourism

according to the values and attitudes of the ecotourist. They described deep ecotourism as encapsulating a range of ideas which include the importance of intrinsic value in nature, emphasis on small-scale and community identity, the importance of community participation, a lack of faith in modern large scale technology and an underlying assumption that materialism for its own sake is wrong.

Wight (1993) also maintained that consumers are deliberately seeking out an alternative travel experience that challenges traditional ethics, is enlightening and incorporates a genuine sensitivity to the resource upon which it is based. Wearing describes ecotourism as “people experiencing natural areas and their respective local communities first-hand, thus the potential exists that they will be more likely to be concerned with preserving them” (Wearing & Neil, 2001). As a consequence, modern consumerist trends should be able to promote sustainable tourism (Miller, 2003), as the Green movement gains impetus and the public becomes increasingly interested in wildlife (Ellis, 2003). Juric et al. (2002) provide a good overview of how this new approach to tourism is translated into ecotourists’ travel motivations, behaviour and attitudes.

Other authors contest the notion that ecotourism may be defined according to a participant’s philosophy. A study of ecotourists at Fogg Dam in Australia found that a pristine area was not necessary to the ecotourist as long as it was aesthetically pleasing and provides an opportunity to learn about or simply view wildlife. This finding suggests that the conservation aspect of ecotourism was less important than the literature proposes (Chirgwin & Hughes, 1997). A review of this study of ecotourists at Fogg Dam concluded that “tourists tour for reasons of change and relaxation-rarely are they lay anthropologists, botanists or environmental scientists” (Ryan, Chirgwin & Hughes, 1999). This echoes an earlier statement made by Blamey (1995:30) that “ecotourists displayed a diversity of interests not confined to nature and were above all seeking a relaxing and interesting holiday...It must be kept in mind that ecotourists are often sophisticated, educated, but they are on holiday!”.

Research focussing on pre-existing environmental attitudes and involvement has shown that many participants of ecotourism do not hold strong pro-environmental views before going on their trip (Beaumont, 1998). Although there may be some ecotourists that consider their economic and environmental impacts on the local

environment, most individuals focus on their interests, experiences and learning (Juric et al., 2002). In fact, Weaver (2002) even proposed that the mass tourism market provides most of some ecotourism sectors with most of its clientele, particularly for ecotourism day trips that form part of an overall mass tourism trip. The tourists that take part in such trips tend to be the least environmentally aware and conscious of all ecotourists (Beaumont, 1998). The implication of this is that as the ecotourism sector continues to grow, it is likely that an increasing majority of ecotourism participants will be individuals who have yet to develop an ecotourist ethic, putting the onus of environmental responsibility onto the tourism provider (Burton, 1998; Juric et al., 2002).

Whilst ecotourists themselves might not hold an eco-centric philosophy, it is also questionable whether operators themselves hold such a philosophy. There are a number of accusations within the tourism literature that “the concept of ecotourism has outgrown its use and is riddled with ambiguities” (Russell & Wallace, 2004, p.1). There have also been a number of suggestions within the ecotourism literature that there is a growing gap between ecotourism as endorsed by its advocates and its application on the ground (Ross & Wall, 1999). It appears that economic potential of tourism as a conservation tool has been largely unrealised (Goosling, 1999; Linberg et al., 1996). Some tourism scholars believe that the term ecotourism has been “hijacked by marketers who do not understand its concepts, by destinations that are clearly not ecotourism destinations and by businesses that are capitalising on a trend” (McKercher, 1998:203; Russell & Wallace; 2004) and that the “promotion of ecotourism often resulted in use of the term being little more than a marketing tactic to give businesses an apparent green edge on the competition” (Ross & Wall, 1999, p.124).

These statements reinforce earlier concerns raised by Lawrence, Wickins and Phillips (1997) that some ecotourism operations may face legitimacy management issues as they must balance their profit and the conservation goals of ecotourism. This has led to the publication of a range of papers entitled “Ecotourism as mass tourism: contradiction or reality?”, “Ecotourism: Special interest or major direction?”, “Ecotourism: Ethics or Eco-sell?” (Weaver, 2001; Figgis, 1993; Wight, 1993). Indeed some authors argue that the defining characteristics of ecotourism are so complex that it is unlikely that even the most committed tour operators would conform to the strictest definitions of ecotourism (Burton, 1998). Burton concluded that it is rarely possible to experience true ecotourism, according to the academic,

and generally normative definitions of the term, and suggests that the term “ecotourism” should therefore be used sparingly until its parameters are more clearly defined. If these authors are correct in their beliefs, then it becomes hard to believe that ecotourism as a sector of tourism will be able to contribute greatly to nature conservation.

Perhaps as a result, some authors remain unconvinced that ecotourism may provide a solution to environmental and conservation issues (Orams, 1995). In fact, some authors suggest that ecotourism may be as damaging to the natural environment upon which it depends as mass tourism (Beaumont, 2001; Stem et al., 2003). Numerous studies have explored the negative impacts that many ecotourism operations have already had on their natural surroundings. Studies have demonstrated ecotourism’s detrimental effects of wildlife observation on target species (Blane & Jaakson, 1994; Burger & Gochfeld, 1993; Duchesne, Cote, & Barrette, 2000; Fowler, 1999; Harriott, Davis, & Banks, 1997; Higham, 1998; Johns, 1996; Kenchington, 1989). Other studies suggest that the consumptive nature of some forms of tourism, with their increasing economic returns may lead to inappropriate developments or use levels that may threaten conservation objectives (Butler, 1991; Isaacs, 2000; Thomas, 1990). Examples of the former include whalewatching boats disrupting normal feeding or resting behaviour by approaching whales too closely or even chasing animals (Blane & Jaakson, 1994), disturbing nesting birds and changing long-term nesting patterns (Burger & Gochfeld, 1993; Higham, 1998), or destroying coral reefs whilst SCUBA diving (Harriott, Davis, & Banks, 1997).

From the literature reviewed here it appears therefore that there is some confusion among ecotourism operators, tourists themselves and society in general as to the nature and purpose of ecotourism (Lew, 1999; Ryan, Hughes & Chirgwin, 2000; Wight, 1993). If the ecotourism sector continues to grow at previous rates of 30% per annum, it is likely that an increasing majority of ecotourism participants will be individuals who have yet to develop an ecotourist ethic, putting the onus of environmental responsibility onto the tourism provider (Burton, 1998; Juric, Cornwell, & Mather, 2002). These concerns over the increasing connection between ecotourism and wildlife conservation have led to Wheelan’s (1991) affirmation that ecotourism on its own will not save disappearing ecosystems and Isaacs’ (2000) suggestion that promoting ecotourism as a conservation tool may actually detract from more appropriate means of protecting the environment. If

these assertions are true, then perhaps it is time the tourism industry found a new way of linking tourism and conservation to meet with the WTO/UNEP 1982 agreement.

1.5. VOLUNTEER TOURISM: linking the public, science, conservation and tourism

1.5.1. Background

If ecotourism is not to provide the symbiotic relationship between tourism and conservation as suggested by Budowski, nor to give environmental scientists the opportunity to interact directly with the general public, an alternative solution must be found. More recently a new form of tourism has been suggested as an alternative to ecotourism as a way of linking tourism and conservation. Volunteer tourism, as a form of international travel, is believed to have begun around 1915. At this time, organisations such as the US Peace Corps and Australian Volunteer Abroad were sending volunteers to work on small-scale local development projects around the world. By 1990 an estimated 33,000 volunteers were involved in international projects (OECD, 1994 cited in Wearing, 2004). Currently dozens of tourism operators, environmental or humanitarian NGO's and academic groups are offering travellers the opportunity to participate in environmental science projects (Wearing, 2004), and this sector appears to be growing at a steady rate (Ellis, 2003).

As a conservation tool, this alternative form of tourism has been developed as a partnership between conservation groups, such as the World Wildlife Fund or Conservation International, and the tourism industry, involving the general public in international conservation efforts (Wood 1991; Wight 1993). This form of tourism makes use of holiday-makers who volunteer to fund and work on conservation projects around the world and aims to provide to provide sustainable alternative travel that can assist in community development, scientific research or ecological restoration (Wearing, 2004). At the same time, volunteer tourism provides an opportunity for an individual to engage in an altruistic attempt to explore the "self" (Wearing, 2002). As such volunteer tourism is often described as a form of "serious leisure", a concept first proposed by Stebbins in 1982. In his notion of serious leisure, Stebbins presented five general characteristics of serious leisure (Parker 1992; Wearing and Neil 1997). These characteristics are 1) a strong commitment to

the activity; 2) the tendency to have a career in it; 3) durable benefits, such as self-actualisation, feelings of accomplishment or enhancement of self-image which are not found in “non-serious” leisure; 4) a unique ethos belonging to a defined subculture with its own values, moral principles, special beliefs, norms and performance standards; and finally 5) a strong identification with the activity that makes participants talk excitedly, proudly and frequently about their activities.

This merging of volunteering and tourism occurred as leisure time and volunteering rates increased, and tourists seek alternative types of vacation. For instance, Wheelan (1991: 16) pointed out over a decade ago that “ecotourists represent a potential army of recruits with free time and money to spend on sustainable development efforts”, perhaps identifying the origins of volunteer tourism. Many organisations, such as Earthwatch, are now tapping into this human resource and involving tourists in “citizen science” projects such as counting turtle eggs or observing whale behaviour. Other organisations, such as Chelon in Greece, have set up tours to areas that have suffered from tourism overuse in the past and where volunteer tourists provide help to restore these endangered habitats, often setting up education programs for other tourists as part of the process. At the end of their trip, these volunteer tourists are encouraged to become involved with movements against issues such as tropical deforestation and illegal traffic in endangered species once back in their home country as a result of their involvement in these volunteer expeditions (Wheelan, 1991).

It is proposed here that volunteer tourism may provide the symbiotic relationship proposed by Budowski. The benefits of involving volunteer tourists in conservation programs therefore appear obvious; the conservation organisation can recruit volunteers who are able to devote time and financial resources to the project, and may develop more environmentally-aware attitudes leading to sustained long-term support of the conservation program. Additional benefits to conservation and tourism sector may include an increased public understanding and support for scientific research and environmental conservation, improved environment-friendly behaviours of the general public (Ellis, 2003). As above, however, these observations have been made through personal communications with volunteer tourists during conservation expeditions. It must be acknowledged that there has been little follow-up to determine whether past volunteer tourists seek out more information about conservation issues once they have left the project, or whether

they are able to translate the understanding they have gained to other environmental concerns.

A range of studies have described the ways in which volunteer tourists can be used effectively and beneficially by conservation organisations. The types of scientific activities that may be successfully performed by volunteers have been well documented and many “best practice” guidelines exist on the involving volunteers in science. However, although some studies exist on changes in volunteer tourist attitudes towards environmental conservation, the measurement of environmental attitudes and how attitudes are put into practice still needs to be refined for volunteer tourists. Furthermore, the relationship between volunteer tourists’ on-site experiences and their commitment to the project is not well-understood. A question that arises in volunteer tourism is whether this experience is a holiday experience that transcends in to their normal routines, or whether it is stored as memories of an alternative holiday with little impact on daily life.

1.5.2. The volunteer tourist:

Although volunteer tourism has suffered to some extent from a lack of differentiation from other forms of tourism, it has been proposed that volunteer tourists may be associated with extreme ecotourists (Weiler and Richins, 1995; Lindberg, Enriquez et al., 1996; Acott, La Trobe et al., 1998; Beaumont, 2001; Weaver, 2001) or special interest tourists (Tabata, 1989). Special interest tourists are, according to Tabata (1989), tourists who are “willing to travel to the ends of the earth for a once-in-a-lifetime experience costing thousands of dollars”. This growing segment of the tourism industry is characterised by people who “crave challenge and diversity in their vacation”. A demographic profile of these special interest tourists show that they are generally married, between thirty and fifty years old and professionals (Tabata, 1989). Extreme ecotourists tend to be a little younger than the special interest tourists, between 26 and 30 years old, with a high level of education, mostly professional and were generally single, widowed or divorced. Extreme ecotourists, such as some Earthwatch participants, have been described as tourists who desire a high level of interaction with the environment, to be environmentally responsible and to be both physically and intellectually challenged (Weiler & Richins, 1995) (Figure 1.1.).

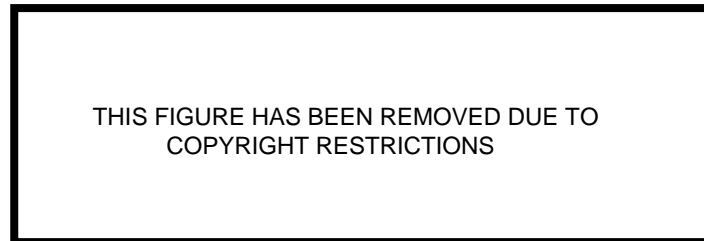


Figure 1.1.: Dimensions of an Ecotourist (taken from Acott, La Trobe, & Howard, 1998)

The motivations of volunteer tourists are believed to be what distinguishes them from ecotourists. Volunteer tourism "provides an opportunity for an individual to engage in an altruistic attempt to explore 'self'. It has been built around the belief that living and learning about other people and cultures, in an environment of mutual cooperation, a person is able to engage in a transformation and development of the self (Wearing, 2002). In general, volunteer tourists are believed to be altruistically motivated; for instance Wearing (2002, p.240) describes them as "persons seeking a tourist experience that is mutually beneficial, that will contribute not only to their individual development but also positively and directly to the social, natural and economic environments in which they are involved".

The appeal of engaging in volunteer tourism comes from the desire to travel with a purpose, spend time assisting in saving natural environments and working with communities in developing countries. It is also appealing as an opportunity to fulfil higher level needs such as self-actualisation, enhancement of self-image, feelings of accomplishment, social interaction and belongingness. Added to this is a desire "to take a break in the routine of their lives, to see countries with someone who knows how the country and its ecosystems work, to be active, to broaden their horizons and to do something different, rather than a more passive holiday which might focus on lying around on beaches (Gilmour and Saunders, 1995, p.631).

In a survey of 156 Earthwatch volunteers, it was found that the most important reasons for joining an Earthwatch expedition were (i) doing something meaningful or conservation oriented, (ii) interest in the subject matter, (iii) desire to learn new things or be challenged, and (iv) interest in helping the researcher. These data were collected using an open-ended question, where volunteers were asked to list their three main reasons for joining an Earthwatch expedition. The response rate in this survey was relatively high (64%), which the authors suggest is due to the sample population's interest in the subject matter, the attention given to the instrument design and to the survey delivery procedures which included two follow-up mailings (Weiler & Richins, 1995).

Other researchers identify the benefits of volunteering as a tourism activity in terms of personal gain or growth, which may include mutual learning, friendship and adventure (Henderson 1981; Wearing, 2001; Galley and Clifton 2004). These benefits were identified using a range of techniques, varying from content analysis of promotional material and interviews with expedition leaders (Hartman, 1997), to a survey of 100 participants in one conservation project (Galley and Clifton, 2004) to a case study using participant observation and conversations (Wearing, 2001). Wearing and Neil (1997), in particular, noted that throughout the literature on international travel and volunteering there is a strong focus on personal development and the role of learning in changing or influencing the self. This learning element, which is central to many volunteer tourism expectations and experiences, may take the form of academic knowledge, the development of personal knowledge, self-confidence, independence, cultural awareness and social abilities (Wearing, 2004; Webb, 2002).

1.5.3. Issues in volunteer tourism:

Many of the assertions about the role and consequences of volunteer tourism are based on the principle that (conservation-oriented) volunteer tourism represents a new form of leisure or holiday experience. This may raise several philosophical questions regarding the development of conservation as a source of entertainment. In particular some researchers may argue that conservation has an intrinsic value and should be undertaken, not in order to provide satisfaction, but to achieve worthwhile goals; the evolution of the conservation-oriented volunteer tourism

sector represents a commodification of conservation activities. Such philosophical questions fall outside the scope of this thesis. Here it is argued that despite altruism being considered a major factor in volunteering, the benefits of participation must be mutual and the volunteer tourists must perceive some benefits to themselves for devoting time and money to a cause for which they will receive no financial reward, if they are to volunteer over a sustained period of time (Parker, 1992; Bonjean, Markham et al., 1994).

This is clearly an issue that has been identified by potential volunteer tourists themselves. The following extract from a well-known travellers forum, the Lonely Planet's Thorntree serves to illustrate this point:

“why are ‘voluntary’ organisations such a rip off!!!

Why do so-called voluntary organisations such as Global Vision International, Coral Cay Conservation, Frontier, etc charge so much money for their programmes? I mean I've just seen a programme with an organisation called Greenforce where they're charging £2,700 for ten (yes ten!) weeks in the Bahamas (flight NOT! Included. Flipping rip off!!!”

Aeonflux (04 Jan 2005)

According to this statement and studies such as Henderson's (1981), it becomes apparent that participants need to feel that there are substantial benefits to be gained from their volunteering experience. A corollary of this is that staff should become more aware of the needs of the volunteer tourists that can be fulfilled through volunteerism. This is particularly true in the case of volunteer tourism which is after all a form of holiday and leisure experience. A report of Earthwatch expeditions reminded principle investigators that they should bear in mind that “most volunteers are on vacation and investing time and money to work with them (...) and because of their personal investment, they want the experience to be a rich and rewarding one” (Gilmour and Saunders, 1995, p. 633). Thus, it is important for researchers to remember that whilst they seek to maximise their teams' performance, the fact that volunteer tourists are volunteering, and have their own goals (such as enjoyment) place important constraints on management. It is this perspective that will be developed in greater detail in this study, where the need to balance the volunteer tourists' needs and expectations with those of the volunteer tourism organisations will be highlighted.

It is apparent from the literature on using volunteers in science that most scientists are aware of the need to satisfy volunteers in order to ensure motivation, involvement and productivity. Weiler and Richins' (1995) research into the profile of tourists on Earthwatch expeditions emphasised that these well-educated tourists are looking for a high level of engagement as well as an intellectually and physically challenging experience. Halusky et al. (1994) recognised the need to carefully match the volunteer's interests and capabilities with the roles they are asked to perform. Gilmour and Saunders (1995) suggested that a volunteerism project should provide a variety of tasks and the opportunity for each participant to work with different members of the expedition team. Finally, in a review of Earthwatch volunteers, Mackney and Spring (2003) suggested monitoring volunteer techniques as "individuals differ and it may be necessary to match tasks with these interests".

The issue of ensuring volunteer motivation and interest has been raised by several authors (Darwall & Dulvy, 1996; Halusky et al., 1994; Mackney & Spring, 2003; Newman et al., 2003). Newman and MacDonald (2003) warned that long hours of arduous or repetitive work may be problematic when volunteers are involved. In their study where volunteers were asked to monitor and survey mammals in the UK, they noted that a "degree of nonchalance develops, and survey times, along with survey accuracy decrease" so that "experienced volunteers carried out the tasks significantly faster than did novices; (we) judged that their experience brought overconfidence, and a lower threshold of boredom" (2003; 195,196). Furthermore, Darwall and Dulvy (1996) found in their study that changing study sites regularly and going to unknown sites was enough to maintain a high level of interest. This is important, as they also found that "the repetition of detailed studies in single areas leads to a drop in the level of interest which is likely to lead to a loss in the quality of data collected" (Darwall & Dulvy, 1996; 230).

These problems have been highlighted particularly poignantly in reports of scientists who enlist the help of volunteer tourists. These scientists nearly all have stories to tell about volunteer tourists "who quickly become disillusioned with the reality of scientific fieldwork" (Basinger, 1998). One expedition leader comments that "sometimes volunteers turn out not to be as excited as they thought they would be about bugs, heat and humidity and the communal living conditions necessary for field research" (Buikstra in Basinger, 1998: A15). Volunteer tourists also report that

the reality of participating in research expeditions may be different to their expectations; one volunteer tourist on a shark research expedition “estimates that 99% of my time consisted of hard work, made miserable at times by sunburn, tropical downpours that drench the volunteers, who sit in open boats for 12 hours a night, when young sharks can be caught” (McDonald, 1998). Given these reports, it appears that the issue of maintaining volunteer tourist interest and enthusiasm is important if volunteers are to be used successfully in conservation projects.

There is therefore a need to understand what volunteer tourists feel that they gain from a holiday that promises to be uncomfortable, physically and mentally demanding and often exhausting. Why do they choose to participate in this project, what do they expect to gain, what conditions do they expect to encounter whilst on the trip, how do they experience their trips, and what elements do they enjoy and dislike? How does their enthusiasm and satisfaction levels vary during the course of their holiday, and what comments or suggestions do they have to make about the holiday? Finally, how does their experience affect the way the organisation perceives the way they are able to use volunteer tourists; does the organisation feel that there is a definite benefit to using volunteer tourists in their projects, what role do they see their volunteer tourists playing within the organisation, and do their expectations differ to those of their tourists? These are some of the questions that have been raised in this chapter, whilst the following section and Chapter 2 will continue to refine the questions to be asked in this thesis and the tools that may be applied to answer them.

1.6. OVERALL RESEARCH DIRECTIONS:

From the research on volunteer tourism reviewed above, it is clear that there are not many studies have specifically examined the images created by the promotional material of volunteer tourism organisations. Furthermore, whilst it is assumed that volunteer tourism, with its volunteering aspects and where altruistic and learning motives feature prominently, is a distinct sector to ecotourism, this has yet to be demonstrated in a study of perceptions of volunteer tourism promotional material. In fact, Ziffer (1989) and Wearing (2001) both describe a spectrum of ecotourism operators that range from those that are unaware or uncaring of their impacts to operators that initiate conservation projects or research. In addition, both

Acott, La Trobe & Howard (1998) and Weiler and Richins (1995) describe Earthwatch volunteers as extreme tourists who are seeking an intense level of responsible and challenging interaction with the environment. It may be that volunteer tourists are in fact extreme ecotourists, who do are not altruistically motivated, or have a special interest in conservation or science and are simply seeking a more intense holiday experience.

It is proposed here that understanding perceptions of volunteer tourism organisations is an area of volunteer tourism research that needs greater exploration. It is not clear whether volunteer tourism is perceived as distinct to ecotourism as tourism sector. Nor is it clear whether potential tourists differentiate between different volunteer tourism organisations, and if they do, what criteria they use to do so. Thus, the first research question put forward in this thesis concerns the image of volunteer tourism organisations. The first study will examine the image that volunteer tourism organisations create through their promotional material and the image that potential volunteer tourists perceive as they inspect the promotional material of a sample of volunteer tourism organisations.

If volunteer tourism is found to be distinct to ecotourism and does provide a link between tourism and conservation, it may be a partial solution to both the lack of public understanding and involvement in science as well as to concerns over the decreasing amount of funding available for conservation research. Although it is becoming increasingly accepted that much conservation research will be funded by paying volunteers, there are concerns regarding the quality and reliability of scientific data collected by non-specialist volunteers. It has been proposed therefore that scientists who choose to use volunteer tourists in their research must be able to attract the correct type of volunteer, with the right motivational profile, be able to manage the expectations of their volunteer tourists and must carefully select the tasks that they ask their volunteer tourists to perform in order to ensure a satisfying volunteer tourism experience.

Although this fact has been acknowledged by expedition leaders, and researchers in volunteer tourism, as yet, there has been no specific study of those elements that help maintain volunteer tourists' enthusiasm. This is the gap in the research on volunteer tourism that this thesis will strive to fill. By matching the tasks to their volunteer tourists' interests and abilities, a researcher will ensure a higher level of involvement and commitment and provide more reliable results. The second and

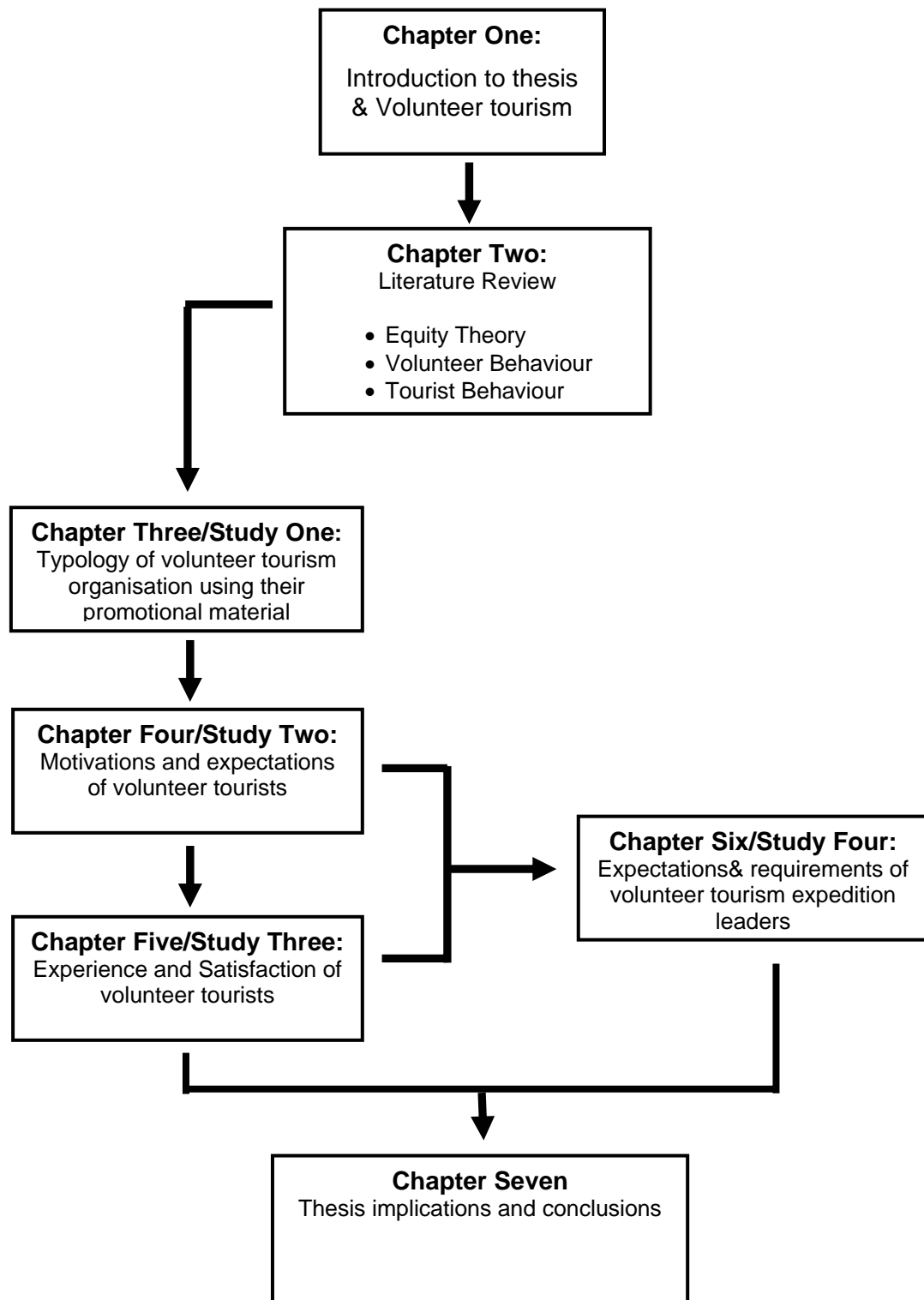
third research questions will therefore look at (i) what are volunteer tourists' motivations for joining a research trip, and what are their expectations of their expedition, (ii) what are their actual on-site experiences, what activities shaped their experiences and how did they feel about their experiences.

Finally, volunteer tourism represents as new way of involving the public in science and conservation projects. It taps into the growing market for alternative, special interest and environmentally-friendly tourism experiences. However, as a tourism experience which often involves a high financial investment on behalf of the volunteer tourist, it is important for volunteer tourism organisations to understand that they must balance their needs with those of their volunteers. Expedition staff should become more aware of the needs of the volunteer tourists that can be fulfilled through volunteerism and ensure that the participants feel that they are undertaking a leisure experience. It has also been highlighted that for volunteer tourism to be used effectively as a conservation tool, it is important for expedition leaders to ensure a high level of interest and enthusiasm from their volunteer tourists. The fourth and final question of this thesis will therefore be to identify any discrepancies between the expectations of the volunteer tourist and the volunteer organisation, and to understand how the organisations themselves feel about involving tourists in conservation work.

The overall aim of this study is to maximise conservation efforts by gaining an in-depth understanding of volunteer tourist's motivations, expectations and satisfaction levels. To achieve this, this study will use an integrative approach by applying existing knowledge about volunteer satisfaction and motivation in other service industries and by using previous research on tourist motivation and destination images in tourism. In particular, previous research on volunteer and tourist behaviour, including motivation, destination image, affective states and on-site experience and satisfaction studies, will be reviewed, as well as interpersonal exchange theories, which may be used to understand how volunteers interpret and react to their volunteer tourism experience. The following chapter will review the pertinent literature in the areas highlighted above, i.e. Equity theory, volunteer behaviour and tourist behaviour, in order to understand volunteer tourists and their experiences. A conceptual framework will be described as a basis for this thesis based upon the literature reviewed. Past studies in tourism motivation and satisfaction, destination imagery and volunteer behaviour will be used in order to

develop the methodology and research tools that are used in this thesis to answer the research questions described above.

The structure and outline of this thesis and each chapter is highlighted in the following diagram. This diagram may be used as a guide to the thesis, illustrating the triangulation approach used to study the volunteer tourism experience. First, the literature on interpersonal exchange theories, tourist and volunteer behaviour will be examined as a starting point to understanding volunteer tourism experiences. Second, the way in which volunteer tourism organisations promote themselves will be considered, before the expectations, motivations and experiences of volunteer tourists are examined. Thirdly, the staff's expectations are identified. And finally, the key points to emerge from this research are brought to light.



CHAPTER TWO: Understanding Volunteer Tourist Behaviour

CHAPTER OUTLINE:

- 2.1. *Introduction*
 - 2.2. *Interpersonal exchange theories*
 - 2.3. *Volunteer behaviour*
 - 2.3.1. *Identifying and recruiting volunteers*
 - 2.3.2. *Volunteer motivation and satisfaction*
 - 2.3.3. *Volunteer organisations*
 - 2.4. *Tourist behaviour*
 - 2.4.1. *A “person” approach*
 - 2.4.2. *A “reasons” approach*
 - 2.4.3. *A “place” approach*
 - 2.4.4. *Destination selection*
 - 2.4.5. *Researching destination images*
 - 2.4.6. *Tourist emotion*
 - 2.4.7. *Tourist satisfaction*
 - 2.5. *Summary of key research issues*
 - 2.6. *Research directions and thesis structure*
-

2.1. INTRODUCTION:

The previous chapter identified the need to understand the level of congruence between volunteer tourists' expectations of the conservation expedition, the expectations of the conservation volunteer tourism organisation and the actual experience of the volunteer tourists and leaders during the expeditions. Therefore, in order to achieve the aims of this thesis, three areas of theoretical knowledge and past research will be reviewed as major guides and insights for the analysis. These three areas are (i) interpersonal exchange theories, and in particular, Equity Theory; (ii) volunteer behaviour; and (iii) tourist behaviour. As this thesis is mainly concerned with the behaviour of individuals who partake in what is essentially a holiday experience, much of this literature will be concerned with the behaviour of tourists. Particular attention will be paid to how their holiday experiences are created, how these, along with their travel motivations affect their expectations, and how their emotions and satisfaction levels relate to their travel experiences. Methodological tools and styles of work in this field will be briefly assessed and

considered as part of this review. Each research chapter in this thesis will elaborate further on method-related issues.

2.2. INTERPERSONAL EXCHANGE THEORIES:

Over the past 60 years a range of motivational theories have been proposed to explain interpersonal exchange and its associated behaviour. Two of the most commonly explored theories are Expectancy Theory and Equity Theory. The first of these, Expectancy Theory is arguably the most commonly used and concerns how individuals make decisions regarding various behavioral alternatives based on expected outcome and as a theory, has been growing in popularity since its origins in the 1960's. It proposes that an individual is motivated to act if he/she believes that there is a positive correlation between effort and performance, that favourable performance will result in a reward, that the reward will satisfy an important need, and finally that the desire is strong enough to make the effort worthwhile.

Equity theory on the other hand has been largely neglected over the past few decades, often in favour of Expectancy Theory. However, unlike Expectancy Theory, Equity Theory makes specific reference to philanthropist / recipient relationships, i.e. those relationships encountered during volunteer / beneficiary interactions, and attempts to make predictions concerning the resulting behaviour of both parties involved in the exchange. For this reason, and based on some the literature reviewed in chapter one, Equity Theory is proposed here as an appropriate conceptual framework for this research.

Equity theory originated in the field of social psychology as a result of the need for a macro-concept that could link the many specialised theories that existed (Kunkel, 1997; Walster et al., 1978). The theory attempts to answer two questions: 1) what do people think is fair and equitable? and 2) how do people respond when they are not in an equitable relationship? (Adams, 1963; Ambrose & Kulik, 1999; Miles et al., 1994). It is proposed that when an inequitable relationship arises, each participant will experience some form of distress and will attempt to restore equity (Carr et al., 1996; Janssen, 2001; Joshi, 1990; Walster et al., 1978). Although there appears to be some difference in individuals' sensitivity to inequity, individuals may choose to restore actual equity or, alternatively, they may restore psychological equity by distorting reality; the method used to restore equity will depend on the

perceived cost of the method and its adequacy (Adams, 1965; Allen & White, 2002; Glass & Wood, 1996; Greenberg, 1990; Janssen, 2001; Miles et al., 1994).

Equity theory is widely applicable and deals with many types of inter-personal interaction, but for the purposes of this study, the most relevant aspect of Equity theory is that which deals with philanthropic/recipient relationships. Three types of philanthropic/recipient relationships have been identified. These are (i) exploitative relationships, where the philanthropist is actually benefiting from his actions; (ii) reciprocal relationships, where recipient and philanthropist roles are reversed at different times; and finally (iii) truly altruistic relationships. In order to predict the behavioural outcomes of an inequitable relationship, the perceived nature of the relationship must be identified as well as what inputs each of the participants feels that he/she is contributing to the relationship and how much profit he/she is deriving from it (Singh, 1997). In terms of the philanthropist/recipient relationship, the behaviour of the recipient will be influenced by the donor's or philanthropist's apparent motives, which may be altruistic, reluctant, accidental, selfish or voluntary (Walster et al., 1978).

It appears that when an inequity is intentionally produced, participants will experience higher levels of distress and will have stronger desires to restore equity. As a result, donors will feel more entitled to reciprocation and accordingly, recipients should feel a stronger desire to restore equity by reciprocating (Merrels, 2000; Rook, 1987). In a truly altruistic relationship, where both participants are expected to feel high levels of distress from the inequitable relationship, it appears that a critical factor in determining the relationship between participants is the recipient's ability to repay the donor by making restitution. The donor's ability to repay seems to determine whether favour-doing generates pleasant social interactions or resentment or suffering; if the participants know that the recipient can and will reciprocate, then the inequity is viewed as temporary and generates little distress, however if the recipient cannot or will not reciprocate, the recipients experience distress and will therefore need to restore actual or psychological equity to the relationship.

In order to apply equity theory to social interactions, it is necessary to have an understanding of the inputs that participants perceive they and their partners are contributing, and how much profit they perceive they are deriving from the interactions. Measuring these perceptions may be done through interviewing

participants, usually providing them with a list of possible inputs and outcomes and asking them to rate their own and their partner's contributions and benefits derived. Measuring whether distress results from inequities and the level of distress experienced by participants has been carried out by asking participants to rate or describe their moods, often using the mood adjective check list, a list of thirty adjectives representing six mood states (elated, active, affectionate, aggressive, anxious and depressed).

Although one study (Puffer & Meindl, 1987) has specifically examined the relationship between altruism and self-interest in a voluntary organisation, examining the effects of congruence between altruistic or self-interested motives and altruistic or self-interested incentives, no study has yet applied Equity theory to the organisational behaviour of conservation volunteers in a tourism context. A useful source of data regarding the relationship between organisations and volunteers comes from the Lonely Planet's on-line travel forum, the Thorntree. In this forum, one person has asked why so-called voluntary organisations are such a "rip-off". The answers given by others reveal some interesting patterns with regards to volunteer and organisation exchanges. Most contributors believe that the main volunteer inputs include their enthusiasm, time and skills. They are, however, divided on the issue of financial contributions to the project: whilst some feel that this is an unfair demand on behalf of the organisations, other do not feel that this is an input, instead they suggest that this is a simple way of sorting out the serious volunteer from the leisure or thrill seeker (the serious volunteer should be able "to put their money where their mouth is").

The extracts from the forum, e.g. "if someone already donates time and effort, maybe a high fee is a bit unreasonable" (ananda_groag, 2005) vs. "it seems that people who complain about the fees don't realise that it probably costs the organisation far more to support an inexperienced volunteer than what the volunteer would pay in fees", highlight a central debate in volunteer tourism. It further emphasises the need for adequate management of volunteer expectations and selection and the need to ensure that the volunteer are provided with plenty of opportunities for fun and socialising, skill and knowledge development and to contribute to a worthwhile project.

Equity theory cannot yet guide studies on volunteer tourism in a specific way. As not enough is currently known about the perceived inputs and outputs of various

stakeholders or even about the nature and scope of conservation volunteer tourism as a sector. Instead a set of research efforts are needed to identify the variables that are relevant to equity analysis, by understanding the processes that occur within the conservation volunteer tourism experience and in particular what shapes the experience and satisfaction levels of participants, both donors and recipients. This kind of research effort will be the focus of this thesis and will lead to the formulation of research questions and hypotheses that will be discussed in the final chapter and may form the basis of future research questions.

2.3. VOLUNTEER BEHAVIOUR:

2.3.1. Identifying and recruiting volunteers:

A good understanding of volunteers is particularly important to ensure the successful operation of the organisations in which they are involved. Much of the current literature on volunteers concerns recruiting, motivating and retaining them, with a recent move to understanding volunteer motivation, use, training and job satisfaction (Deery, Jago et al., 1997). Most of the research has tried to identify and understand volunteers using one of four profiles: socio-economic status, interpersonal network, demographic characteristics, and personality traits.

Many studies have found that volunteer characteristics will vary according to the type of organisation that is being studied (Bonjean, Markham et al., 1994). In general, the upper and middle classes volunteer for organisations of general interest, such as cultural, educational or political pressure groups, as well as tourism activities. Men were more often associated with sporting or economic organisations, whereas women were more often associated with health, religious or international organisations (Deery, Jago et al., 1997). Volunteers participating in conservation projects overseas, such as Earthwatch expeditions, were often young, female well educated and single, with a strong desire to be challenged and to experience an intense interaction with the environment (Weiler & Richins, 1995).

One general trend that has become apparent through studies on the relationship between personality and volunteering is that people who are more confident are more likely to be volunteers (Deery, Jago et al., 1997). A number of other

components, such as demonstrated perseverance, significant personal effort based on special knowledge, training or skill also contribute to volunteerism (Stebbins, 1982). Moreover, volunteers often demonstrate a unique ethos with a subculture consisting of intrinsic beliefs, values and norms (Parker, 1992). According to these studies the common attribute between volunteers is their high level of engagement and commitment to their chosen activities.

Accordingly, finding the most efficient means to induce potential volunteers to contribute resources, time and energy to organisations is crucial as no monetary rewards are offered and participation is not coerced (Bonjean, Markham et al., 1994). As a result, generating satisfaction, motivation and commitment are central issues for volunteer organisations (Bonjean, Markham et al., 1994). Studies suggest that many volunteers seek short-term assignments which are results orientated and consist of a clear beginning and end; once they have completed one such assignment, they may sign up for a subsequent one if the first was satisfactory. However, it must be pointed out that many organisations design volunteer roles with the assumption that volunteers will sign up for a long-period of time. If volunteer preferences are taken into account, then organisations will have to become more thoughtful about how they will use each volunteer's talents (Ellis, 1995).

2.3.2. Volunteer motivation and satisfaction:

A major characteristic of volunteerism, and volunteer tourism in particular, is that it is believed to involve altruistically motivated travel (Wearing & Neil, 1997). The travel component may be seen as travelling for the stimulation and development of character, and has a certain appeal as travelling not only for pleasure but also to fulfil a purpose, such as work with communities in developing countries and spend time to assist in saving natural environments. Volunteering itself is believed to fulfil higher level needs such as self-esteem, belonging and self-actualisation as volunteers seek to gain personal benefits from their activities including self-satisfaction, social and personal well-being (Wearing & Neil, 1997). Within the literature there is a focus on personal development, often brought about through learning and the development of personal knowledge, self-confidence, independence, cultural awareness, and social abilities. It appears that these

benefits, in particular the facilitation of understanding and the friendships, are frequently considered more important than the activity itself (Wearing and Neil 1997).

It has been suggested, however, that the motives and needs of an individual are not always apparent or consciously defined (Henderson 1981) and that volunteers may vary considerably in the predispositions they seek to express through their participation in voluntary activities. Bonjean et al. (1994) have identified a range of motivations that volunteers may express and which involve more than simple altruism. These include “building a personal power base”, “developing a career that leads to status or other rewards”, “advancing a personal ideological agenda”, or more commonly, “the desire to help others”, “compassion for people in need”, “working for an important cause”, “task interest”, “challenge and responsibility”, “meeting new people and developing friendships” and “learning new skills”. Wearing and Neil (1997) add the need to feel cared for by the organisation and finally, Bonjean et al. (1994) suggest that people may seek out voluntary activities in order to satisfy needs that are not met elsewhere and suggest that allowing participants opportunities for creativity and responsibility has the potential to build high levels of commitment and motivation.

In studying volunteer motivation, it is hoped that a better understanding of volunteer satisfaction may be reached. Generating volunteer satisfaction is a very important consideration for organisations as “volunteers who are more satisfied are more likely to remain active” (Bonjean et al., 1994). As Henderson (1981) has pointed out, “when volunteers feel volunteering is a leisure experience, they will continue to be motivated”. Additionally a volunteer will only be motivated to participate in an activity when their primary interests, obligations and needs can be met comfortably while giving service to others. A marketing point for the recruitment of volunteers that organisations may use is to highlight the constructive and creative use of leisure that volunteering provides. However, some studies have shown that some not-for-profit organisations undervalue their volunteers who can be treated “like so much cannon fodder”, and in some cases, they are seen as “a necessary evil, simply required to get the job done” (Bruce 1995). As a result, Goodale set out a list of guidelines for keeping volunteers motivated and increasing satisfaction levels within the organisation (Goodale 1995).

The most important point that is made in volunteer satisfaction studies, and repeated in other reports, is that volunteers must remain excited about the organisation's mission (Goodale 1995; Wearing & Neil 1997). Equally important, volunteers need encouragement, so it is crucial to compliment them, recognise and celebrate their success (Wearing & Neil, 1997). Constant recognition and communication may become substitutes for rewards and ensure that the volunteers feel that their input is taken seriously. Allowing individuals to be independent, creative and in control as well as letting them devise and execute successful plans also leads to feelings of personal success and increases in self-esteem, which will in turn make volunteers increase their commitment (Wearing & Neil, 1997). Setting goals for volunteers, specifying terms of job commitment and providing clear instructions and thorough training also improve volunteer motivation and satisfaction levels (Goodale, 1995).

Some theories, such as the Expectancy theory, suggest that volunteers will feel most motivated when they believe that their best efforts will lead to the rewards they value most (Wearing & Neil, 1997). Some rewards that are offered by volunteer organisations include a celebratory and fun atmosphere, with the opportunity for personal networking, and general learning, as well as more tangible benefits such as free tickets to certain events, or free transportation, food or accommodation (Wearing & Neil, 1997). On the other hand, if volunteers do not perceive that there is an equitable exchange between them and the organisation, they will experience tension which they may try to reduce by decreasing their level of performance or by other adaptations (Bonjean, Markham et al. 1994). Furthermore, where volunteers are not given the opportunity or support to carry out personal projects successfully, feelings of frustration and failure may become apparent and volunteers may start to limit their time perspective to the present and be less motivated to continue participating. This type of situation may occur where centralised control, stifling rules and procedures and other experiences frustrate attempts to be creative, reach important personal goals or enjoy shared tasks (Bonjean, Markham et al. 1994). A result of Henderson's study also highlighted the point that professional staff need to be more aware of the needs of the volunteers that could be fulfilled through volunteerism (Henderson, 1981).

2.3.3. *Volunteer organisations:*

Within the literature on volunteer organisational behaviour there have been some attempts at developing typologies of volunteer organisations. In a general review of organisational typology, Pearce (1993) identified four classifications of organisations based on (i) the incentive provided, e.g. material, solidary (socialisation and fun), or purposive (working for a common goal); (ii) the compliance mechanisms in place, e.g. coercive, utilitarian or normative (where symbolic rewards or sanctions are used); (iii) degree of institutionalisation from formal to ideological and radical; and (iv) organisation function, e.g. expressive, where individuals come to express some need or instrumental, where the primary focus is on providing a service or product. Some of these classifications are reflected in later studies, such as Bonjean et al.'s (1994) which suggested that organisations may be described as either pleasure performance groups, sociability organisations or goods and services producing organisations.

An interesting point is raised in reviewing organisational typology, namely that the reports of members on why they joined may not conform to the type of organisation in which they work. This is important as this seeming mismatch may not only influence volunteer satisfaction and performance, but it will almost certainly guide volunteer behaviour within an organisation whose framework may be designed to cope with a very different type of behaviour. This is another consideration which may be usefully explored in this study and reinforces the importance of understanding the perspectives of both the volunteers and the volunteer staff in understanding volunteer experiences.

Of the authors that have looked at differences in organisational structure and approach, Wearing (2001) and Hartman (1997) have developed classifications systems specifically aimed at conservation organisations and Earthwatch trips respectively. Hartman (1997) distinguishes between Earthwatch expeditions based on the expedition leader's approach to the project's volunteers (Table 2.1.). He found three groups with distinctive characteristics. The first of these had an inviting and egalitarian approach to its volunteers. This group was inclusive and non-hierarchical, and words such as "we", "openness", "making a difference", "discussion", "emotional", "feeling", "philosophical" and "little experts" were common. The teaching style was characterised by mini-scientific projects carried

out by volunteers who had minimum training and yet were able to make useful contributions to the overall expeditions. The second group was the social/adventure group, where “research is less technical than reflected in the technical/normative theme, but yet not general enough for the volunteers to contribute in a substantive or cognitive manner as in the inviting/egalitarian theme”. The final group included the more technical or normative expeditions where science is presented as highly technical and complex. Volunteers were used as labourers and there was little emphasis on education, reflecting a refusal by the leaders to place the expedition within a context, thereby limiting any possibility of a critical or socio-political understanding of science. In this group relationships were impersonal and words such as ‘personal’, ‘work’, ‘labour’, ‘complex and technical’ were common (Hartman 1997).

Table 2.1. Characteristics of Earthwatch expeditions taken from Hartman (1997):

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Wearing (2001) compared four Australian-based travel organisations based on the ethical, environmental and decommodification characteristics of their trips, as advertised in the organisation's promotional material. He argues that this approach allows a discussion of some of the characteristics which are essential for organisations that situate themselves in the ecotourism-volunteer tourism niche. Some of the criteria that he chose to represent the three characteristics were the type of tour promoted, its theme, the conservation ethic, the environmental experience (consumptive vs. interactive), the interpretation provided as well as pre-departure information, interaction with locals in terms of accommodation, operations (local recruitment or foreign recruitment), distribution of economic returns, and finally the marketing approach of each organisation.

In his approach, Wearing highlighted some of the important characteristics that may fundamentally affect the positive outcomes of the volunteer expedition, and most importantly, are available for scrutiny by potential volunteers before the trip. The fact that such information is provided in the organisation's promotional material suggests that, to a certain extent, the characteristics that Wearing has chosen may influence volunteer destination choice and may be reflected in the typology and expectations of the participants on each expedition. Some of the characteristics identified by Wearing in his study of volunteer tourism organisations will be used to guide the first study of this thesis.

2.4. TOURIST BEHAVIOUR:

Understanding why people travel and participate in certain activities, i.e. understanding their motivations, is central to understanding destination choice, tourist expectations and behaviour and finally tourist satisfaction. The importance of a good understanding of tourist behaviour cannot be underestimated in any tourism research, particularly for improving tourist and tourism management. As Pearce (1995, p.178) states "as tourism grows into an increasingly sophisticated consumer industry, the need to understand the needs of travellers will increase and the motivation of tourists will become a core part of all tourism studies".

However, understanding tourist motivation is a complex task, and has led to wealth of studies and theories on the issue. Most studies of tourist motivation recognise

that “different activities can meet different needs for different people at different times. Different activities can be done for different reasons by the same people at different times. The same activity can be done for reasons by different people at the same time, and so forth” (Crandall, 1980, p.50).

In order to overcome some of the difficulties of studying tourist motivation, Crandall suggested using three different approaches to understanding tourist behaviour. These are (i) a person approach, which should examine personalities, life-styles, demographic characteristics and moods, (ii) a reasons approach, that would look at motivations and needs, and (iii) a place approach that would identify the characteristics of the setting or location. Such an integrated approach is important as Todd (1999) points out that measuring the importance of various destination attributes is not a substitute for obtaining importance ratings or reasons why people go on holiday. However, it has been known for a while that tourists may be unable to or may not wish to reflect on and express their real travel motives, and that therefore researchers must find a means to assess travel motivation indirectly (Pearce & Caltabiano, 1983). This type of integrative approach will be used throughout this study on volunteer tourism.

2.4.1. A “person” approach:

Many personality studies developed outside the tourism industry have been applied to tourists. For instance Frew and Shaw (1997) tried to apply Holland’s typology of orientations to life to tourists. Their objective was to see if personality as represented by Holland’s codes could be related to tourist behaviour and in particular to visitation of certain attractions, as well as interest in, or intent to visit, those attractions. Although their results were inconclusive, the use of the codes and the secondary assertion that personality types flourish, i.e. will have higher interest and participation levels, in environments where people have similar interests, competencies, values, traits and perceptions, may be important for understanding certain tourism phenomena (Frew & Shaw, 1997).

Another interesting point to arise out of the application of Holland’s personality types to tourists and their behaviour which is particularly relevant to volunteer conservation tourism is the discrepancy between personality types that are good at science and the more social personality types. It seems that personality types who

display an understanding and enjoyment of science appear less likely to enjoy highly social settings whilst those personality types that display more adventurous and social characteristics appear less interested or skilled in scientific activities.

Many studies have gone beyond a classification process such as Frew and Shaw's in an attempt to understand the underlying psychological causes for different types of behaviour. One such study was based on the single trait construct of locus of control. Originally distinguishing between allocentrics and psychocentrics, a modified version of this theory proposes that tourists will display either dependable or venturesome characteristics depending on their locus of control. Dependables have an external locus of control and tend to be slightly anxious and indecisive, preferring to follow the lead of others, returning to safe and familiar places that they have discovered and enjoyed. On the other hand, those tourists who have an internal locus of control, or "venturers", are characterised by a constant search for new and exciting destinations, rarely returning to the same destination. They are described as reaching out and exploring the world with anticipation and excitement, and adapt to the local conditions quite easily. They tend to encourage others to visit the destination through their tales of interesting and exciting adventures. It has been suggested that understanding where tourists fit on the venturer-dependable curve may allow researchers to understand many elements of their behaviour such as their likelihood to travel, the types of destination they may chose to visit, the types of travel products they prefer, the travel experiences they are likely to want, as well as what activities they will participate in and finally, the type of advertising that appeals to them (Plog, 2002).

Alongside personality studies such as Plog's and Holland's, values are believed to be another important variable for understanding tourist behaviour. It has often been suggested that by identifying a tourist's values it is possible to obtain an indication of the person's travel motives and their needs which must be satisfied by the destination (Madrigal & Khale, 1994). It has also been found that values seem to affect the same variables, such as actions, attitudes and beliefs, that are used to identify traits related to social behaviour, indicating that values may be used as a determinant of the social and learned aspects of personality.

As with personality, an understanding of value systems provides a better predictor of activity preference than the tourist's demographic information which is generally collected for tourism marketing purposes. A respondent's prioritisation of values

could be used to determine recreation activity preferences, travel style such as preference for travelling independently or within a group, as well as a person's predisposition for active or passive discontinuance of a given recreation activity (Backman & Crompton, 1990). It seems that a person's values may also be related to their locus of control. For instance, of the nine values listed in the most commonly used value measurement instrument, the List of Values (LOV), four of them, namely accomplishment, fun and enjoyment in life, excitement and self-respect were considered to indicate an internal orientation, whereas values such as security, belonging and being well-respected were considered more externally-orientated.

2.4.2. A "reasons" approach:

The "reasons" approach focuses on factors such as motivations, needs and satisfaction. Previous studies of tourist motivations have yielded a relatively comprehensive list of tourist motivations. In a review of tourism motivation studies, Pearce (1992) identified at least 10 tourist motivations which appear to be central to many travel decisions. These are experiencing the natural environment, meeting local people, understanding local culture and the host country, enhancing family life, resting and relaxing, pursuing special interest and skills, being healthy and fit, self-protection and safety, being respected and earning social status and finally, to reward oneself.

As a result of a review of tourism motivations and subsequent studies, Pearce and Lee (2005) expanded upon the travel career model and developed a model of travel motivation based upon a tourist's previous travel experience. These authors suggested that there exists a core group of travel motivations that are common to all tourists, and which include escape, relaxation, relationship enhancement and self-development. Additionally, tourists with a high level previous travel experience were found to seek out a high level of host-site involvement and nature related motivations, whereas less experienced travellers were more likely to be motivated by personal development, self-actualisation, and stimulation needs. These motivations, along with others identified in this study will be used in this study to identify the motivations of volunteer tourists.

Moreover, motivations identified in the Recreation Experience Preference Scales (Manfredo et al., 1996) will also be used to understand tourist motivations. Many of the motivations listed in the Preference Scales are similar to those identified in other studies, such as that by Lee and Pearce mentioned above. However, the focus of the Recreation Experience Preference Scales is on the desired goal states that are attained through participation in leisure, thus adding an extra dimension to the study of tourism motivations. According to Manfredo et al. (1996), motivations can be viewed as a hierarchy of instrumental and terminal expectations. In this approach, instrumental expectancies describe the relationship between effort and outcome and lead to terminal expectations which are the long-term, personal goals. Thus the Recreation Experience Preference scales are linked to the experiential approach in studying recreation, and are intended to measure the type of psychological goal states desired by recreationists.

2.4.3. A “place” approach:

The relationship between destination image and motivation has been explored by numerous tourism scholars. It is generally accepted that the image created by a destination will influence a tourist's motivations and his or her decision to travel to that place (Tapachai & Waryszak, 2000). It is also believed that the motivations of tourists will affect their image of a destination as tourism marketers refine their promotional material and product to suit the needs and desires of potential tourists (Frochot & Morrison, 2000). The model that encapsulates these views is the push/pull model of destination choice.

The concept of push and pull factors in destination choice incorporates the ideas that people travel because they are pushed into making this decision by internal forces, i.e. their needs and motivations, and pulled by external forces, i.e. the destination's attributes. The push factors result from the attractiveness of a destination as it is perceived by those with the desire to travel (Uysal & Jurwoski, 1994). These factors will include the destination's tangible attributes, as well as the traveller's perceptions and expectations of a place, such as novelty, benefit expectation and marketing image. These latter elements can be manipulated by tourism marketers through the design of promotional programs and packages, as well as through destination development decision-making.

Another approach to linking tourist motivation and the chosen tourism destination was developed by Moscardo et al. (1996). These authors suggest that activities are the critical attributes of destinations which are evaluated by travellers according to their ability to satisfy needs. Thus, motives can be seen as providing travellers with expectations for activities and destinations as offering activities. This approach provides tourism managers with a tourism segmentation tool, enables managers to package and programme their services more effectively, and to enhance their promotion material by including specific activities that appeal to their target market. Additional advantages of studying activities are that they are easily definable, are destination-specific at a range of levels, and relate directly to a person's travel motives (Moscardo et al., 1996). Although Moscardo et al.'s study was based on very general travel behaviour, it is proposed that an activities-centred study of destination image is especially relevant to niche-based tourism industries such as special interest tourism and volunteer tourism. For these reasons, an activities approach will be used in this study on the motivations, expectations and experiences of volunteer tourists.

A final tourist variable that may influence the evaluation of destinations is the individual's self-concept. Sirgy and Su (2000) propose that tourists will evaluate a destination based on how well that destination's visitor image fits with how the potential tourists see themselves or they would like to see themselves. The first of these elements, the visitor image, will be formed through various cues provided by the destination's promotional material. Examples of such cues include the destination atmospherics such as the natural landscape, the presence of locals, historic interests, accommodation and facilities. The greater the match between the visitor image and the tourist's self-image, the more likely the tourist will be to have a favourable attitude towards that destination, and hence, the more likely he or she is to choose that destination.

2.4.4. Destination Selection

It appears, therefore, that a potential tourist's self-image may combine with his or her travel motivations, socio-demographic profile, personalities and values as well as previous travel experience to affect how an individual will perceive the various attributes of a destination (or volunteer tourism organisation) that are being advertised in its promotional material. This, in turn, may influence the travel

destination selection and has two important consequences for the management of tourist behaviour. First it highlights the importance of paying attention to the individual tourist or potential tourist when analysing travel destination images. Second, the destination image held by a potential tourist may influence his or her satisfaction regarding the travel experience (Echtner and Ritchie, 1991; Jenkins, 1999). To encourage visitors to return to a destination, there must be a match between the image and expectations of a destination and the actual experience: a positive image and experience, or a negative image and positive experience will lead to a positive evaluation of the destination (Chon, 1992). The importance of understanding destination image formation and the image of particular destinations is therefore very important in understanding tourist behaviour.

The process of destination selection has often been described as drawing on destination attributes, i.e. pull factors, and combining these with traveller motivations, i.e. push factors (Gartner, 1993). This led Tapachai and Waryszak (2000) to examine the role of the beneficial image in tourist destination selection. They conceptualised the beneficial image as “perceptions or impressions of a destination held by tourists with respect to the expected benefit or consumption values including functional, social, emotional, epistemic and conditional benefits of a destination” (Tapachai & Waryszak, 2000: 38). This is a useful concept when considering the benefits a volunteer tourist may expect to receive from a conservation organisation in reciprocation for their time, labour and financial contributions, according to the philanthropist/recipient model of behaviour in Equity theory.

2.4.5. Researching Destination Images:

Despite the wealth of studies on destination imagery, there remain a number of unresolved issues within the field of destination images. The first of these issues is simply the need to arrive at a working definition of image, an expression which is variously defined in the vaguest of terms. The second issue is the range of methodologies that have been used to study destination images, such as content analysis, rating and ranking scales, repertory grids, free responses, means-end analytical approaches, multidimensional scaling, and correspondence analysis (Baloglu, 1997; Calantone et al., 1989; Coshall, 2000; Goodrich, 1998; Klenosky et

al., 1993; Santos; 1998; Scott et al., 1998; Walmsky & Jenkins, 1993). Broadly the methodologies may be grouped into structured and unstructured methods.

Although the majority of past studies of destination image have used structured methods by asking tourists to rate pre-determined lists of destination attributes, several authors argue that this method inevitably ignores the destination's holistic image, its psychological attributes and restricts the respondents' ability to say what features of the destination are important to them (Dann, 1996; Echnter & Ritchie, 1991; Reilly, 1990). As an alternative method, Reilly (1990) suggests that an unstructured technique such as free elicitation be used as a preliminary to structured, quantitative methods. Dann (1996, 1998) takes this technique further and suggests using a content analysis of "articulated touristic imagery", with or without prompting from pictorial imagery. In using this method, Dann (1996) proposes that statements concerning destination images can also be used as an alternative method of measuring trip satisfaction and even motivation, through the affective component of image interpretation.

These methods suggested by Reilly and Dann are applied to this study, where a combination of structured and unstructured data collection methods are used to determine the image of each conservation organisation and the benefits that volunteer seek from the expeditions in which they become involved. This approach permits an analysis of those characteristics that the organisations have emphasised in their promotional material. Additionally by following an emic and flexible research methodology, it is possible to determine whether potential tourists are interpreting these messages in the way that the organisations intended.

2.4.6. Tourist emotion:

The study of emotions has seen a re-emergence over the last few decades. Since the age of reason, when emotions were felt to be unworthy of study, the understanding of emotions has lagged behind other areas of psychology and philosophy. The re-emergence of emotions has to do with new social trends such as high consumption and the changing role of women in society today. The study of emotions in the field of consumption experiences is particularly important as satisfaction and emotions are inextricably linked according to researchers such as Zins. For instance, Zins (2002, p.4) argues that there is "ample evidence that

emotional reactions associated with the consumption experience are fundamental for the determination of satisfaction". This section of the literature review therefore briefly examines some of the theories behind the study of consumption emotions and identify how these have been applied in the tourism research. It highlights those studies that have linked emotions and satisfaction in the tourism experience and considers how these are relevant to the present study of the experiences of volunteer tourists.

The study of emotions deals with valenced affective reactions to perceptions of situations (Richins, 1997). Specifically, consumption emotions address the affective responses elicited during the consumption experience (Zins, 2002). Tourism experiences are one form of consumption experience and emotions elicited by tourism experiences may be studied using consumption experience models. Consumption emotion research has been driven primarily by market research and thus has looked at the use of specific products and services, reactions to advertising, or has been applied more generally in a variety of consumption situations. Much of this research has been based on frameworks of emotion that have been developed in psychology. Currently, most of the theories concerning emotional psychology include some aspects of cognitive science. However there is no general agreement between researchers on the role of importance of cognitions in emotions, and how cognitions and emotions interact to influence behaviour. A complete review of emotional theory is beyond the scope of this thesis, although emotions will be measured in this study as the importance of including both the cognitive and affective domain when studying tourist behaviour has been stressed by authors such as Gnoth (2000). He argues the hedonic nature of holiday tourism may be particularly prone to emotional influence.

Clearly then, there is a need to incorporate some measure of emotion when analysing the volunteer tourist experience. Currently, few studies have examined the role of emotions in the tourism experience, so there is little guidance for developing a measure of emotion to be used in this study. This next section will spend some time reviewing the range of different measures have been developed by emotion theorists. There is currently little agreement over which of these is the most adequate measure of emotion. In fact some authors have argued that the study of consumption experiences in particular, researchers have relied on precedence rather than "being guided by an informed consideration that matches the measurement method to the substantive problem in hand" (Richins, 1997: 127).

This comment highlights the importance of reviewing and considering the various measures that have been proposed to study emotions in general and consumption emotions in particular.

In order to review the literature that is relevant to this thesis, these measures may be broadly divided into two categories. The first category includes measures that are based on theories that proposed mono-dimensional, discrete emotions. Some of the most commonly used measures that fall into this category are the Differential Emotions Scale, developed by Izard, and Plutchik's Emotions Profile Index. In these measures, 30 or more adjective items are created based on eight to 10 primary or fundamental emotions. These primary emotions are, according to Plutchik, surprise, distress or sadness, anger, disgust, fear, joy, acceptance and expectance. Izard agrees with the first five of these primary emotions, but argues that there are another six fundamental emotions which are contempt, interest, enjoyment, shame/shyness and guilt.

Both authors argue that these emotions are the basic emotions upon which other, more complex emotions are built. However, this approach to identifying and measuring emotions has been heavily criticised as there is no widespread agreement on the number or nature of basic emotions or how non-basic emotions, such as love, hate, relief, pride, etc are identified using these measures. Indeed, some later psychologists studying emotions have started to question whether or not a basic set of emotions upon which other emotions are built even exists (Ortony & Turner, 1990- see ref. 532). According to Richins (1997), this calls into question the validity of measures that are founded on the principle that basic emotions exist.

An alternative approach to the study of emotions uses multi-dimensional scaling to identify the underlying dimensions of emotions. The suggestion that multiple dimensions of emotion exist has been supported by investigators working with facial expressions as well as by studies using self-reports of feelings. In the first case, two or three dimensions were found, the two most common ones being pleasantness-unpleasantness and level of activation. Studies based on self-reports of feeling originally suggested five to eight dimensions of emotion, some of which were similar to those identified by Plutchik and Izard (Bush, 1973). The use of multi-dimensional scaling techniques, rather than factor analyses, appears to have provided two or three consistent dimensions of emotion.

The first of these feeling dimensions according to multi-dimensional scaling studies is the pleasantness-unpleasantness dimension. This dimension was identified as far back as 1897, by Wundt (cited in Russell et al., 1989). Since then it has been consistently identified through studies of facial expressions and also appears to be directly related, if not identical to the principle dimension of semantic differential studies. However, this dimension does not appear in any recognisable form using factor analyses of self-reports of feelings. Instead, two factors that represent the extremes of the pleasantness-unpleasantness dimension, e.g. pleased and sad, may be identified through factor analytic studies (Bush, 1973).

The second dimension that occurs with a high degree of regularity in multi-dimensional scaling studies is the arousal or level of activation dimension. Again this dimension was first identified by Wundt in 1897 (cited in Russell et al., 1989), which he called the arousing and depressing dimension. As with the first dimension, it also regularly appears in scales of facial expression and resembles the activity dimension of the semantic differential scales. Factor analyses of results from studies using the self-report technique have not, however, produced any factors that may be paralleled with the activation dimension found in the previous two types of study.

The two dimensions mentioned previously are fairly consistent over most studies and account for a high percentage of the variance in the data (e.g. in Bush, 1973, dimension one accounts for 60.5% of the variance and dimension two accounts for 21.2%). They have therefore been used to develop various models and measures of emotion. Perhaps one of the best known models to have arisen out of the two dimensional scaling of emotions is Russell's circumplex model. This measure was initially proposed as a development of Mehrabian and Russell's (1973) three-dimensional Pleasure-Arousal-Dominance scales. In a series of studies leading to his publication *A Circumplex Model of Affect* Russell (1980) proposed that affective states are best represented as a circle in a two dimensional space (Figure 2.1.).



Figure 2.1. The circumplex model after Russell (1980).

He labelled the first dimension (on the horizontal axis) pleasure-displeasure and the second dimension (on the vertical axis) arousal-sleep. The eight affect concepts that he used in the multi-dimensional scaling procedure could then be said to fall at precise points along the axes in a circular order. Furthermore, Russell suggested that this circular ordering of the eight concepts may be due to the fuzziness of the boundaries of affect words, e.g. the boundaries of pleasure and excitement overlap considerably, placing them next to each other in the circle.

Using the circumplex model, Russell in collaboration with Weiss and Mendelsohn (1989) later developed the Affect Grid, a single item scale of pleasure and arousal, using a nine point scale. This grid was designed to assess the two dimensions of affect at a given point in time, but not to assess aggregates of affect categories over longer periods of time. These authors found that the Affect Grid is a reliable measure of the underlying dimensions of affect and is a very useful instrument when subjects are asked to make affect judgements in rapid succession or to make a large number of judgements. The authors suggested that the Affect Grid be applied to studies of the affective response to drama, music, personal interaction, etc. One study where the Affect Grid has been applied to consumer behaviour is Holbrook and Gardner's (2000) study of the mood-updating process. They used the Affect Grid to test a model of evolving affective responses to a musical stimulus, and found that the Grid successfully captured the changes in respondents' moods.

Based upon these measures of affect developed in the field of psychology, other researchers have been able to develop and adapt scales to be used in the study of consumption emotion. Richins (1997) argues that consumption emotions differ in character and intensity from emotions that are experienced in other contexts. She therefore set out to generate a list of affective states that would capture the full range of consumption emotions. This list was based upon respondents' open-ended descriptions of emotional responses to consumption events combined with emotions identified in earlier studies of consumption emotions. The resulting list contained 285 words, and was therefore considered too long to serve as a useful survey instrument. It was therefore reduced by eliminating those words that most respondents were unlikely to use to describe their consumption emotions, whilst still providing a good, comprehensive coverage of the two-dimensional space of affect, where the first dimension represented positivity-negativity of the emotion experienced and the second dimension was labelled "receptivity" or "activity". The resulting multi-dimensional emotion space revealed a flattened circumplex, with a greater differentiation of emotions on the first dimension than on the second (Figure 2.2.).

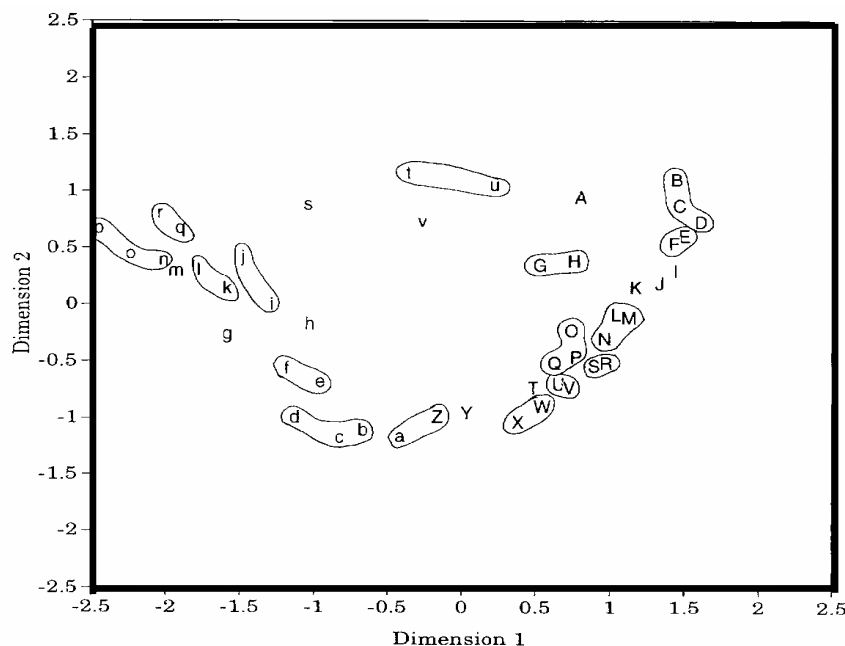


Figure 2.2. Multi-dimension scaling of Consumption Emotion Set. In clockwise direction from the top, the letters represent: A, *impatient*; B, *frustrated*; C, *irritated*; D, *angry*; E, *unfulfilled*; F, *discontented*; G, *worried*; H, *tense*; I, *disgusted*; J, *furious*; K, *grouchy*; L, *depressed*; M, *miserable*; N, *sad*; O, *panicky*; P, *threatened*; Q, *afraid*; R, *ashamed*; S, *embarrassed*; T, *guilty*; U, *envious*; V, *jealous*; W, *lonely*; X, *homesick*; Y, *tender*; Z, *sexy*; a, *romantic*; b, *loving*; c, *sentimental*; d, *warm-hearted*; e, *calm*; f, *peaceful*; g, *comforted*; h, *relieved*; i, *hopeful*; j, *optimistic*; k, *contented*; l, *fulfilled*; m, *proud*; n, *joyful*; o, *glad*; p, *pleased*; q, *enthusiastic*; r, *excited*; s, *eager*; t, *amazed*; u, *surprised*; v, *overwhelmed*.

Table 2.2. The Consumption Emotions Set taken from Richins (1997)

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Generally, research into emotions that have been undertaken in the field of tourism and leisure research have been based upon the multi-dimensional theory of emotional space. For this study, a multi-dimensional measure of emotion will be developed in Chapter 5 to study consumption emotions that arise during the volunteer tourist experience. The measure will be based upon Russel's circumplex model and use the refinements and adaptations made by Ritchins in order to make it specific to consumption experience created through the volunteer tourism service. The measure will reveal the different emotions, both positive and negative as well as the level of arousal that occurs in the volunteer tourism experience, and will provide a dynamic measure of affect that can be compared to activities undertaken, satisfaction levels, critical incidents and motivation fulfilment.

2.4.7. Tourist Satisfaction:

According the literature reviewed above, the tourist's initial choice of destination will be based upon his motivations and needs and the destination's perceived ability to fulfil his needs. It is generally accepted therefore that tourist satisfaction levels will increase as the fit increases between an individual's needs and the location's ability to fulfil these needs (Lounsbury and Houpes 1985). Based on this, the most commonly used model of tourist satisfaction is the expectancy confirmation/disconfirmation paradigm. Here, consumer satisfaction is viewed as a linear function of pre-experience expectations, actual experience and perceived

performance, and the degree to which expectations are positively or negatively disconfirmed during the experience (Oliver, 1977). Some support for linearity comes from studies such as Lounsbury and Houpes' (1985) who found that the key factor for predicting satisfaction was actually the way one's plans worked out and that this was considered more important than either the way people felt emotionally or physically, or the amount of fun or relaxation they experienced.

Other authors have argued that such a post-hoc measure is limited and can at best be used to determine a tourist's image of the total experience (Hull et al., 1992). This is due to the influence of hindsight, the tourist's ability to recall the experience, the need for introspection to allow for comparisons, the situational context in which tourists are asked to assess their satisfaction as well as positivity bias which may skew the results towards the higher end of the satisfaction spectrum (Pearce, in press; Hull et al., 1992; Zwick et al., 1995). Expectancy disconfirmation may also not be so applicable where goods or services vary substantially, when they are only purchased occasionally, or when the service is subject to external, unexpected and uncontrollable forces that might have a significant impact on satisfaction (Pearce, in press).

For these situations, as well as to gain a better understanding of subjective experience and on-site satisfaction, other authors have suggested using real-time satisfaction measures using participant observation, questionnaires that are completed at set times throughout the experience or daily diaries. The advantages of these approaches is that they capture a dynamic measure of satisfaction that is not dependent on the tourists' ability to articulate pre-trip expectations, nor is it influenced by recall, introspection, hindsight or context. It also captures current cognitions and emotions, allowing the researcher to identify any interactive effects between mood, activities and satisfaction. This type of on-site satisfaction measure has been applied principally to extra-ordinary tourism or recreation activities where satisfaction levels are expected to fluctuate greatly during the experience, and where tourists are unlikely to have clearly defined pre-trip expectations (Arnould & Price, 1993; Chhetri et al., 2004; Hull et al., 1992).

Where such approaches to the study of satisfaction are used in extra-ordinary tourism or recreation activities, they are often combined with theories of peak or optimal experience. One of these theories which might be relevant to the study of volunteer tourism is Csikszentimihlyi's flow theory. The concept of flow may be

particularly important in determining levels of satisfaction in volunteer tourism. In his theory, Csikszentmihlyi suggests that there are four pre-requisites for the flow experience to be felt: 1) that participation is voluntary; 2) that the benefits of participation are perceived to derive from factors intrinsic to participation in the activity; 3) that a facilitative level of arousal is felt during participation and finally 4) that there is a psychological commitment to the activity. The experience itself will depend on the balance of challenge, skill, motivation and expectation. When flow is experienced and the participant is completely involved in the activity, then the participant will feel a balance between personal skills and the challenge posed by the activity, and experience a centring of his or her attention, a loss of self-consciousness, a feeling of control, a loss of anxiety and constraint and ultimately feelings of enjoyment and pleasure. Optimal experiences may well occur in volunteer tourism experiences, and are thus worth bearing in mind when analysing the daily activities and affective state of volunteer tourists in Chapter 5.

Finally, when studying satisfaction, Ryan (1995) highlights the importance of attitudes, expectations and perceptions of holidaymakers in influencing behaviour and determining satisfaction. For instance, in order to understand behaviour, he suggests that it is important to consider the perceived importance of the activity in terms of self-development, self-enhancement, ego, as well as the presence of others and their perceptions and requirements of the tourist. Again, this may be considered when opening up new avenues of research of volunteer tourism experiences using the Equity theory framework in Chapter 7.

2.5. RESEARCH DIRECTIONS AND THESIS STRUCTURE:

Several key points become apparent in reviewing the current literature on tourist behaviour and volunteer tourism. First, it appears that Equity theory may have an important role to play in determining the relationships between volunteer tourists and the conservation organisations that host them. This perspective is still very exploratory in nature and one implicit aim of this research is to investigate whether Equity theory may be applied to the study of volunteer tourism experiences. It has been suggested in the literature that, although traditionally considered an altruistic activity, volunteers do expect a return for their efforts in the form of certain benefits.

In order to identify those benefits that are the most effective, it is necessary to understand the motivations of the participants in conservation organisations.

According to the push/pull model of destination image and destination choice, it is important to identify tourist's travel motivations as well as the expectations created by the conservation organisations' promotional material. It is believed that a good fit between the beneficial image created by the organisation, the expectations and motivations of the volunteer tourists and the tourism experience will lead to higher levels of involvement, satisfaction and organisational commitment, which should, in turn, benefit conservation efforts.

Several of the issues that have been raised in the literature will need to be addressed in this research. One issue in particular which needs to be resolved is the general paucity of research carried out on the experiences of volunteer tourists once they have joined a conservation-oriented volunteer tourism organisation, as well as their motivation to perform their tasks. This understanding is essential if volunteers are to be of effective use in volunteer tourism conservation expeditions. These two points of motivation and experiences will be examined in greater detail in this research. Second, several questions with regards to the organisational use of volunteer tourists in conservation projects may also be posed. These are the nature of the non-financial means with which organisations induce potential volunteers to contribute their time resources and energy to volunteer tourism conservation expeditions. There is a need to understand how to generate volunteer satisfaction, motivation and commitment to insure their continuing active participation in the expedition.

There is also a need to differentiate between different types of volunteer tourism organisations and match volunteer tourists to the various types of volunteer tourism that exist according to the volunteer tourists' motivations, needs and the organisations structure and its approach to involving volunteers in their projects. Additionally, there is a need to match volunteer tourists to activities which can meet their primary interests and needs, which are primarily of a higher-order nature and may include enhancing self-esteem and self-actualisation.

Finally, there is a need to understand how to increase tourist satisfaction during volunteer tourism expeditions. Destination selection and the expectations created through organisational images and different tourist motivations must be

investigated. Subsequently, on-site travel behaviour, and in particular tourists' affective states and satisfaction levels must be understood using expedition activities as a key determinant. There is also a need to examine tourists' assessments of volunteer tourism expeditions in order to provide useful feedback to organisations on means to enhance the satisfaction of their volunteers and ensure high levels of involvement and commitment to the conservation project.

Thus, four specific questions are addressed through four studies in this thesis. These questions and the studies that address them are described below:

Question One: what expectations are created by volunteer tourism organisations? This will be answered in **Study One**, which examines the organisational image of a sample of volunteer tourism organisations, and develops a typology of this tourism sector based upon these images.

The aims of Study One are to:

- (i) Identify and describe the existing volunteer tourism organisations that offer conservation expeditions;*
 - (ii) Identify the defining characteristics of volunteer tourism organisations based upon their promotional material;*
 - (iii) Develop a typology of volunteer tourism organisations based upon the information that is being provided in the organisations' promotional material;*
 - (iv) Determine what characteristics of the organisations' promotional material are most salient to potential volunteer tourists;*
 - (v) Assess the organisation's projected image based upon those characteristics identified by potential volunteer tourists; and*
 - (vi) Develop a typology of volunteer tourism organisations based upon potential volunteer tourists' assessments of the organisations' brochures.*
-

Question Two: what are volunteer tourists' motivations and expectations of their expedition? This question will be addressed in **Study Two**, which builds on study one, by using the typology and the images uncovered in the previous study to develop a motivation survey and provide a background for understanding volunteer tourists' trip expectations.

The aims of Study Two are to:

- (i) Provide a socio-demographic profile of the volunteer tourists;*
 - (ii) Identify and measure the motivations of actual volunteer tourists;*
 - (iii) Compare these with the image created by the organisations promotional material;*
 - (iv) Compare these with the perceived image of the organisation;*
 - (v) Describe the pre-trip expectations of volunteer tourists and;*
 - (vi) Provide a framework for the experiences of volunteer tourists.*
-

Question Three: how do volunteer tourist on-site experiences match their expectations and how do volunteers evaluate their experiences? This will be examined in **Study Three**, which explores volunteer tourists experiences and relate them back to the volunteer tourism sector typology described in Study One and volunteer tourists' expectations and motivations as described in Study Two.

The aims of Study Three are to:

- (i) Describe the worst and best experiences of volunteer tourists during the trip*
- (ii) Examine the range of emotions that a volunteer may experience during their trip*
- (iii) Measure their satisfaction levels of the trip,*
- (iv) Assess the volunteers' evaluation of the different activities undertaken during the trip.*
- (v) Identify other factors that may have affected the volunteer's experience*
- (vi) Determine the volunteers' general assessment of the trip, comments and recommendations.*

And to:

- (vii) Describe the overall experiences of each volunteer and identify groups of volunteers based upon their types of experience;*
- (viii) Identify those elements that affected the volunteers' perception of each day, and draw out themes that have a positive and negative effect on the volunteers' experiences;*

- (ix) *Measure the affective state of volunteers on a daily basis, and to relate this to the activities undertaken, to the events of each day, and to the day of the expedition;*
 - (x) *Obtain a dynamic measure of volunteer satisfaction and to relate this to the elements described above.*
 - (xi) *Relate volunteer tourists assessments of activities, daily events, affective states and satisfaction levels to their self-reported travel motivations and expectations.*
-

Question Four: how do volunteer tourism organisations view their volunteers and their role within the organisation? and how do volunteer expectations, needs and motivations match the expectations and needs of volunteer tourism organisations? This question will be addressed in **Study Four**, which explores the needs and expectations of volunteer tourism expedition leaders, and looks at how these match the expectations, motivations and experiences of their volunteers.

The aims of Study Four are to:

- (i) *Provide a profile of the expedition leaders;*
- (ii) *Investigate their expectations of the volunteer tourists on their expedition;*
- (iii) *Identify their requirements of a volunteer and those characteristics which make them a good volunteer in the volunteer leader's opinion;*
- (iv) *Investigate their assessment of their volunteers performance during the expedition;*
- (v) *Identify what factors expedition leaders think motivate volunteer tourists and compare this to their actual motivation (as determined in chapter 4); and*
- (vi) *Identify any improvements that expedition leader feels should be made to the expedition in order to better meet the needs of their volunteers and enhance their performance.*

The final chapter addresses some of the key findings of this research and their management implications, as well as the limitations of the studies in this thesis and future research directions, before concluding this thesis.

CHAPTER THREE: Expectations created by volunteer tourism organisations

CHAPTER OUTLINE

3.1. Introduction

3.2. Aims and Objectives

3.3. Materials and Methods

3.3.1. Organisational Sampling

3.3.2. Analysis of Projected Images

3.3.3. Analysis of Perceived Images

3.4. Results

3.4.1. Organisational Sampling

3.4.2. Analysis of Projected Images

3.4.3. Analysis of Perceived images

3.5. Discussion

3.5.1. General Comments

3.5.2. A typology of Volunteer Tourism Organisations

3.1. INTRODUCTION:

This chapter is concerned with how volunteer tourism presents itself and is perceived as a sector. Volunteer tourism images are mainly created through the promotional material of various organisations, word of mouth descriptions, and through the media, particularly when celebrities such as Prince William participate in expeditions. Volunteer tourism organisations are likely to use their promotional material for a range of purposes. First, they may use it to position themselves within the special interest or alternative tourism market. Second, their promotional material should highlight how organisations can meet the needs of potential volunteer tourists, potentially emphasising different aspects of the trips which are offered. Third, as potential volunteer tourists undertake an information search of volunteer tourism expedition to assess their attributes and the benefits that the organisations offer, organisations may use their promotional material to create discernibly different expectations of the expeditions.

Understanding the images created by volunteer tourism organisations is essential when considering the management of this tourism sector and the volunteers who partake in the expeditions. It is probable that the promotional material of volunteer tourism organisations affects the expectations and experiences of volunteer tourists. For example Wearing (2003) states that by understanding the images held by volunteer tourists “we may be able to address the managerial implications for organisations operating in the realm of volunteer tourism“. Thus, this study is intended to complement study two on volunteer tourist motivations and needs by identifying some of the organisational images created through volunteer tourism operators promotional material. This is important as a combination of volunteer tourist needs and the image they have of a destination creates expectations that the operator must satisfy in order to ensure volunteer tourist satisfaction. By determining the kinds of expectations that the organisations are creating through their promotional material, organisations will be better able to meet the expectations of their volunteers and ensure volunteer satisfaction.

One way to examine how each volunteer tourism organisation wishes to portray itself is to analyse its promotional material. This can provide an indication of the images and information that each organisation wants to promote and may suggest what type of tourist different organisations wish to attract. Analysing how an organisation positions itself within the volunteer tourism sector may reveal some of the factors that influence a potential tourist’s choice of organisation. Furthermore, it may provide some indication of the motivations of volunteer tourists, and whether certain volunteer tourism organisations are more suited to volunteers with different travel motivations.

3.2. AIMS AND OBJECTIVES:

The primary aim of this first study is to provide an exploratory overview of the conservation-oriented volunteer tourism sector and to understand the expectations that these volunteer tourism organisations create through their promotional material. As volunteer tourism is a relatively new area, both in terms of academic research and as a sector itself, it is necessary to identify some of the defining characteristics of the sector and determine to what extent these are shared between different operators. In doing so, it becomes possible to measure the degree of homogeneity within this area of tourism, and the range of choices offered to potential volunteer tourists. This in turn may provide an indication of the types of expectations that volunteer tourists may have of volunteer tourism experiences.

As with all forms of tourism, the volunteer tourism sector may be understood from the operators' point of view (supply-side), or may be studied by analysing the tourists' interpretations of the product and available experiences (demand-side). Accordingly, this study looks at both of these elements and therefore consists of two parts. The first part focuses on those aspects of volunteer tourism that are being promoted by different organisations, and the second part reviews how these are then being interpreted by potential volunteer tourists.

The aims of the first part of the study are to:

- (i) Identify and describe the existing volunteer tourism organisations that offer conservation expeditions;
- (ii) Identify the defining characteristics of volunteer tourism organisations based upon their promotional material; and
- (iii) Develop a typology of volunteer tourism organisations based upon the information that is being provided in the organisations' promotional material.

The second part of this first study looks at how the organisations' promotional material is interpreted by potential volunteer tourists. The aims are therefore to:

- (iv) Determine what characteristics of the organisations' promotional material are most salient to potential volunteer tourists;

- (v) Assess the organisation's projected image based upon those characteristics identified by potential volunteer tourists; and
- (vi) Develop a typology of volunteer tourism organisations based upon potential volunteer tourists' assessments of the organisations' brochures.

The end product of this analysis will be a the development of a classification system of volunteer tourism organisations that offer conservation experiences. It is not definitive typology, but a guide to the types of characteristics that might be used to develop a mutually exclusive typology of conservation-oriented volunteer tourism organisations, and gain a broader understanding of the basic characteristics of organisations that fall within this sector. The profile and embryonic typology developed in this study will guide the subsequent studies in this thesis. Determining the kinds of expectations that organisations are creating through their promotional material will guide research concerning how well these expectations are being met. Furthermore, it may provide some indication of the motivations of volunteer tourists, and whether certain conservation-oriented volunteer tourism organisations are more suited to volunteers with different travel motivations.

3.3. METHODOLOGY:

The development of a typology of volunteer tourism organisations was based upon an analysis of the image of conservation volunteer organisations. This organisational image was examined using two different methods as described in the aims of this study. The first method looked at the image that the organisations portrayed through their promotional material. The principal research methodology used to do so was content analysis. The second method sought to understand the perceived image that potential tourists held of organisations. This was ascertained by asking tourism and biology students to perform a multiple sorting procedure on the brochures of volunteer conservation organisations.

3.3.1. Organisation Sampling:

The first step in this research was to establish a sample of conservation volunteer organisations which would form the basis of the rest of this thesis. As the objective of this research was to support nature conservation through increasing the general public's understanding of science during their tourism experience, it was decided that the sample should consist of those organisations that offered a holiday experience that incorporates conservation research expeditions.

In order to ensure that only volunteer *tourism* organisations, and not those volunteer organisations that offer one-day or weekend volunteer projects, were selected, organisations had to either send their volunteers to international destinations or recruit volunteers from overseas. With these criteria in mind, a search of the Internet, specialist magazines and relevant guidebooks, such as the Guide to Conservation Volunteering, was performed. Each volunteer tourism organisation whose descriptions matched the criteria listed above was then rechecked to ensure that it offered conservation expeditions with a research or data collection element, and that it either recruited international volunteers or sent volunteers to international destinations.

3.3.2. Analysis of Projected Organisational Image:

Once a sample of volunteer tourism organisations was established, these organisations were contacted by email to request a copy of their brochure. If there was no response to this request, a second email was sent out three weeks later, again asking for the organisation's brochure. Although the aim of the study was to perform a content analysis on the organisation's brochures, in those cases where an organisation did not respond or did not have a brochure or information package, it was decided to use the organisation's website instead.

A general profile of the organisations was produced by recording the cost and length of the trip, the expedition's group size, the ages of the volunteers, the expedition type, interactions with local communities and local conservation groups, as well as the presence or absence of any additional activities that were offered, a list of expedition outcomes, and the opportunity for participants to set up their own mini-projects. Also, based on a preliminary overview of the organisations' promotional material, it was decided that three elements would be analysed in more detail. These were the organisation's mission statement, their promotional photographs and the testimonies of past volunteers. These are considered to be some of the key elements of any volunteer tourism promotional material and can be easily compared between organisations.

Element one: mission statement analysis:

Each organisation's mission statement was obtained either from their promotional website, or by contacting the organisation directly. In some cases the mission statement was not mentioned in the promotional material, however, the organisation did provide a concise, one-line statement of its aims and objectives. In this case, the organisation's objective was used instead of the mission statement.

A content analysis was considered to be the most appropriate methodology to answer the research questions posed in this first study. Content analysis is "a research methodology that utilizes a set of procedures to make valid inferences from text. These inferences are about the sender of the message, the message itself, or audience of the message" (Weber, 1985). Analogous content analyses

have been performed on mission statements in the case of international airlines (Kemp & Dwyer, 2003), and on the promotional material of forest products to evaluate their level of “greenness” (Wagner & Hansen, 2002).

For the purpose of this study, it was decided that the mission statement of each conservation-oriented volunteer tourism organisation should be analysed as one complete unit. Mission statement content categories were developed inductively using a “cut-up-and-put-in-folders” method as suggested by Bogdan and Bilken (1996). An inter-coder reliability check was then performed by asking four tourism postgraduate students to code a randomly selected sub-sample (25%) of the mission statements. The coders were all given the same mission statements and a precise definition of each theme to ensure consistency. The resulting reliability score of 80% was considered adequate to continue with those mission statement themes.

Element two: photograph analysis:

A similar procedure was employed to analyse the organisations’ promotional images. Wherever possible, the photographs found in the brochures were used to carry out the content analysis. Once again, however, where no brochure was available, or the brochure contained no photographs, the organisation’s website was used instead. As with the mission statements, photograph themes were labelled through an inductive process, and checked for reliability by asking four postgraduate tourism students to code the photographs from a quarter of the total number of brochures selected at random. A slightly lower inter-coder reliability score of was recorded in this case, 76%, but this score was still considered sufficient to continue with the content analysis.

Element three: volunteer testimonies:

The third element analysed was a sample of the testimonies of previous volunteers. Volunteer testimonies were randomly selected from each organisation where these were available on the website or in the brochure. As many organisations only used five volunteer testimonies, it was decided that this would be the number of testimonies that would be analysed. Each testimony was then divided into distinct themes, or phrases. Again, the themes were chosen inductively and validated

through an inter-coder reliability check. The coders were given five testimonies from a quarter of the organisations which were selected at random. The testimonies were already divided into phrases. Respondents were asked to code each phrase according to the themes defined by the researcher. Again a reasonably high inter-coder reliability score of 76% was recorded.

Once these three elements had been content analysed, a cluster analysis was carried out on two of the themes to detect any groupings within the organisations. This cluster analysis formed the basis of the development of the organisational typology which forms the aim of this first study.

3.3.3. Analysis of Perceived Organisational Image:

A second approach to developing an organisational typology involved using a multiple sorting procedure to investigate the perceived organisational image according to potential volunteer tourists. The same sample of volunteer tourism organisations was used in this analysis. The information for the analysis was obtained from the brochures or information packages, not the websites, of the organisations. As it was difficult to survey potential tourists who had requested organisational brochures, it was decided that research students who had an interest in tourism, conservation or biological science would be used instead. This decision was based on the notion that enduring involvement, i.e. the degree to which a person perceives a product to be self-related or instrumental in achieving personal goals and values with a product or service, contributes to an individual's ability to make informed judgements concerning that product or service (Perdue, 2000). Thus, students with a background in tourism or biological sciences should be able to assess the promotional material of volunteer tourism organisations with a certain degree of confidence.

By responding to a request for respondents to participate in a study on volunteer tourism, it was felt that this student sample could be used to simulate potential volunteer tourists requesting information on volunteer tourism expeditions. Thirty postgraduate research students were therefore selected from the Tourism Program (n=15) and the School of Biological Sciences (n=15) at James Cook University in

North Queensland, Australia. Additionally, a small incentive was provided to encourage students to participate in the study.

The respondents were asked to perform a multiple sorting procedure as described by Wilson and Mackenzie (2000). The respondents were given the brochures of the volunteer tourism organisations and asked to browse through them. Once they had read through them, the respondents were asked to sort them into groups using criteria of their choice. There were no restrictions placed on the number of groups created, or the number of organisations that could be placed in each group. After completing the sorting procedure, the respondents were asked to define and explain the criteria upon which they grouped the organisations. The whole sorting procedure was then repeated as many times as possible until the respondent was either unable or unwilling to group the brochures according to a new set of criteria.

The results of the multiple sorting procedure were used to develop an index of proximity or similarity between organisations. This was calculated by tallying the number of times organisations were placed in the same group for each sorting procedure. Using this tally, a dendrogram of organisations was produced, showing which organisations appeared to be most similar and dissimilar. Finally, a content analysis was also performed on the respondents' criteria for grouping the organisations. From this, it was possible to identify the most common classification criteria and make some inferences regarding potential tourists' perceived images of volunteer tourism organisations.

3.4. RESULTS:

The results of this study will be reported in two major sections, according to the structure laid out in the Aims and Objectives previously discussed. The opening section of the results will thus address Aims (i) to (iv) listed on page 64. This will be followed by the results of Aims (v) to (vii) listed on page 65.

3.4.1. Organisational Sampling

(i) Identifying the existing conservation volunteer tourism organisations:

A search of specialist travel and conservation magazines, guide books or travel directories and the internet yielded 40 organisations that appeared to fulfil the requirements for this study. However, a closer analysis revealed that five of these organisations did not offer opportunities to volunteer in the conservation work being undertaken, or alternatively, only acted as intermediary agencies that could put potential volunteers in touch with relevant conservation organisations overseas. Another four organisations were volunteer tourism organisations that did not offer expeditions that included an element of conservation research. A further two conservation volunteer organisations were no longer in operation.

The final sample of conservation volunteer organisations consisted of 29 organisations. The sample includes all of the larger, better-known, international organisations, and many smaller-scale, local organisations. This diversity in types of organisations sampled guarantees some confidence that a representative sample of the conservation volunteer tourism sector as a whole was chosen. Of these 29 organisations, just over half ($n=17$) responded to the first request for their promotional material, and four replied to a subsequent request. Three organisations replied that they did not provide any promotional material other than their website or information tours in the UK. Finally, five organisations simply did not reply to the request and consequently provided no promotional material. As a result, 16 brochures were received in the mail, five information packages were sent electronically, and two information packages were downloaded from the internet (Table 3.1.). In the analyses that follow, a mixture of the organisation's websites, brochures and information packages were used to obtain the relevant information.

Table 3.1. Conservation Volunteer Tourism Organisation Sample*.

Organisation's Name	Response	Format of information	Organisation's Name	Response	Format of information	Organisation's Name	Response	Format of information
Teaching Abroad	Y	B	Outreach International	Y	B	White Shark Conservation	Y	P
Operation Wallacea	Y	B	Involvement Volunteers Association	Y	B	Brathay	Y	P
Earthwatch	Y	B	CVA	Y	B	Tethys	Y	P
Coral Cay Conservation	Y	B	Global Volunteers International	Y	B	Statia Conservation	Y	W
Greenforce	Y	B	Landscapes	Y	B	Trekforce	N	W
Biosphere	Y	B	Frontier	Y	B	Global Volunteers	N	W
BTCV	Y	B	Blue Ventures	Y	P	Oceania	N	W
MICS	Y	B	ORES	Y	P	Oceanic	N	W
Raleigh International	Y	B	Eurasia Griffon Project	Y	P	African Cons. Experience	N	W
I-to-I	Y	B	Blue World	Y	P			

* where Y= did respond, N = no response, B = Brochure, P = Printed information package, W = Website

3.4.2. Analysis of Projected Organisational Image

(ii) Identifying the defining characteristics of conservation volunteer tourism organisations:

A total of 17 key characteristics were identified in the promotional material of all or most of the organisations. These characteristics focussed primarily on the organisations themselves, providing an overview of the volunteer tourism sector as a whole. Secondly, the promotional material provided basic information on the expedition concerning what volunteers should expect during the trip and thirdly additional information regarding the organisation and the expeditions was also noted.

The characteristics which fell into the first category included the location of the organisation's headquarters, the destination countries for the conservation expeditions, the number of projects offered, the types of expeditions offered, the cost of the trip as well as a cost breakdown, the length of the expeditions, the group size, the ages of volunteers, the organisation's target market. A further five characteristics provided information on the expedition itself, such the types of accommodation and food that could be expected, what activities would be offered, descriptions of a typical day, what training, if any, was offered, whether there was the possibility of undertaking independent conservation or research projects. And finally the additional information regarding the organisations and expedition included a profile of the scientists or expedition leaders, a list of outcomes of the work undertaken, and the level of interaction with the locals.

Each of these characteristics will be briefly examined in turn. First, an assessment of the volunteer tourism sector as a whole is presented. Of the 17 characteristics presented here, the only ones that are not mentioned in the promotional material of each organisation are the size of the expedition groups, the age of volunteers, and the level of involvement with the local community. All the other characteristics are either indicated in the promotional material, or in some cases, for example the undertaking of independent projects, the absence of the characteristic is noted.

A. General Volunteer Tourism Sector Characteristics:

A majority of the conservation volunteer organisations are based in the UK (n= 16). Many of these UK-based organisations send their volunteers abroad to participate in expeditions in a range of different countries (n = 15). The remaining 13 organisations were either international, with headquarters in several countries, (e.g. Earthwatch) or based in the country in which they conduct their conservation expeditions (e.g. Statia Conservation in the Netherland Antilles or Tethys in Italy) (Figure 3.1. a & b).

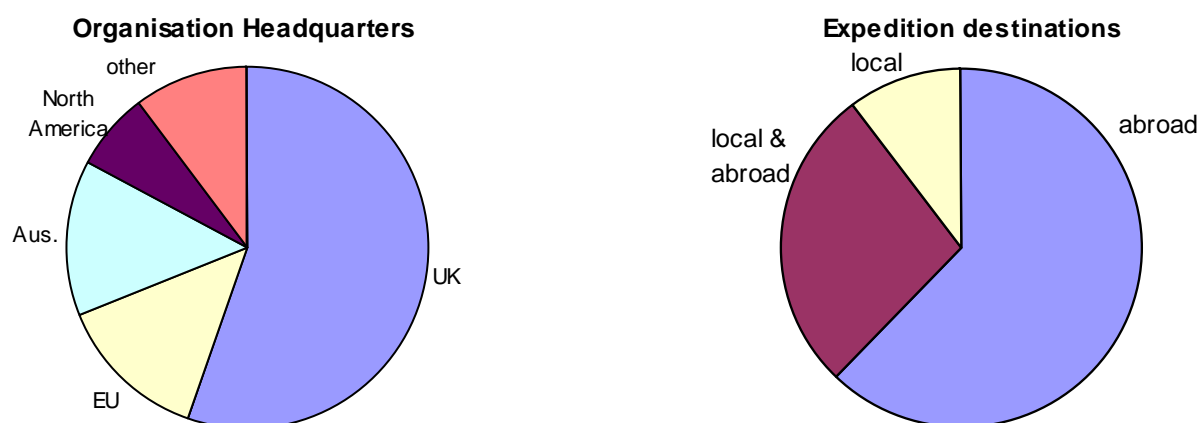


Figure 3.1. a & b: The Headquarters Of Conservation Volunteer Tourism Organisations And The Destinations Of Their Expeditions.

Over half of the organisations (n = 18) send their volunteers on expeditions outside their home country. Many organisations offer trips to a range of countries, e.g. Earthwatch has expeditions in 45 different countries, whereas other organisations offer expeditions in only one or two countries (e.g. ORES expeditions go to Canada and Honduras and Blue Ventures focuses its research expeditions on the island of Madagascar) (Table 3.2.). The median number of trip destinations is six.

Table 3.2. The Number Of Destination Countries For Each Organisation That Send Volunteers Abroad

Organisation	Number of destinations
Earthwatch	45
Coral Cay Conservation	5
I-to-I	14
Teaching abroad	16
Greenforce	6
Opwall	3

Organisation	Number of destinations
Brathay	5
Biosphere	5
Raleigh Int.	6
Global Vol.	19
AFE	4
Outreach Int.	4

Organisation	Number of destinations
Blue Ventures	1
GVI	15
Frontier	6
Oceanic society	6
Trekforce	3
Ores	1

Expeditions run to every continent, with no particular geographic trend in the destinations. It could be suggested however that many of the destination countries are developing countries often in need of extra resources to successfully implement conservation projects. Thus many organisations focus their activities in Latin America, Africa and South East Asia (e.g. Coral Cay Conservation, Frontier or Trekforce). However, some organisations also offer some expeditions to North America, Europe and Oceania (e.g. I-to-I, Biosphere and Global Volunteers).

The total number of expeditions or projects offered by each organisation is also highly variable with a range of 1000's to one single project. For instance, CVA proclaims that it completes over 1500 projects around Australia every year. Other organisations such as BTCV are involved in over 500 projects and Earthwatch offers around 82 expeditions. Most organisations however, offer less than 30 expeditions and many organisations such as MICS or ORES focus on a single project (Figure 3.2.).

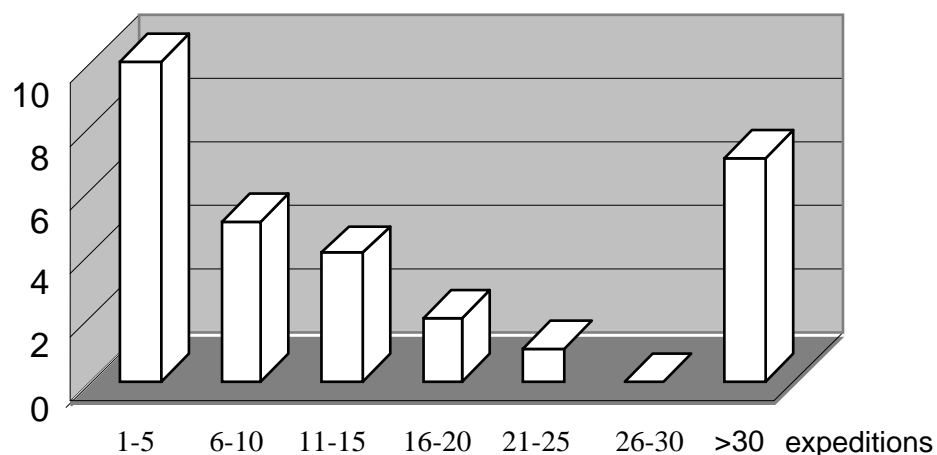


Figure 3.2. Number of expeditions offered by organisations. Most organizations offered 1-5 expeditions

Other characteristics that varied greatly were the length of the expeditions, and the cost of participation. An expedition could be less than a week in duration (e.g. CVA or Tethys), or may last up to one or more years (e.g. I-to-I or Trekforce). Most expeditions ($n = 24$), however, last from 1 week to 3 months, and a few organisations (e.g. Operation Wallacea or Coral Cay Conservation) specify that

volunteers must commit themselves to the project for a minimum period of time, for instance 2 weeks, with the option of extending their stay to a few months at a later date. Often this minimum commitment period is due to the necessary training period before a volunteer may start to collect useful data, particularly on expeditions which involve scientific SCUBA diving.

On the other hand, several organisations offer trips that last a specific length of time, although volunteers may choose to undertake several trips. Examples of these organisations include Earthwatch or Tethys which run trips of six days to 2 weeks. Finally, a few organisations offer their volunteers the opportunity to mix and match their projects, encouraging volunteers to spend time travelling between project sites. For instance, i-to-i offers i-Venture Combos where volunteers can book two or more trips and receive a significant discount on their second and subsequent trips. They suggest itineraries that may include different continents (e.g. Thailand to Australia), or different types of projects (e.g. Honduras medical work and Costa Rica conservation work). Other organisations that offer similar arrangements include IVA and Outreach International.

The cost of a trip may also vary greatly. For the organisations that offer a few projects in one or a small number of destinations (<5), prices may range from an allowance of AU\$300/month to volunteer contributions of up to AU\$2500/week. In general, the marine projects that involve boat-based research require a higher financial contribution from their volunteers (e.g. Tethys: AU\$1400/week, ORES: AU\$1900/week), whereas expeditions that do not require a boat, e.g. shore diving, or that are land-based, may be less costly for the volunteer (e.g. Eurasian Griffon Project: AU\$250/week, Blue Ventures AU\$750/week). Organisations that operate a range of expeditions in several countries may choose to set a standard price for all expeditions (e.g. Teaching Abroad, AU\$416/week, or Greenforce, AU\$690/week) or may alternatively set individual prices depending on the expedition (e.g. Earthwatch, where prices may range from \$840/week to AU\$3500/week). Many organisations, such as Coral Cay Conservation and Raleigh International, will offer advice on how to raise the money to participate in an expedition. Furthermore, a fifth of the organisations explicitly state how the volunteers' financial contribution will be used, and in particular what proportion of this money will be directly used to support local conservation and research projects.

Table 3.3. The Variation between Organisations in Expedition Price and Length, and Number of Projects and Destinations Offered.

Price of expedition	Length of expedition	Number of destinations	Number of projects
+ AU\$300/week	5 days	1 location	1 project
to	to	to	to
- AU\$3500/week	2 years	45 countries	1500 projects

Another key characteristic that was mentioned by most, if not all organisations, was the age group, and sometimes market segment, that the expeditions were suited to. In general, the majority of organisations sole age requirements were that volunteers be between the ages of 17 years old and 70-80 years old (e.g. Earthwatch and i-to-i). However, some organisations such as Brathay or Raleigh International specified that volunteers must be between 17 years old and 25 years old. Obviously, these organisations are tapping into a very specific youth market, which may include school leavers, gap year students, and recent university graduates (Table 3.4.).

A few other organisations that do not specify a particular age group also direct their activities towards a specific market segment. In most cases, this market segment focuses on younger volunteers and in particular students. For instance, Operation Wallacea targets university students and only runs its expeditions during the Northern Hemisphere's summer vacation. Teaching Abroad mentions that many of its volunteers are between the ages of 18 and 25 years old, and that a Teaching Abroad trip is an ideal gap year activity. A total of six organisations describe themselves as well suited to gap year students, and another five mention that students form the majority of their volunteers. Alternatively, Earthwatch mentions in its FAQ that many of its volunteers are college graduates, whereas an organisation such as CVA suggests that the only requirements to participate in its projects is an interest in conservation work. The number of people on an expedition was usually in the range of four to 20 people.

Table 3.4. The age groups and target market of each organisation

Organisation	Age group	Target Market	Organisation	Age Group	Target Market
Earthwatch	>16-80	College graduates	Trekforce	Any	Gap year & Students
Operation Wallacea	Any	University students	i-to-i	17-70	Gap year/graduate
Coral Cay Cons.	>16	Mix of people	CVA	15-70	Any
Teaching Abroad	16-75	Youth and gap year	Eurasian Griffon project	Any	Any
Greenforce	>18	??	Landscape	Any	Any
Brathay	17-25	Youth	Oceania	Any	Any
Tethys	>16	??	GVI	>17	Any
Biosphere	Any	Mix of people	African Cons. Exp.	Any	Students
Global Volunteers	Any	Any	White Shark Conservation	Any	Students
BTCV	>18	Any	Frontier	Any	Gap year
MICS	Any	Any	Blue Ventures	Any	Any
Raleigh Int.	17-26	Gap year	Blue World	Any	Students
IVA	Any	Any	Oceanic	Any	Students
Outreach Int.	Any	Youth	Statia Conservation	Any	Any
ORES	>18	Any			

Another variation between the organisations is the focus or theme of their expeditions. As all of the organisations were selected based on the presence of conservation research, all 29 organisations necessarily offer expeditions that provide volunteers an opportunity to be involved in science and conservation projects. Many organisations offered expeditions that focused on other types of project. For instance, an organisation such as Earthwatch offers not only many projects in a range of countries, but also offers a diversity of projects that may

range from collecting data on the behaviour of bottlenose dolphins to excavating archaeological sites in China.

In general, all organisations offer expeditions that include a variety of themes, the most common of which are the research and conservation themes (Table 3.5.). There are a few exceptions to this rule as some organisations focus specifically on one theme; for example the White Shark Project, Tethys and the Oceanic Society all advertise that their expeditions are marine research expeditions. However, in most cases, expeditions will also offer activities that fall outside the main research or conservation theme. Such activities may include running interpretation centres, building conservation-related infrastructure or teaching local people English.

Other themes which exist are cultural trips, adventure tourism, educational travel or community development projects. Furthermore, some organisations, such as GVI or i-to-i, offer projects that have quite a specific focus such as media work or nursing. These organisations offer overseas work experience opportunities. Additionally, many of the organisations which target the youth market segment, such as Raleigh International, Coral Cay Conservation and Brathay, also advertise that their trips contain an element of adventure tourism. Operation Wallacea and Greenforce take this a step further and incorporate an adventure training or jungle survival course within their conservation research expeditions.

Regardless of the theme (research, adventure, etc) it is interesting to note that many organisations advise their potential tourists that the expeditions must not be perceived as a holiday, and that volunteers will be expected to work during their time with the organisations. This is an interesting point, given the tourism nature of the experience and the use of holiday-like terms and images in the organisations' promotional material, as will be shown in part three of the results section. This implicit contradiction between holiday images and the organisation's warning that the volunteers are not on holiday will be discussed further in the final chapter of this thesis.

Table 3.5. Expeditions themes and examples of expeditions for each organisation.

Organisation	Number of projects	Examples of expeditions
Earthwatch	82	Spanish dolphin monitoring, Tourism cost-benefit analysis in Nepal
Operation Wallacea	4	Jungle survival course, Indonesian language & culture, reef monitoring
Coral Cay Cons.	8	Reef conservation project,
Teaching Abroad	21	Amazon Biodiversity surveys, physiotherapy in Nepal
Greenforce	6	Amazon biodiversity surveys
Brathay	13	Alaskan survival skills, Belize rainforest and reef surveys and conservation
Tethys	3	Mediterranean whale and dolphin surveys
Biosphere	6	Population ecology of the Namibian Cheetah
Global Volunteers	19	Teaching English or cetacean research
BTCV	>500	Park maintenance in the UK, Wolf monitoring in Slovakia
MICS	3	Cetacean monitoring in Canada
Raleigh Int.	11	Marine surveys in Chile, developing park visitor facilities in Costa Rica
IVA	>63	Park maintenance or orphanage work in Argentina, teaching English in Thailand
Outreach Int.	59	Coral research in Mexico, disabled children's project in Cambodia
ORES	1	Cetacean surveys and local awareness campaigns in Canada
Trekforce	9	Jungle trekking, orang-utan rehabilitation
i-to-i	73	Children's museum in Bolivia, turtle conservation in Costa Rica.
CVA	>1500	Wallaby monitoring, track building in Australia
Eurasian Griffon project	1	Griffon surveys, manning an interpretation centre in Croatia
Landscape	8	Painting and wildlife surveys in WA
Oceania	1	Cetacean surveys in Australia
GVI	>30	Teaching English in Nepal, turtle conservation in Panama
African Experience Cons.	16	Game reserve maintenance, game capture and tagging
White Shark Cons.	1	Great White Shark research in RSA
Frontier	12	Rainforest surveys in Vietnam
Blue Ventures	1	Reef surveys in Madagascar
Blue World	1	Cetacean surveys in Croatia
Oceanic	13	Cetacean research, coral monitoring
Statia Cons.	3	Turtle tagging, trail maintenance

B. Expedition- Specific Information for Participants:

As well the background details regarding the organisation itself, organisations also provided the volunteers with some information of what they might expect during the expedition. Firstly, the type of food and accommodation provided on different expeditions was highly variable between various organisations. Accommodation may include camping (e.g. Coral Cay Conservation), local homestays (e.g. Teaching Abroad), private accommodation owned by the organisation (e.g. Operation Wallacea), or staying in motels or bed & breakfasts (e.g. BTCV). In most cases, however, volunteers are warned that accommodation will be fairly basic with few facilities. Furthermore, volunteers are expected to do their own cooking in each organisation.

As with the other characteristics mentioned above, there is also a wide variation between organisations in opportunities to participate in a variety of alternative activities. A few organisations, such as Earthwatch or Biosphere, offer quite highly structured expeditions where most of the volunteer's time is accounted for. In these organisations, a volunteer is expected to spend most of their day involved in research activities, principally data collection, data entry and possibly data analysis, as well as general duties such as cooking and cleaning. Volunteers are given some free time in the evenings and it is up to the individual to choose how to spend that free time.

In some cases, such as Operation Wallacea's expeditions, the organisation does inform the volunteers of local events and places that might be of interest to see during their free time, although no formal outings are organised. In some cases, however, the organisation will organise activities for the volunteers during their free time. Both Outreach International and Raleigh International state that they organise outings and events outside the usual project activities, often involving the local community. In other cases, the organisation will present lectures as an alternative to research activities. This often occurs with boat-based expeditions (e.g. White Shark Project and Tethys), where research activities are dependent on the state of the sea.

It is noticeable that some organisations offer their volunteers a greater amount of free personal time than other organisations. In many cases, such as BTCV,

volunteers are given one day off a week. For instance, organisations such as i-to-i, Teaching Abroad and the Statia project have established a “working day” for their volunteers, usually 15-18 hours/week, after which the volunteer is free to do as he or she pleases. Other organisations such as Coral Cay Conservation, however, specifically state that a volunteer will be given a weekend off to leave the expedition site only on longer expeditions, usually of three weeks or more. Only one organisation offers volunteers the option to take some time away from the expedition in order to do other activities such as sightseeing.

Approximately half of the organisations provided specific information concerning the daily activities that the volunteer could expect. This information was provided in the description of a “typical day in the life of a volunteer” or as a testimony or diary written up by a volunteer. In some cases, however, the expedition description actually informed the volunteer that there was no such thing as a typical day, and that the expedition leader would decide each morning what activities would be undertaken that day. Again, this was particularly true in the case of marine expeditions, where daily activities were highly dependent of the state of the sea.

Many organisations also mentioned the types of training programmes they offered their conservation volunteers. Again, the format of these programmes varied among organisations. Four organisations, Brathay, IVA, BTCV and Biosphere, did not mention any form of training in their promotional material. Over half of the organisations (n = 15) offered on-site training at the start of each expedition (e.g. Coral Cay Conservation), or in some cases, as the expedition progresses the volunteers rotate between tasks (e.g. MICS and ORES). Other organisations provided their volunteers with information packs that briefed the volunteers on the tasks they would be expected to carry out and suggested further reading to familiarise themselves with the background to the various research techniques (e.g. Earthwatch and the Eurasian Griffon Project). This was then often combined with further training on-site (e.g. Greenforce and Tethys). Other forms of pre-trip briefings included training or orientation weekends that took place in the volunteers’ home country, usually in the UK, before the start of the expedition. These weekends were usually organised by the organisations that offered a combination of conservation research and adventure expeditions (e.g. Brathay and Raleigh) (Table 3.6.).

Additionally, some organisations offer their volunteers the opportunity to undertake their own projects under the supervision of an expedition leader. These projects usually form part of a volunteer's university final year dissertation. Those organisations that offer their volunteers this opportunity are often those that target students as their market. Examples of organisations that offer to supervise university dissertations and primarily target the student market include Operation Wallacea, African Conservation Experience, and Teaching Abroad. The opportunity to undertake independent work or research is still relatively infrequent, however, as only six organisations offer volunteers the option of devising and carrying out their own independent projects.

Table 3.6. The Training Format And Opportunity To Conduct Independent Projects For Each Organisation

Organisation	Training	Independent Research	Organisation	Training	Independent Research
Earthwatch	Info Pack & On-site	No	Trekforce	On site	No
OpWall	Pre-trip	Yes	i-to-i	On-site	No
CCC	On-site	No	CVA	On site	No
Greenforce	Info pack & on-site	Yes,	Eurasian Griffon project	On site	No
Teaching Abroad	On-site	Yes,	Landscape	None	No
Brathay	Pre-trip W/E	No	Oceania	On site	No
Tethys	Info pack & on-site	No	GVI	On site	No
Biosphere	No	No	African Cons. Exp.	On site	Yes
Global Volunteers	On site	No	White Shark Conservation	On site	No
BTCV	No	No	Frontier	Pre-trip & on site	No
MICS	On site	No	Blue Ventures	On site	No
Raleigh Int.	Pre-trip	No	Blue World	On site	No
IVA	None	No	Oceanic	On site	No
Outreach Int.	On site	Yes	Statia Conservation	On site	No
ORES	On site	Yes			

C. Additional Information Regarding The Organisation Or The Expedition

Less than one third of the sample of organisations (n =11) provided a profile of their expedition leaders and scientists in their promotional material. Even fewer organisations (n=8) provided some indication of how the data collected by volunteers has been used. Of those organisations that did mention the outcomes of their research, the usual format was a description of the organisation's past accomplishments (e.g. Earthwatch or Greenforce). In some cases, organisations provide a list of published articles that had arisen from research that they have conducted. This type of list may be found in the promotional material of Operation Wallacea. In many cases, those organisations that have provided potential volunteers with a profile of the expedition leaders and researchers, have also listed the outcomes of their research (Table 3.7.).

Table 3.7. The Presence Of Researcher Or Expedition Leader Profiles And A List Of Expedition Outcomes For Each Organisation

Organisation	Researchers' profile	Research outcomes	Organisation	Researchers' profile	Research outcomes
Earthwatch	YES	YES	Trekforce	YES	YES
Operation Wallacea	No	YES	i-to-i	No	No
Coral Cay Conservation	No	YES	CVA	No	No
Teaching Abroad	No	No	Eurasian Griffon project	No	No
Greenforce	No	YES	Landscape	YES	No
Brathay	No	No	Oceania	No	YES
Tethys	No	YES	GVI	YES	No
Biosphere	YES	YES	African Conservation Exp.	YES	No
Global Volunteers	No	No	White Shark Conservation	No	No
BTCV	No	No	Frontier	YES	YES
MICS	No	No	Blue Ventures	No	No
Raleigh Int.	No	No	Blue World	YES	No
IVA	No	No	Oceanic	No	No
Outreach Int.	No	No	Statia Conservation	No	No
ORES	YES	YES			

The final key characteristic that was identified by most, but not all organisations was the level of interaction with the local community. The 20 organisations either state that they work closely with local scientists or that volunteers will be provided with an opportunity to participate in local community lifestyles and meet the locals.

(iii) Typology of organisations based upon information in their promotional material:

For a more in depth analysis of the conservation volunteer tourism sector, three elements that were common to the 29 organisations were chosen for a cross-organisational comparison. These elements were the organisations' mission statements, the testimonials of past volunteers and finally, the photographs used in the organisations' promotional material. The data were primarily drawn from the organisations' brochures whenever possible ($n = 15$), or alternatively from their websites.

Mission statement content analysis:

Each organisation's mission statement was classified into one of three themes. These themes were mission statements that were (i) conservation-oriented, (ii) that placed an emphasis on promoting cross-cultural understanding or (iii) that highlighted personal development and adventure as their goals. Over two thirds ($n=21$) of the organisations were found to have a conservation-oriented mission statement. The remaining eight organisations are almost equally divided between mission statements that emphasise cross-cultural development and understanding ($n=3$) and those that highlight personal development and adventure ($n= 5$) (Table 3.8.).

An example of a conservation-orientated type of mission statement is that of Greenforce who say that their aim is

“to assist in the conservation of wildlife and the natural environment through the provision of interpretative biological information regarding species within or using protected areas. In doing so to integrate with existing programs and collaborate with like-minded institutions, for mutual benefit and to ensure the sustainable development of the aforementioned protected areas”.

Global Volunteers represents an organisation that aims to promote cross-cultural understanding as they state that *“Global Volunteers’ goal is to help establish a foundation for peace through mutual, international, cross-cultural understanding”*. i-to-i, on the other hand, provides an example of the latter type of mission statement when they say that *“we are inspired by a twofold mission: to support meaningful projects and to develop you as an independent traveller”*.

Table 3.8. The Theme Of Each Organisation’s Mission Statement

Conservation Orientated		Cross-cultural. understanding	Personal development & adventure
Earthwatch Operation Wallacea Coral Cay Conservation Greenforce Biosphere BTCV MICS ORES Trekforce CVA Eurasian Griffon Project Landscape	Oceania GVI African Cons. Experience White Shark Conservation Frontier Blue Ventures Blue World Oceanic Statia Conservation	Global Volunteers IVA Outreach Int.	Teaching Abroad Brathay Raleigh International i-to-i

Volunteer testimonies:

The second element analysed in greater depth across the different organisations was the testimonies of past volunteers. Twelve different themes were identified and a total of 188 testimonies were analysed from 16 different organisations. The remaining 13 organisations either did not include volunteer testimonies in their promotional material or the testimonies were written in a language other than English. The frequencies with which each theme was present overall when all the testimonies are combined across all the organisations is represented in Figure 3.3.

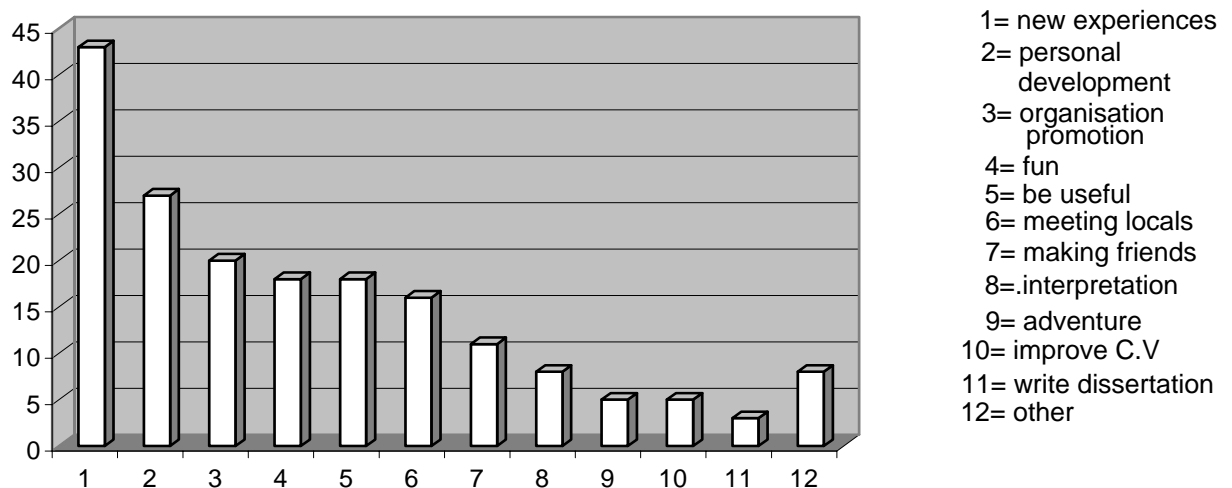


Figure 3.3. The overall frequency of the 12 volunteer testimony themes

The most frequently cited theme (n=43) within the volunteer testimonies was the experience theme. This theme comprised testimonies that described a “once in a lifetime experience”. This was often related to activities or settings that the volunteers considered out of the ordinary, exceptional and that will always be remembered. Some examples of this type of testimony include:

“the experience I gained on Mafia outshone any other in my life...it’s going to be hard to top”

or

“our living conditions were very basic but I have fond memories of camp life...the evening sitting around a campfire; that first cup of thick coffee in the morning, and the whole time not having the peace and tranquillity (sic) broken by the noise of a car or a telephone ringing”.

Of the remaining 13 themes, five others were frequently cited. These common themes included the “personal development” theme (n=27), the “organisation promotion” theme (n=20), the “fun” theme, the “useful” theme and the “locals” theme. The definitions of these themes and some examples of past volunteer testimonies that illustrate each of these five themes are provided in Table 3.9.

Table 3.9. The Definitions And Some Examples Of Five Of The Six Most Common Themes In The Testimonies Of Past Volunteers.

Theme	Definition: statements with the following content	Example
Personal Development	Experiences that changed the volunteer's outlook on life	<i>"It has definitely made me grow as a person"</i>
Organisation Promotion	The benefits of travelling with that organisation	<i>"Seriously impressed with the organisation and facilities and particularly with the way OpWall involves the local communities"</i>
Fun	Having fun during the expedition	<i>"Brilliant fun teaching English and learning Indonesian"</i>
Useful	Feeling like the project or volunteer was useful or made a difference	<i>"it was good to see just how much a group of conservation volunteers could do"</i>
Locals	Discovering a local culture or meeting local people	<i>"It was an excellent way to see and learn about the real culture of Bulgaria"</i>

The remaining seven themes occurred with much less frequency, e.g. volunteer testimonies that talked about aiding or completing university dissertations occurred only three times. Moreover, some of these themes were often encountered in only a few organisations. Again this is particularly true of the "dissertation" which only occurred in one organisation, Operation Wallacea. Theme 12, the "other" category, is an exception as it occurs in nearly half of the organisations. Some examples of testimonies that could not be included in any other theme are:

"I am already thinking that in about a year's time I would like to return and do some teaching in a small village. It's a long-term plan in the making"

Another example of this theme was a testimony from an African Conservation Experience volunteer who says:

Beatrice, a student asked: "why must you leave Ghana?" I gave her a practical answer: our visas only allow a short stay. But now I would love to say, "It's because of the mission we share. We come from our countries bringing love to Ghana. After a short time with you, we experience your love for us. Now we must carry your special love back to our countries so others can know it also"

A multi-dimensional scaling test of the volunteer testimony themes was performed using SPSS where the variables were the themes and the cases were the individual organisations. The test reveals that the sample of volunteer tourism organisations, although small, may be differentiated into distinct clusters. Organisations were appeared to cluster according to their use of 4 different types of testimonies: along the first dimension organisations were grouped into the left-hand quadrant according to their volunteers' reports of experiencing novel "out-of-the-ordinary" experiences, such as Operation Wallacea, or i-to-i, or at the other end of the axis, according to their volunteers' testimonies of having undertaken a journey of personal development (e.g. BTCV, Global Volunteers, Raleigh). On the other axis, dimension 2, organisations were clustered according to their use of testimonies that promoted the organisation itself (e.g. ORES or Greenforce), and to the presence of testimonies that emphasised the altruistic, "being useful" nature of the volunteers' tourism experience. There did not appear, however, to much of an overlap between particular organisation mission statement themes and use of volunteer testimonies (Figure 3.4.).

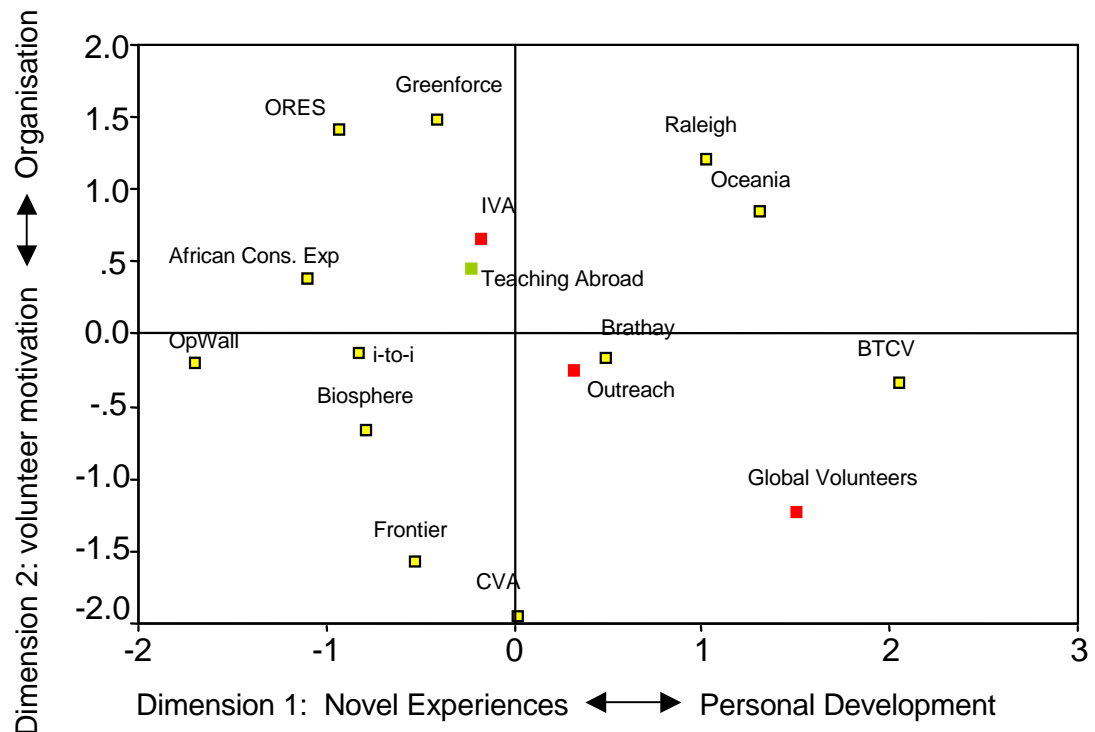


Figure 3.4. Multi-Dimensional Scaling Of Organisations Based On Their Volunteer Testimonies. Organisations with a conservation-oriented mission statement are represented in yellow, with a cross-cultural focus in red and personal development or adventure focus in green

Promotional photographs:

The final element that was analysed in greater detail across the entire sample of conservation volunteer tourism organisations was the type of photographs found in their promotional material. A total of 14 photograph categories were identified from the brochures of 16 organisations and the remaining organisations were analysed using their websites. The analysis was carried out on a total of 1744 photographs, of which just over half ($n=901$) came from brochures, and the remaining 843 photographs came from the organisations websites. This indicates that organisations included slightly more photographs in their brochures than in their websites. However the difference is not considered great enough to affect the results of this study.

The most frequently used photographs were pictures of animals ($n=371$), where the animal was the main focus of the picture, photographs of local people where no volunteers were present ($n=242$) and landscape photographs ($n=196$) (Figure 3.5.). As with the testimonies of past volunteers, many categories of photographs only appear in the promotional material of a few organisations, whereas the most frequently used photographs were present in the promotional material of most organisations.

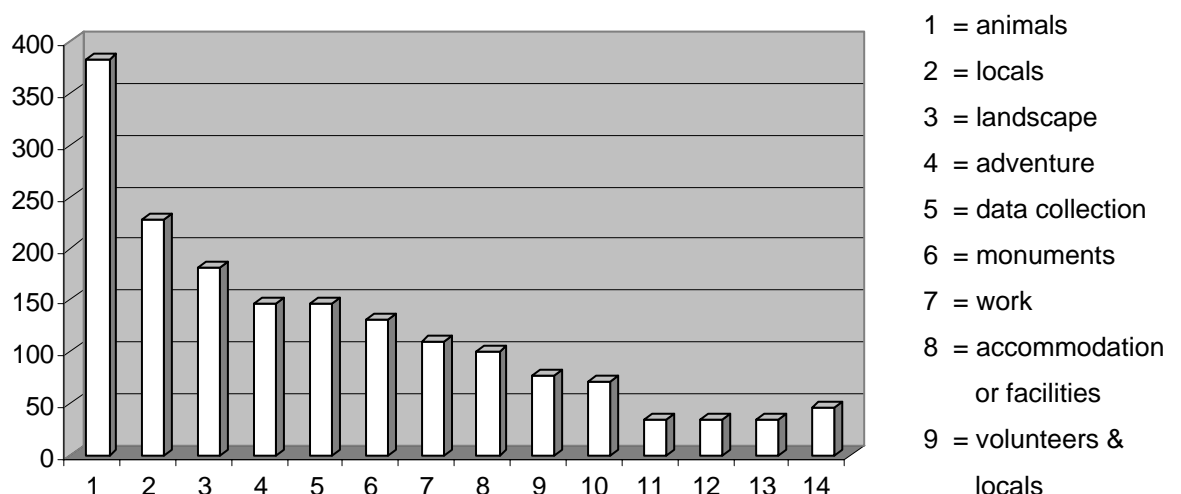


Figure 3.5. The number of photographs in each of the 14 categories

The next step was therefore to see if the types of photographs present in the promotional material of volunteer tourism organisations could be used to develop a typology of these organisations. By examining which photograph categories were most commonly used by the different organisations, it was possible to see that some organisations appear to be more closely related than others in terms of the images they use to promote themselves (Table 3.10.). The following table shows the photo categories that make up over half (>55%) of the photographs used by each organisation.

Table 3.10. The Most Commonly Used Photo Categories for Each Organisation.

Organisation	Photos 1	Photos 2	Photos 3
Blue World (80%*)	Animals (80%**)		
Tethys. (65.5%)	Animals (53.2%)	People (12.3%)	
Oceania (79.3%)	Animals (66%)		
Global Volunteers (60.8%)	Animals (26.7%)	Landscape (20.2%)	Locals (13.9%)
Earthwatch (63%)	Animals (47.8%)	Work (15.2%)	
Coral Cay Cons. (74.8%)	Animals (22.7%)	Adventure (22.7%)	
MICS (68.7%)	Animals (47.9%)	Adventure (20.8%)	
ORES (68.4%)	Animals (27%)	Adventure (24.4%)	Data (17%)
Biosphere (68%)	Animals (40%)	Data (28%)	
African Cons. Experience (64%)	Data (35.9%)	Animals (17.9%)	Locals (10.2%)
White Shark Cons. (62.1%)	Data (41.4%)	Animals (20.7%)	
Operation Wallacea (65.%%)	Landscape (27.6%%)	Animals (22.4%)	Data (15.5%)
BTCV (60.6%)	Work (34.7%)	Animals (14.3%)	Landscape (11.6%)
Blue Ventures (62%)	Adventure (27.6%)	Animals (17.2%)	Landscape (17.2%)
Frontier (60%)	Adventure (23.5%)	Data (23.5%)	Animals (17.6%)
Greenforce (60%)	Adventure (24.4%)	Data (19.3%)	R & R (16.3%)
Oceanic (63.8)	Adventure (45.8%)	Facilities (18%)	
Raleigh Int (73%)	Adventure (34.6%)	Work (23%)	
Brathay (66.2%)	Facilities (31.1%)	Adventure (19.5%)	Landscape (15.6%)
Landscape (71.8%)	People (50%)	Adventure (10.9%)	Landscape (10.9%)
CVA (63.7%)	Work (27.3%)	Landscape (18.2%)	Facilities (18.2%)
i-to-i (60.7%)	Locals (36.2%)	Work (12.8%)	Landscape (11.7%)
Teaching Abroad (55.8%)	Locals (25%)	Work (17.3%)	Vols & Locals (13.5%)
IVA (61.1%)	Locals (32.5%)	Vols & Locals (28.6%)	
Outreach Int. (61.5%)	Locals (35.4%)	R & R (13.8%)	Vols & Locals (12.3%)
GVI (67.6%)	Locals (37%)	Monuments (30.6%)	

* The percentage is a total of the 3 most commonly used categories as a percentage of the total. ** the percentage indicates proportion of all photographs used by that organisation that fell into that category.

The type of photographs present in each organisations' promotional material was also analysed with regard to each organisation's mission statement. It was found that six groups of organisations existed based on the most frequent categories of photographs that they used and their mission statement (Table 3.11.). Within the conservation-oriented organisations, some brochures and websites contained more photographs of animals, for instance Blue World or Tethys, whereas others contained more adventure photographs, such as Frontier and CCC or photographs of work, data collection or landscapes, such as BTCV or CVA. All the organisations that foster cross-cultural understanding used photographs of locals, whereas the organisations that promote personal development may either use adventure photographs, such as IVA or Outreach International or photographs of locals, for example i-to-i and Teaching Abroad.

Table 3.11. Groupings Of Organisations Based On The Major Categories Of Photographs Used In Their Promotional Material And Their Mission Statements.

Mission statement	Conservation			Cross-cultural understanding	Personal development & adventure	
Photo category	<i>Animals</i>	<i>Adventure</i>	<i>Work, Data & Landscape</i>	<i>Locals</i>	<i>Adventure</i>	<i>Locals</i>
Organisation	Blue World MICS African Cons. Exp Earthwatch GVI Tethys Biosphere White Shark Oceania Statia Griffon Project	Frontier Oceanic CCC Greenforce Blue Vent.	BTCV CVA Trekforce	Global Vols. Outreach Int. IVA	Landscape Brathay Raleigh	i-to-i Teaching Abroad

A further analysis of the correlation between categories of photographs used and organisation mission statement was performed using a Kruskal-Wallace test. It confirmed that there is a difference in the way conservation-orientated, cross-cultural orientated, and personal development and adventure-orientated organisations use their promotional photographs. Significant differences were found

between the three types of organisations in the frequency of monument photographs ($H=7.87$, $p<0.05$), photographs of locals ($H=11.58$, $p<0.05$), “volunteers and locals” ($H=16.08$, $p<0.05$), “animals” ($H=12.82$, $p<0.05$) and “data collection” photographs ($H=6.68$, $p<0.05$). A Mann Whitney test confirmed that cross-cultural orientated organisations used significantly less “monument” and more “locals” and “volunteers and locals” photographs than the other two types of organisation. Furthermore, photographs of animals and data collection were more commonly found in conservation-orientated organisations than in the organisations with a focus on personal development/adventure and cross-cultural awareness. The differences in the way conservation, cross-cultural and personal development organisations use photographs is shown in Table 3.12.

Table 3.12. Differences Between Organisations In Their Use Of Promotional Photographs.

Photo Category	Conservation orientated (N=21)	Cross cultural (N=3)	Personal development & Adventure (N=4)
Monuments	30	6 ($W=183$, $p<0.05$)	12
Locals	48	81 ($W=195$, $p<0.05$)	19
Vols. & Locals	12	140 ($W=181$, $p<0.05$)	53 ($W=171$, $p<0.05$)
Animals	347 ($W=238$, $p<0.05$)	51	18
Data Collection	118 ($W=233$, $p<0.05$)	11	11

It is also possible to determine if a typology of organisations may be based on the use of categories of photographs in their promotional material. A multi-dimensional scaling analysis reveals that there are arguably three groups of organisations based upon the counts of different categories of photographs. These groups are shown in Figure 3.8. As in the early analyses it appears that the groupings correspond to a certain extent to the mission statement types of each organisation, where organisations that do not have a conservation focus seem to be grouping apart from those that do have a conservation focus, with the exception of Brathay. Furthermore, there appears to be no distinction between organisations that have a

mission statement with a focus cross-cultural expeditions, and personal development or adventure themes.

Moreover, it appears that there are two distinct clusters of conservation-orientated organisations. The first of these is smaller, and includes BTCV, CVA, Statia and Trekforce. The second, larger group contains all the other conservation-orientated organisations, as well as Brathay.

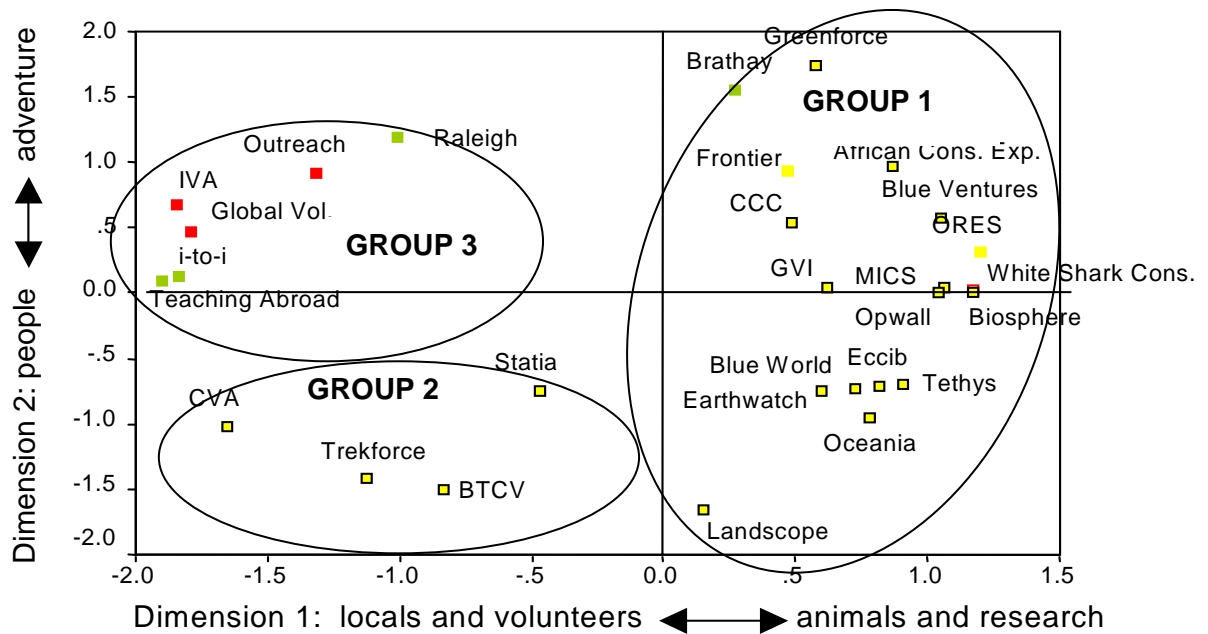


Figure 3.6. Multi-Dimensional Scaling of Organisations Based upon types of photographs present in their promotional material. Organisations with a conservation-oriented mission statement are represented in yellow, with a cross-cultural focus in red and personal development or adventure focus in green.

The first dimension in this multi-dimensional scaling analysis represents an animal research -people and work axis. An analysis of the first variables along which the organisations have clustered reveals that the organisations that fall to the right of the axis all have a high proportion of “animal” photographs in their promotional material as well as quite a few “data collection” photographs (Table 3.10). The organisations include that fall to the left all have few “animal” photographs in their promotional material, but appear to have more photographs of locals, volunteers and locals together and volunteers working. The second dimension in this multi-

dimensional scaling analysis represents a people vs. adventure continuum. Those organisations that have a high proportion of photographs representing adventurous activities in their promotional material, such as Greenforce or Brathay, are situated towards the top of the figure whereas those organisations that include many photographs of people that work for them are situated towards the bottom of the figure (e.g. Odyssey or BTCV).

The results of the MDS analysis of the organisations' promotional photographs combined with the content analysis of the organisations' mission statements reveals three groups of volunteer tourism organisations. The first of these is a large group of conservation-orientated organisations that use photographs of animals or volunteers collecting data in their brochures or websites. These organisations are found in the right-hand quadrants of Figure 3.6. The second and third groups are much smaller, four organisations in group 2 and six in group 3, and are situated in the left hand-quadrants of Figure 3.6., as both groups use many photographs of local people and of volunteers with locals. However, group 2 all had conservation-orientated mission statements, and were more likely to use photographs of people who support their organisation, whereas group 3 included those organisations that did not have a conservation-orientated mission statements, and used "adventure" photographs in their promotional material. These three groups derived from the organisations' mission statements and their promotional photographs will be compared to the typology based upon potential volunteers' perception of the organisations' promotional material. This typology will be described in the following section, and the comparison between the two typologies will form part of the discussion.

3.4.3. Analysis of perceived organisational image: the Multiple Sorting Procedure

A group of 15 biology and 15 tourism postgraduate students were asked to examine the promotional material of 23 brochures of different volunteer tourism organisations to assess their perceptions of the organisations. To control for factors that might influence their perceptions, the respondents were requested to complete a short survey on their previous travel experience and interest in conservation and volunteer tourism. The results of this survey are presented in Table 3.13. & 3.14. It is hypothesised that these variables of experience and interest may affect the

remainder of the analysis, although small sample sizes make it hard to identify any significant differences between groups. In general, biology students and tourism students were relatively similar across most variables, although more biology students had participated in volunteer tourism trips in the past and were generally more aware of volunteer tourism as a sector and had a greater interest in conservation than tourism students (Table 3.13).

Table 3.13. Number Of Tourism And Biology Students With Previous Experience Of Or Who Were Interested And Aware Of Volunteer Tourism

Number of students	TOURISM	BIOLOGY	TOTAL
With previous volunteering trips	2	7	9
Interested and/or aware	12	14	26

Table 3.14. Awareness, Interest And Conservation Scores For Tourism And Biology Students on a scale of 1 to 5, where 1= strongly disagree, and 5= strongly agree.

Mean score & SD	TOURISM	BIOLOGY	TOTAL
Awareness	3.73 (SD=1.28)	4.13 (SD=0.83)	3.93 (SD=1.01)
Interest	3.4 (SD=1.05)	3.06 (SD=1.28)	3.23 (SD=1.16)
Conservation	3.66 (SD=1.05)	4.5 (SD=0.52)	4.1 (SD=0.92)

Both groups had undertaken similar numbers of overseas trips within the last two years (mean = 3.27, SD = 2.599), and fell into similar age ranges, although the majority of biologists were a few years younger (<29 years old) than most tourism students (>30 years old).

- (vi) Determine what characteristics of the organisations' promotional material are most salient to potential volunteer tourists

In order to assess the respondents' perceptions of the volunteer tourism organisations, the students were asked to look through the promotional material of 23 organisations and group them together by similarity using whatever criteria they chose. After the first sorting procedure, respondents were asked if there was any other way that they might group the brochures, again based on similarity. As a

result 25 sortings were made by tourism students and 17 were made by biology students. The sorting effort of the two groups of respondents are reported in Table 3.15.

Table 3.15. Sorting Effort Of Biology And Tourism Students.

	TOURISM STUDENTS	BIOLOGY STUDENTS	TOTAL
N ^o of sortings	25	17	42
1 sorting	3	7	10
2 sortings	7	7	14
3 sortings	5	1	6
Mean N ^o of groups per sort	4.46 (SD 1.19)	4.13 (SD 2.38)	4.3 (1.86)

After they had sorted through the brochures, respondents were then asked to describe what criteria they used to group the organisations. A thematic analysis of these descriptions reveals that a total of 26 different criteria were used to group the brochures, of which 17 occurred more than once. All but two of the criteria (“cultural interaction” and “purpose of information”) used to group organisations a second or third time were also used to sort organisations in the first sorting procedure. For this reason, it is believed that the first grouping criteria are representative of the entire sorting procedure. The number of times each of these first grouping criteria was used is indicated in Table 3.16. The total number of times a criterion was used is also given in Column 5. The most frequently cited criterion was the focus of the organisation, in particular whether it was more conservation or community-orientated.

Table 3.16. Nature And Frequency Of Criteria Used To Group Organisations.

GROUPING CRITERION	TOURISM		BIOLOGY		TOTAL**	TOTAL
	+	-	+	-	1	1 + 2 + 3
Conservation vs. community work	7	2	6	1	16	20
Holiday vs. research projects	6	2	6	1	15	18
Environment or species studied	6	1	4	1	12	15
Brochure attractiveness	2	1	2	1	6	12
Variety of projects on offer	4	1	2	2	9	12
Variety of destinations available	3	2	1	1	7	10
Quality/quantity of information	1	1	3	1	6	10
Target market	2	1	2	2	7	8
Summer school/skill development projects	1	1	1	1	4	6
Use of participation fees	1	0	1	0	2	5
Role of organisation	0	1	2	1	4	4
Location of the organisation	2	0	1	0	3	4
“Adventure” content of trip	2	0	1	0	3	3
Length of the trip	0	1	1	0	2	3
Size or scale of the organisation	0	1	1	0	2	3
Focus on work vs. volunteer	0	1	2	0	3	3
Cultural interaction	0	0	0	0	0	2
Other (criteria that were only used once): <i>Sustainability of work, Purpose of information, Price of trip, Activities undertaken, Brochure language, “change the world” projects, Types of pictures used, Layout of brochure.</i>						

* + = Interested/aware of volunteer tourism, - = not interested/aware of volunteer tourism.

** 1 = first sorting, 1 + 2 + 3 = all the groupings.

- (v) Examine the effect of those characteristics on the organisational image of each organisation or expedition;

A more qualitative analysis of the respondents' sorting criteria provides a deeper insight into their perceptions of each volunteer tourism organisation. Some of the comments made by respondents that highlight the similarities and differences in their perceptions of organisations are given in the following paragraphs. For the sake of comparison, the comments are reported according to individual organisations, although the comment itself may refer to several organisations. For each example, the respondent's field of study, B for Biology and T for Tourism, as

well as their interest/awareness of volunteer tourism, + for interested/aware and – for not interested/aware, is given in brackets after his or her comment.

For instance, many volunteers commented that the Earthwatch trips appeared to be research expeditions for “people who are honestly into conservation, instead of a holiday” (T+), or “volunteers would do it for the science, to participate in worthwhile science” (T-), “research and mostly educational projects” (T-), “research, serious, not fun” (T+), “focuses more on the project than the volunteer” (B+). However, other respondents perceived the same organisation in quite a different way, primarily as educational trips. For instance, one respondent commented that it seems like a “true expedition, organised but not serious, focussing more on the volunteer, more about research than holiday, more involved in education” (T+), whilst another respondent felt that the trips were “almost like short courses, teaching you something” (B+), and a third said Earthwatch belonged to a group of organisations that were the “best in terms of skill development and experience” (B+). However, a third group of volunteers describe Earthwatch as a form adventure or eco-tourism venture with comments such as “adventure trips with some research” (T+), “more tourism-orientated” (B+), “true ecotourists would do it” (B+).

Another example of an organisation that yielded mixed observations was Outreach International. The primary perception of this organisation was one that allowed volunteers with altruistic motivations to help others. This is highlighted by comments such as “focus on development through teaching and developing skills, or building things” (T+), and “all about people, mixed projects, building and teaching, helping others” (T+), “go if you want to help mankind and interact with different cultures” (T-), “people volunteer because they are interested in something and they feel that they can change the world” (T-), “do-gooders who want a holiday, ‘nice people’” (T+). Alternatively, other volunteers saw this organisation as one that focuses principally on the volunteer tourist and his/her experience. This is illustrated by comments such as “focuses on the volunteer” (B+), “kids having fun” (B-), “travel-orientated, more for gap year” (B+), “targeted at gap year students” (T+), “the most fun; beaches and smiley people” (T+). Two other comments concerned the volunteer tourist’s role in this organisation. These comments were “go-for person” and “charged for something that people should be paid to do”.

A different example is BTCV, which is generally perceived as eco- or nature tourism, with some conservation activities. Some comments made about it include “green holiday, spend money to change the world” (T-), “tourist brochures, short-term instead of long-term conservation” (T-), “more holiday-like” (T+), “true ecotourist would do it” (B+), “holidays, light volunteering version. Sell you a trip with some volunteering” (B+). However, as with the other two examples, there is also some disagreement among the respondents’ perceptions of this organisation, as other comments show: “almost like short courses, teach you something” (B+), “focuses more on the project than on the volunteer” (B+), or even “academics who need volunteers, and who want money” (B-).

The previous three examples have shown that the same brochure of one organisation may be perceived in a variety of different ways by respondents. The final example highlights however that some organisations appear to create the same image in a majority of respondents. ORES, Blue World, Tethys, MICS , ECCIB, Blue Ventures, and White Shark Project all gave rise to comments such as “research, serious, not fun” (T+), “research, mostly educational” (T-), “organised researchers, people who have studied the subject” (T+), “scientists that need funding” (T-), “scientific research” (T+), “closer links with scientists” (B+), “used for scientific research” (B+), “takes research seriously. Volunteers are less involved in research” (T+), “focuses more on the project than the volunteer” (B+), “you can watch but little involvement” (B+). Based on these sorts of comments, it appears therefore that the respondents’ perceptions of organisations may thus be used to develop a typology of volunteer tourism organisations.

(vi) Typology of volunteer tourism organisations:

Using the groups that arose from the respondents’ first sorting procedure a dendrogram was produced based on a hierarchical cluster analysis (Figure 3.7.). Two main groups of organisations were found, with a further split in the latter group into two sub-groups. The first of the two main groups corresponds to the seven organisations mentioned above, which appear to be linked by the scientific content of their brochures, and the focus on a specific environment (marine or terrestrial) or species (marine mammals, sharks, or vultures). The two sub-groups appear to represent on the one hand, organisations that are mainly conservation-orientated,

such as FR, GF, CCC, OPW, EW, BIO, CVA, Od, and BTCV, and on the other hand, organisations that focus more on people, either on the volunteer him or herself, or on the community in which the volunteer will be working.

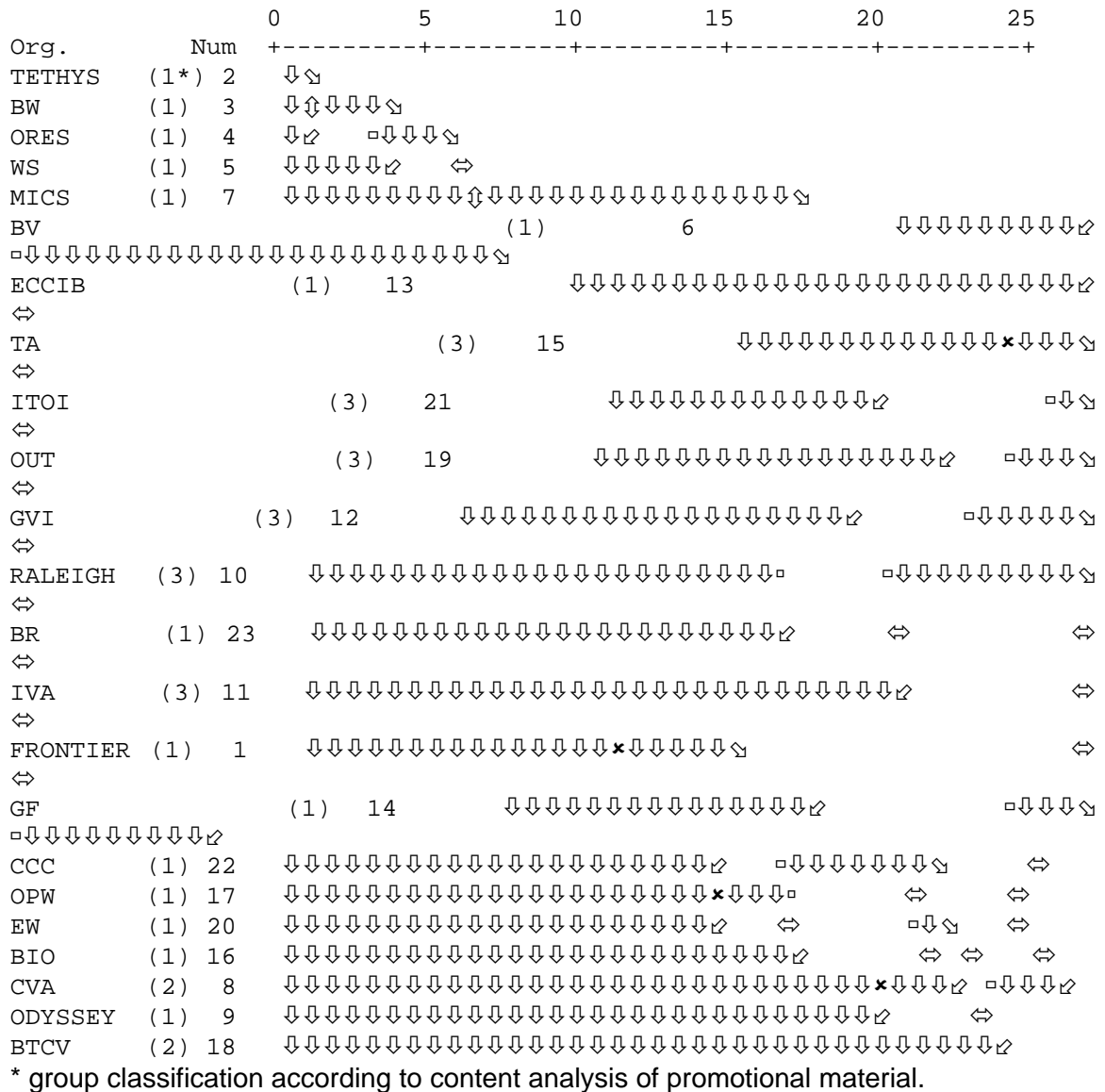


Figure 3.7. Hierarchical cluster analysis (dendrogram using Single Linkage) of organisations based on multiple sorting procedure.

It appears, therefore, that the three groups that emerged were based firstly upon the nature conservation versus human or community aspect of the organisation,

and secondly upon the research versus holiday aspect of the organisation. Although the latter sorting criterion was actually the second most frequently cited criterion, it appears to be responsible for the first major branching in the dendrogram and splits the organisations into one relatively small group, and a second much larger group. The conservation versus community sorting criterion appears to be responsible for the secondary split of the “holiday” group into two subgroups. The end result is three major groups, represented by “research”, “conservation holiday” and “community holiday”.

The typology developed using the hierarchical cluster analysis can be related back to the multi-dimensional analysis performed earlier. The numbers in brackets behind the name of each organisation indicate which group it belonged to in the first analysis. It is apparent that although the general trend appears to be the same, there are some differences between the two typologies. In particular, groups two and three in the hierarchical cluster analysis contain a mixture of organisations that were quite separate in the multi-dimensional scaling analysis. These differences and their significance shall be discussed below.

3.5. DISCUSSION:

3.5.1. General comments:

The purpose of this chapter is to provide an introduction to, and some background information on, the conservation-oriented volunteer tourism sector. In particular, it aims to highlight the diversity of projects, expeditions and trips a potential volunteer could choose from and the differences between conservation-oriented volunteer tourism organisations. There are two main points that may be noted from the results of this study. First the conservation-oriented volunteer tourism sector is a highly diverse sector with a number of different projects available to potential volunteer tourists. The second point is that the sector is currently a small sector; after an extensive search of the Internet and specialist publications only 29 organisations were found that matched the study selection criteria.

The first point that becomes apparent when looking at the conservation volunteer tourism sector as a whole is that it encompasses many different types of expedition. Even within the fairly restrictive definition used in this thesis to select the sample, there is a large variety of projects that a potential volunteer tourist may choose from. The projects available vary in terms of their focus, which may be anything from monitoring endangered species or habitats to health care, journalism, or language teaching. They may have a very narrow focus, such as the collection of specific data, or may involve several elements, from data collection to education programmes at local schools. They may emphasise different aspects of the volunteers' involvement, such as helping the researcher, discovering a local culture, personal discovery and growth through adventure programmes, to developing their own skills necessary for future employment, or finally, to participate in an alternative and worthwhile holiday.

The variations in length of expedition and expedition costs may have important consequences for the expectations and experiences of volunteer tourists. Whilst the first type of trip might easily be undertaken during the annual vacation of a worker or student, the second, longer type of project requires a greater commitment from the volunteer and may even require them to take a substantial amount of time out from their daily lives in order to participate. It is expected that

this high level of commitment will impact on both the volunteers' pre-trip expectations and their levels of on-site and post-trip satisfaction. Furthermore, the different fees paid by the volunteers may reflect their varying roles within the organisation. For instance, an organisation that charges a lower participation fee may have lower operational costs, but may also wish to see their volunteers highly involved in the work aspect of their project, and may in fact be highly dependent on the volunteers' labour and performance to meet their goals. On the other hand, an organisation that charges a higher participation fee may have higher operational costs, but may also consider their volunteers more as research sponsors than research helpers. It is proposed that this will affect the volunteer's and group leader's experience. This issue will therefore be investigated in greater detail in the two final studies of this thesis.

The results also highlighted the fact that many of the organisations that were reviewed were based in the UK or the US, with a few that were based in Australia. It is likely that volunteer tourism is becoming a likely choice for gap year students, and is therefore becoming most prevalent in countries where gap years are common. Clearly most tourists that volunteer on projects will be British or American citizens. This is further influenced by the fact that any contributions of cash donated by U.S. citizens to support scientific research sponsored by some organisations are tax deductible. As a general rule, those organisations that are based in the U.S. or the U.K. send their volunteers on expeditions abroad, sometimes in quite remote and/or distant locations.

This has several implications for the volunteers' on-site experience. First of all, it increases the risk of participation as the travel expenses will be higher, and the logistics for getting to the destination may be more complex and challenging. Secondly, it means that the volunteer will often be inexperienced in terms of travel to that particular destination, and that the culture of the host country may be fairly distinct from the volunteer's own culture. As a result, it is conceivable that the adventure/challenge aspect of the experience may be high from the very start in the mind of the volunteer tourist. It also might be the case that the role of the volunteer leader or principle investigator may resemble that of a tour guide. This reinforces the importance of the principle investigator as leader, mediator and facilitator during the expedition. This is a point that will be investigated in chapter 6 and will be discussed in greater detail.

The review of the sample revealed that not all of the organisations fit into the category described above. In fact some organisations were very different in nature, being much smaller-scale and usually operated locally, although again their market is likely to be Europeans and North Americans. Such organisations were less likely to have a brochure and were more likely to use information packages that could be downloaded from the web. These expeditions and the information packages were generally organised by the scientists themselves, a fact which was often picked up on by the tourism and biology students in the multiple sorting procedure. Furthermore, locally based organisations tended to be smaller in scale, as illustrated by their economical advertising methods, and often, though not always, focused on one particular project in one location. This may be an important distinction when looking at the motivations, experiences, involvement and satisfaction levels of volunteers that participate in one or the other type of volunteer tourism project.

3.5.2. A typology of volunteer tourism organisations:

The second aim of this chapter is to provide a typology of the 29 organisations which may then be used as a framework for the following studies. This analysis used the image created by the organisation's promotional material to develop a more refined typology of the organisations. By using image, rather than facts, some issues of homogeneity arose between the results of the first section (based on facts) and the second section (based on images), particularly where organisations did not fall within the same categories, as represented in Figure 3.7. For this reason, the differences between the two typologies will first be discussed, before moving on to those elements that arose from the typologies that may be used to develop a general classification system for this segment of the volunteer tourism sector as a whole. Finally, some of the implications of the typology on volunteer motivations and expectations are discussed by way of introduction to the following two chapters of the thesis.

Differences between the two typologies:

Although it appears that the typologies based on promotional photographs and potential volunteer tourists' perceptions of organisations resemble each other in that they both produced three distinct groups with a relatively high overlap (87%), there are in fact some interesting differences between the typologies. Although a range of factors were examined, it was found that the photographs presented in the promotional material of the organisations and the organisations' mission statements provided the best means to develop a typology. However, the mission statements categories did not appear to correspond to the groupings found in the volunteer testimonies MDS, and furthermore, volunteer testimonies provided a much smaller sample than the photographs and may therefore provide a weaker statistically-based organisational typology.

The second typology was based on a more holistic examination of the brochures or printed material. In general it was more difficult to state exactly what factors the respondents were basing their sorting procedure upon. It is certain that these factors varied between respondents, as some respondents took substantially longer to scrutinise the brochures, reading the whole, or parts of the text, whereas others gave the brochures a much more rapid examination, looking solely at the pictures and particular elements of the brochure, such as trip price, titles, and text that was in bold. The classification based upon potential volunteer tourists' perceptions of the promotional material is related, although different, to that which arose from the content analysis of the organisations' promotional material. The differences will be discussed here.

In the typology based on the content analysis, no distinction was made between research and nature conservation organisations. Organisations that were classified under the "research" and "conservation holiday" labels were all grouped together, by virtue of their conservation-orientated mission statements and their predominant use of photographs of animals, of volunteers collecting data and of "adventure" photographs. The second major group was based, however, on its predominant use of photographs of locals, locals with volunteer and "work" and "adventure" photographs. The mission statements of organisations in this group had either a "cross-cultural" or a "personal development" focus. The third group in this typology included four organisations (CVA, BTCV, Statia and Trekforce) that had conservation mission statements and a combination of various photograph themes,

with a particular focus on animals, volunteers working, landscapes and employees. These results suggest that whilst some of the organisations grouped together in both typologies, they did so based on classification criteria which although similar in nature, were not actually identical in both typologies.

It appears therefore that the image that the volunteer tourism organisations create through their promotional material and the respondents' perceptions of the organisations are not the same. The criteria used by respondents to group the organisations were varied. Some focused on the specific characteristics of an organisation, such as the length of its trips, the price, the variety of destinations and projects available, the size and/or scale and location of the organisation, and the species or environment studied. Others focused on attributes of the brochures themselves, such as the outlay, the quality, quantity and purpose of the information presented and the attractiveness of the brochure itself. Some respondents also looked at some of the more subtle elements present in the brochure, such as the likelihood of developing skills, the organisation's target market, the adventure or cultural interaction content of the trip, the focus of the project (on the volunteer or on the work itself), the role of the organisation, and of course, whether the organisation appeared to be offering a holiday or placed a stronger emphasis on its research objectives.

Similarities between the typologies:

Having discussed in which ways the two typologies differed from each other, it is equally important to see in which ways they overlap. This will provide an important framework for understanding this segment of the volunteer tourism sector, and may have important consequences for understanding the expectations and experiences of actual volunteer tourists who participate in various projects. As the respondents were forming their judgements based upon part or all of the information available in the brochures, it seems logical to assume that some organisational characteristics will be common to both typologies. These, along with the most salient characteristics from each typology will then form the basis of the subsequent study on volunteer tourists' motivations and expectations.

From the review given above, it appears that several organisational characteristics are important when grouping organisations. The most obvious of these

characteristics is the conservation focus of the organisation; not all organisations that offer conservation research trips place equal importance on this aspect of their projects. In some cases, it is the principle focus of the trip, and the promotional material of these organisations is generally written by the researchers themselves, and is often available on their website as a downloadable file. The brochure may include several photographs of volunteers collecting data, and focus heavily on the skills that volunteers may expect to gain from participating in the project. It may also emphasise the volunteers' contribution towards the research, as well as highlighting the importance of the research itself. The organisation may have developed a relatively clear role for the volunteer and its mission statement is likely to reflect the importance of the conservation and place little emphasis on the volunteer's personal experience during the project.

Alternatively, the conservation research may be an important aspect of the trip, but it may also be combined with adventure and/or an exotic image produced by landscape photographs or pictures of local people or monuments. These organisations may be more readily interpreted by the respondents and other potential volunteer tourists as a "conservation holiday". Organisations in this group may be very varied in terms of the length of their trips, the cost of participation, the level of training provided both pre-trip and on-site and their target market. They may also differ in terms of the level of commitment expected from their volunteers. It is more likely that the promotional material is written by a parent organisation based in the US or the UK, who may offer several trips in a variety of locations. The brochures are more likely to be posted out to potential volunteer tourists and are often colourful, attractive and printed on glossy paper. Their mission statements are more likely to contain a conservation research theme as well as a human aspect, emphasising the importance of including volunteers and/or local people in their research (Table 3.10.).

It could be proposed that organisations that fit into the holiday conservation expedition group form the essence of the conservation volunteer tourism sector, as they are truly offering an experience that contains elements of tourism, such as discovering a local culture, different scenery and participating in adventurous activities, but also contains elements of volunteering, such as participating in a worthwhile cause, helping the researcher, developing skills, networking and meeting people with similar interests and values. Because these organisations are possibly those that are truly a mixture of conservation research, tourism and

volunteering, the remainder of this thesis will focus primarily on the organisations that fall into this category. Some examples of these organisations include Earthwatch, Frontier, Greenforce, Trekforce, Operation Wallacea, and Coral Cay Conservation. It is on these organisations in particular that studies 2, 3 and 4 will be focussed.

Table 3.17. A general typology of volunteer tourism organisations that offer conservation research expeditions*.

ORGANISATION TYPE & Characteristics	Research Conservation Expeditions	Holiday Conservation Expeditions	Adventure Holiday Expeditions	Community Holiday Expeditions
Mission Statement	Conservation		Adventure/ Personal Dev.	Cross-cultural understanding
Photographs	Animals & data	Animals & Adventure	Volunteers, Volunteers with locals Adventure	Locals, Volunteers & Work Monuments
Testimonies	All themes		“Being useful” Org. promotion Personal Dev.	Meet the locals
Sorting criteria	Conservation		Community	
	Research Focus on 1 species or environment 1 destination	Holiday Several projects &/or destinations Range of expedition themes	Community Holiday Range of projects &/or Destinations Range of expedition themes	
Key characteristics	Small-scale Local Printed information	Larger scale, International Glossy brochures More expensive		
	On-site Training		Some involvement with locals	
			Youth market	Longer trips Homestays Gap year students
Examples	MICS, Tethys, ECCIB	Earthwatch CCC	Raleigh, Brathay	i-to-i Teaching Abroad

* In the darker boxes are the characteristics that are diagnostic of volunteer tourism organisation type, whilst characteristics in the lighter boxes are shared between organisation types.

The development of this typology serves several purposes. First, it provides a good review of the conservation volunteer tourism sector and the some of the elements that make it distinctive from other forms of tourism, such as the length of trip, the work expected of the volunteers, the financial outlay involved and some of the activities that conservation volunteer tourists will be asked to undertake. Second it provides an insight into how this tourism sector is perceived by potential volunteer tourists and which elements are most salient to them. From this, the four groups appeared in Table 3.17 which can then be analysed in greater detail in the following chapters.

Clearly, respondents were distinguishing between different types of organisations within the volunteer tourism sector and thus, it is likely that each of the distinct clusters identified in the typology will appeal to different market segments with varying needs, motivations and expectations. Ensuring that organisations understand the images that their promotional material is creating will help them to position themselves most effectively within the sector, tapping into the correct market to achieve their project goals, and ensure that their volunteers' expectations match their experiences.

It is proposed that a mismatch between the volunteer's expectations, created in part by the organisations' promotional material, and their actual experiences may lead to decreased satisfaction levels and lowered volunteer motivation and commitment. This in turn will decrease the effectiveness of the volunteer tourism organisation which is trying to achieve its conservation or humanitarian goals through the use of volunteer tourists. Thus understanding motivations for undertaking a volunteer tourism trip, their decision-making process for selecting a volunteer tourism organisation, their expectations of the expedition and finally how their experiences matched their expectations would prove useful for the management of volunteer tourism organisations in order to ensure trip satisfaction and high level of volunteer involvement and satisfaction.

Volunteer tourism requires a high investment on behalf of the tourist, in terms of finance, effort and time, and can therefore be considered a relatively high-risk tourism activity. Once the experiences of conservation volunteer tourists are better understood, interpersonal exchange theories, such Equity Theory may provide

some insight into how, if at all, volunteer whose experiences do not match their expectations react in such situations and how this affects their experiences and those of the volunteer tourism organisations themselves. This will be discussed in more detail in Chapter 7.

CHAPTER FOUR: The motivations and expectations of volunteer tourists

CHAPTER OUTLINE

4.1. Introduction

4.2. Aims and Objectives

4.3. Materials and Methods

4.3.1. Sample

4.3.2. Data collection materials

4.4. Results

SECTION A

4.4.1. The socio-demographic profile of volunteer tourists

4.4.2. The motivations of volunteer tourists

4.4.3. The expectations of volunteer tourists

SECTION B

4.4.4. Comparing the organisations' image with respondent motivations

4.4.5. Comparing the organisations' image with respondent expectations

SECTION C

4.4.6. Towards a framework for understanding volunteer tourism experiences

4.5. Discussion

4.5.1. The highly segmented nature of volunteer tourism

4.5.2. Comparison with other motivational studies

4.5.3. The relative roles of volunteering and travel motivations

4.5.4. The contradictions within the results

4.5.5. The role of the push/pull theory in volunteer tourism

4.5.6. Mismatches in volunteer motivations and organisational image

4.5.7. Predictions for volunteer tourism experiences

4.1. INTRODUCTION

Understanding tourist motivations is central to interpreting the tourist travel experiences. For the past two decades it has been accepted that recreationists with different motivational profiles will react differently to particular environmental features, find different sources of satisfaction and assign different priorities to different activities. This chapter identifies the various motivational profiles of volunteer tourists who participate in the expeditions of six organisations. As such, this chapter can be seen as a link between chapters three, concerned with different organisational images, and chapter five, which examines the volunteer tourist

experiences. The principle objective of this chapter is to determine the socio-demographic and motivational profiles of volunteer tourists. It will also establish the level of homogeneity of tourist profiles within and between organisations and develop a segmentation system of volunteer tourists using these profiles. The results of this study will then provide a context for the subsequent study on volunteer experiences and may be used to explain the on-site experiences of volunteer tourists.

The previous chapter has already shown that the organisations themselves have tried to create different expectations using the information provided in their promotional material. The study also showed that potential volunteer tourists were able to distinguish between different volunteer tourism organisations based on this information and the images that it created. According to Dann's (1977) push/pull motivational factors, we can expect tourist motivations to be related to the destination's or, in this case, the organisations' promotional material. Any attempts at identifying the motivations of volunteer tourists should therefore take into account the image created in the brochures, websites and information packages or the volunteer tourism organisations.

Many of the elements that contribute towards creating the organisational image were identified in the previous study. The elements include the themes identified in the content analysis, the relevance of which were confirmed in the multiple sorting procedure. Examples of these elements include cultural interaction, landscape, meeting new people ("group" photographs), scientific research ("data collection" photographs) and being useful/making a contribution. These elements should therefore be included in any study on the motivations and expectations of volunteer tourists.

The elements listed above were identified through an analysis of the organisation's promotional material and do not necessarily reflect all the motives that may be experienced by a potential volunteer tourist. As the name suggests, volunteer tourism is not solely a tourism experience. The motivations to volunteer must also be considered. This field has been less extensively studied than tourist motivations. Previous research relating to the experiences of volunteer tourists (Galley & Clifton, 2004; Wearing, 1997; Weiler and Richins, 1995) will also be incorporated into this analysis, as well as results from studies on volunteer behaviour (Bonjean et al.,

1994). All of the assertions concerning volunteer and volunteer tourists' motivations found in these previous studies will be tested in this chapter.

This chapter is also concerned with the expectations of volunteer tourists. Expectations are distinct to motivations; whilst the latter are the sum of biological and cultural factors that drive tourist behaviour, the former are pre-trip attitudes towards components of the destination experience. It is believed that the expectations held by the volunteer tourists will also affect their on-site experience. However, unlike the study of tourist, or even volunteer, motivations, the subject of volunteer tourist expectations is much less well understood. This area is therefore necessarily explorative and of a qualitative nature. Other studies that have tried to capture the expectations of tourists or recreationists participating in extra-ordinary experiences. In general, these studies have found that tourists in these situations are likely to have vague, poorly defined expectations. This obviously increases the difficulty of identifying pre-trip expectations (Arnould & Price, 1993; Weber, 2001). Furthermore, some authors suggest that the evaluation of these "extra-ordinary" experiences occur within the context of the overall experience, making the traditional expectancy disconfirmation paradigm of tourist satisfaction and experience assessment inadequate in these situations. The conclusions drawn from studies of extra-ordinary tourism or recreation experiences must be borne in mind when attempting to analyse the expectations of volunteer tourists.

4.2. AIMS AND OBJECTIVES:

The aim of this chapter is to provide a profile of a sample of volunteer tourists who participate in conservation volunteer tourism projects. Several aspects of the volunteers' profiles are analysed. Firstly, their socio-demographic profile, including such factors as age, gender, background and conservation involvement, is investigated. Secondly, the motivations of actual volunteer tourists are identified and quantified. Finally, this study will also provide an exploratory, qualitative analysis of the volunteer tourists' expectations of the trips.

It is proposed that the volunteers' motivations are related to the organisational image as portrayed through the promotional material of the organisation. Furthermore, it is also believed that both the motivations and the expectations of the tourists will impact on their experience. In this way, this chapter serves two purposes. Firstly, it documents the self-reported motivations and expectations of volunteer tourists. Secondly, it forms a link between the organisation's image and the volunteer tourists' experiences. This is important in order to provide a context for the experiences of volunteer tourists and its implications for the success and productivity of the project.

The aims of this second study will be reported in three sections. The first section will report the motivations and expectations of the respondents, whilst the second section will compare these with the results of Study One, and the third section will provide a framework for understanding volunteer tourism experiences. In both sections the results of Study Two will first be presented for the whole sample, before being reported on a case by case basis, looking at each organisation's expedition in turn. This last point is important as conservation volunteer tourism has often been treated a relatively homogenous sector by researchers in previous studies. There is no evidence to suggest that any organisation's expedition resembles that of another, or that they are attracting similar types of participants who are having similar types of experiences. It is felt, therefore, that despite the small sample sizes, it is worth treating each expedition as one distinct unit, whilst also providing an overview of the sample as a whole.

The aims of the Study Two will therefore be to:

SECTION A:

- (i) Provide a socio-demographic profile of the volunteer tourists;
- (ii) Identify and measure the motivations of actual volunteer tourists;
- (iii) Describe the pre-trip expectations of volunteer tourists and;

SECTION B:

- (iv) Compare the volunteer motivations with the image created by the organisations' promotional material;
- (v) Compare volunteer expectations and motivations with the perceived image of the organisation;

SECTION C:

- (vi) Provide a framework for the experiences of volunteer tourists.

4.3. MATERIALS AND METHODS:

4.3.1. Sample:

The organisations sampled were chosen to represent three of the four different groups illustrated in chapter three. The expeditions of four organisations', labelled A, B, C and D, were chosen from the largest conservation-orientated group, one was chosen from the personal development group (organisation's E expedition), and one was chosen from the cross-cultural group (organisation's F expedition). The organisations were labelled this way as a condition of their participation was that they would remain anonymous throughout the study. No conservation research organisations agreed to participate in the research, and as a result this group could not be included in the sample. As only one expedition was sampled from each organisation, results will be reported for a specific expedition of an organisation. Two expeditions were based in Australia, two in South East Asia, one in Africa and one in Europe. Organisations C and D both ran trips with around 12-15 volunteers (although expeditions could be much smaller with only 3 or 5 volunteers on-site) for 4 to 6 weeks. Expedition A had a maximum of 7 volunteers for less than 2 weeks, whereas expedition B had 12 volunteers for 2 weeks. Expedition E had the largest groups, around 20 volunteers, for the longest periods of time, 3 months, whereas expedition F had the smallest groups, 1 to 3 volunteers for 2 to 4 weeks.

Table 4.1. Summary information regarding the different organisations sampled.

Organisation Expedition	Type (from Chapter 3)	Environment	Location	Expedition size & length
A	Holiday conservation	Marine	Europe	7 volunteers for 2 weeks
B	Holiday conservation	Terrestrial	Australia	12 volunteers for 2 weeks
C	Holiday conservation	Marine	Asia	5-15 volunteers for 4-6 weeks
D	Holiday conservation	Marine	Africa	15 volunteers for 4-6 weeks
E	Adventure holiday	Terrestrial	Asia	20 volunteers for 3 months
F	Community holiday	Terrestrial	Australia	1-3 volunteers for 2-4 weeks

The relatively long expeditions and small group sizes were also often combined with short expedition seasons. For instance, Organisation F only ran its projects for three months of the year, whilst Organisation C only started operating their project towards the middle of 2004 and had to close by mid-September due to weather conditions. Organisation A ran its expeditions all year round, however, expeditions were scheduled with two-month breaks between them. The combined effect of the long, infrequent expeditions with small groups of volunteers is a relatively small sample from each expedition. Although a considerable effort was made to collect as many surveys and diaries as possible, in some cases, large samples sizes were simply impossible due to the nature of the expedition and further complicated by logistical difficulties getting the surveys to the expedition site or natural disasters (one site was affected by the Boxing Day tsunami). The implications of these factors is that the overall sample size and organisational sample sizes are too small to allow many multivariate parametric statistical analyses. The data were therefore analysed using frequencies, descriptive and non-parametric statistics.

4.3.2. Data collection materials:

To determine the socio-demographic and motivation profiles and expectations of volunteer tourists, a survey was developed and distributed to volunteer tourists in one of two formats. For most of the organisations, respondents were asked to complete a six-page survey, part one of which asked the volunteers about their background, their motivations and expectations. This survey was sent to five of the six organisations. The remaining organisation's expedition is to form a case study in chapter five of this thesis, and therefore the data were collected slightly differently using a volunteer diary. The profile, motivation and expectation questions were incorporated into the diary in the same format as part one of the six-page survey (see Appendices A & B).

The data were collected using a mixture of open-ended and closed-ended questions covering the three areas mentioned above. A pilot format of the surveys was tested on volunteer tourists, and discussed in a focus group consisting of actual volunteer tourists, project leaders and experienced conservation research volunteers. As a result of the pilot study, a few changes to the wording and formatting of the questions were made, and one additional question on the general disposition/character of the volunteers was inserted.

A. Socio-demographic profile:

Volunteer tourists were asked to provide information on their gender, age, occupation, travel experience (number of overseas trips undertaken in the last two years) and previous volunteer tourism trips undertaken. They were also asked two questions, one closed and one open-ended, concerning their involvement in conservation work. The closed-ended question, “how involved are you in conservation work?” was answered on a scale of 1 to 3, “very”, “somewhat”, “not very”. The open-ended question, “please explain in what ways you are involved in conservation work” was intended to provide more detail on the volunteers’ conservation work as well as to control for social-desirability bias, which may lead to an overstatement of conservation involvement.

B. Tourist motivations and expectations:

As mentioned in the introduction, tourist expectations were identified in a highly qualitative, exploratory way using one open-ended question: “please describe what you expect to get out of this experience”. Tourist motivations were investigated using a combination of one open-ended question “please describe what made you decide to participate in this project” and a 26-item survey of closed-ended questions. To respond to the survey, volunteers were asked how strongly they agreed with the statement “one of the reasons I chose to come on this trip was...” for each item on a scale of 1 to 5, where 1 equals strongly disagree, and 5 equals strongly agree. The items were selected based upon previous studies in tourism and leisure motivation. In particular, Pearce and Lee’s (2005) study and the Recreation Experience Preference Scale (Manfredo et al., 1996) and previous studies of volunteer tourist motivations (Galley & Clifton, 2004; Weiler and Richins, 1995) and volunteer behaviour (Bonjean et al., 1994) were used to develop the motivational survey. Furthermore, the items focused on elements that were identified as being important in the promotional image of the volunteer tourism organisations.

Thirteen themes were included in the final survey. Each theme was represented by one to three items. The thirteen themes are cultural interaction, having fun, meeting people, dissertation work, adventure, personal development, learning, career development, working with animals, rest and relaxation, doing something useful,

seeing new landscapes, working with a particular organisation. The thirteen themes and their related items are shown in the table below, as well as the reference for each item (Table 4.2.).

Table 4.2. The factors, items and references used in the motivational survey. Each item in the motivational survey has been chosen based previous literature, and study one where 13 topics were identified in the organisations' brochures.

THEME	ITEM	SOURCE
i. Different cultures	<ul style="list-style-type: none"> - To experience different cultures - To meet the locals - To explore new places 	Pearce & Lee (2005) Pearce & Lee (2005) Manfredo et al. (1996)
ii. Fun	<ul style="list-style-type: none"> - To have a good time 	Pearce & Lee (2005)
iii. Friends	<ul style="list-style-type: none"> - To meet new people - To be with people who have similar values 	Pearce & Lee (2005) Manfredo et al. (1996)
iv. Dissertation	<ul style="list-style-type: none"> - To collect data for your dissertation - To gain experience which will help with your career 	Study one Henderson (1981)
v. Experiences/ Adventure	<ul style="list-style-type: none"> - To be daring and adventurous - To experience the challenge of the task - To experience new and different things - To take part in a rare opportunity 	Moscardo et al. (1996) Henderson (1981) Moscardo et al. (1996) Galley & Clifton (2004)
vi. Achievement/ Personal development	<ul style="list-style-type: none"> - To develop your personal interests - To think about your personal values 	Pearce & Lee (2005) Manfredo et al. (1996)
vii. Learning:	<ul style="list-style-type: none"> - To be close to nature - To gain a better understanding of ecology & nature conservation 	Manfredo et al. (1996) Study One
viii. CV / People	<ul style="list-style-type: none"> - To develop your skills & abilities - To meet researchers who may help you in your career 	Manfredo et al. (1996) Bonjean et al. (1994)
ix. Animals	<ul style="list-style-type: none"> - To learn more about certain animal species - To have the opportunity to study wild animals in the field 	Study one Study one
x. Rest & Relaxation:	<ul style="list-style-type: none"> - To experience peace and calm - To be away from crowds of people 	Manfredo et al. (1996) Manfredo et al. (1996)
xi. Useful / Work	<ul style="list-style-type: none"> - To do something meaningful or conservation oriented - To help the researcher 	Weiler & Richins (1995) Weiler & Richins (1995)
xii. Landscape	<ul style="list-style-type: none"> - To view the scenery 	Manfredo et al. (1996)
xiii: Support organisations	<ul style="list-style-type: none"> - To work with an organisation whose mission I support 	Bonjean et al. (1994)

C. Comparing the organisations promotional images with the volunteers' motivations and expectations.

In order to compare the respondents' motivations with each organisation's projected image, thirteen themes identified in study one were compared with the results of the motivational survey (which was built upon those themes). The source of each theme is described in Table 4.3. In most cases, several items from the motivational survey were grouped together and aggregated to obtain a mean for that theme. So for instance, to obtain a mean for the theme "different cultures", the items "to experience different cultures", "to meet the locals" and "to explore new places" were added up, and the total was divided by three.

Once this had been done, each of the themes was given a score of 0 to 2, where 0 was equal to a mean rating of less than 3 (i.e. the respondent disagreed with that theme as a motivation to join the expedition), 1 was equal to a mean rating of 3.0 to 3.9 (i.e. the respondent didn't agree or disagree with that theme), and 2 was equal to a mean rating of 4.0 to 5.0 (i.e. the respondents did agree with that theme as a motivation for joining the expedition). A similar rating system was applied to the results of study one, where 0 meant that the organisation had used that theme infrequently in their promotional material (less than 10%), 1 meant that the organisation had placed some emphasis on that theme (10% to 30%), and 2 meant that the theme was important to the organisation (over 30%). The two scores can then be compared in order to identify overlaps and gaps between motivations and projected image.

Table 4.3. The different themes to be investigated according to study one, the survey items associated with them, and their origin.

THEME	SURVEY ITEM	SOURCE ITEM		
		Mission statement	Testimonies	Photos
Different cultures	<ul style="list-style-type: none"> - To experience different cultures - To meet the locals - To explore new places 	Cross-cultural understanding	Locals	Monuments Locals Vols & locals
Fun	<ul style="list-style-type: none"> - To have a good time 		Fun	
Friends	<ul style="list-style-type: none"> - To meet new people - To be with people who have similar values 		Friends	Group
Dissertation	<ul style="list-style-type: none"> - To collect data for your dissertation - To gain experience which will help with your career 		Dissertation	
Experiences/ Adventure	<ul style="list-style-type: none"> - To be daring & adventurous - To experience the challenge of the task - To experience new & different things - To take part in a rare opportunity. 	Personal development & adventure	Experience Adventure	Adventure
Achievement/ Personal development	<ul style="list-style-type: none"> - To develop your personal interests - To think about your personal values 	Personal development & adventure	Personal development	
Learning:	<ul style="list-style-type: none"> - To be close to nature - To gain a better understanding of ecology & nature conservation 		Interpretation	Data collection
CV / People	<ul style="list-style-type: none"> - To develop your skills & abilities - To meet researchers who may help you in your career 		CV	People
Animals	<ul style="list-style-type: none"> - To learn more about certain animal species - To have the opportunity to study wild animals in the field 	Conservation-oriented		Animals
Rest & Relaxation:	<ul style="list-style-type: none"> - To experience peace & calm - To be away from crowds of people 			R & R
Useful / Work	<ul style="list-style-type: none"> - To do something meaningful or conservation oriented - To help the researcher 	Conservation-oriented	Useful	Work Data collection
Landscape	<ul style="list-style-type: none"> - To view the scenery 			Landscape
Support organisation	<ul style="list-style-type: none"> - To work with an organisation whose mission I support 		Organisation	

4.4. RESULTS

The results section is presented according to the aims outlined on pages 117 and 118. In Section A, the volunteers' profile, and their motivations and expectations will first be reported for the sample as a whole. This will then be followed by the results according to each organisation. Section B reports the results for aims (iv) and (v), the former on a sample and organisational level, the latter on an organisational level only. Finally Section C integrates the results of Sections A and B, and deals with aim (vi).

SECTION A

General Profile:

4.4.1. The socio-demographic profile of volunteer tourists:

The total number of respondents was 76, 15 from organisation A's expedition, 22 from organisation B's, six surveys from C's, nine from D's, 19 from organisation E's and five from organisation F's. A general response rate of 50% was recorded across the organisations with slightly lower response rates in some organisations' expeditions, such as from the expedition of Organisation C. However, despite this low return rate, the final sample of respondents represented a variety of ages, nationalities and experience (Table 4.4a and b).

Table 4.4a: Respondents' profile: Gender, age and nationality (N=76)

Gender		Age		Nationality	
<i>Male</i>	32%	<i>18-24 years old</i>	40%	<i>British</i>	23.6%
<i>Female</i>	68%	<i>25-30 years old</i>	15.3%	<i>American</i>	15.3%
		<i>31-50 years old</i>	5.2%	<i>Australian</i>	47.2%
		<i>>50 years old</i>	39.5%	<i>European</i>	4.2%
				<i>Other</i>	9.7%
TOTAL	100%		100%		100%

Table 4.4b: Respondents' profile: travel experience, volunteer tourism experience and conservation involvement.

Travel experience		VT experience		Conservation involvement	
0 overseas trips	28.3%	0 VT trips	56%	Not very involved	25.3%
1-3 overseas trips	37.9%	1-3 VT trips	25.3%	Somewhat involved	34.6%
4-6 overseas trips	20.3%	4-6 VT trips	8%	Very involved	40%
>6 overseas trips	13.5%	>6 VT trips	10.3%		

4.4.2. The motivations of volunteer tourists:

The respondents' motivations were measured using both a 26-item Likert-scale survey and one open-ended questions "please explain in your own words what made you decide to participate in this project?". Coding of the open-ended question revealed a substantial overlap between the survey items and the themes that arose from the latter question. However, some motivations cited in the open-ended question were not identified in the survey and vice-versa. For this reason, the results of both questions will be discussed separately as well as jointly in order to build a full picture of the respondents' motivations.

A. The 26-item survey:

From the 76 respondents in this study a general picture of the motivations of volunteer tourists can be formed. An analysis of the mean score for each of the motivational items reveals that not all items are considered equally important to the volunteers. For instance, the item "collect data for my dissertation" received a very low score and was generally considered not to be a motivating factor by any of the respondents (mean = 1.51, SD= 1.1). On the other hand, the highest scoring item was "to experience new and different things", with a mean score of 4.48 (SD=0.9). This item was followed by other items such as "have a good time" (mean=4.35, SD=0.86) and "take part in a rare opportunity" (mean=4.32, SD=0.95) that do not bear much relation to volunteering or conservation (Table 4.6.).

The items that were related to conservation or volunteering scored much lower, so that we find items such as “help the researcher” ranked 13th overall, or “learn more about certain animal species” ranked 18th, and “do something meaningful or conservation-oriented” ranked 10th. The only conservation item that seemed to rank relatively high overall was the item “to increase my knowledge of ecology and conservation” which was ranked fifth by the respondents. Another point worthy of mention is that neither of the cultural interaction items ranked particularly highly, as “meet the locals” ranked 19th and “experience different cultures” ranked 17th. However, as Table 4.6. shows, the standard deviation for many of these items is quite high, often greater than 1. This indicates that for each item there was a high level of variability in rating between respondents, and in fact for the majority of the items, scores varied between 1 and 5. Some exceptions may be found within individual organisations for items that were consistently scored high or low by all the respondents.

Table 4.5: The mean score and SD for each item, as well as its ranking relative to the other items, for the sample as a whole.

Item	Ranking	Mean (& SD)
Experience new and different things	1	4.48 (0.90)
Have a good time	2	4.35 (0.86)
Take part in a rare opportunity	3	4.32 (0.95)
Increase my knowledge of ecology and conservation	4	4.21 (1.10)
Explore new places	5	4.32 (1.09)
Experience the challenge of the task	6	4.18 (1.01)
Work with an organisation whose mission I support	7	4.14 (1.10)
Be close to nature	8	4.14 (0.92)
Meet new people	9	4.12 (1.06)
Do something meaningful or conservation orientated	10	4.11 (1.24)
Develop my personal interests	11	4.09 (1.07)
Develop my skills and abilities	12	3.99 (1.08)
Help the researcher	13	3.92 (1.10)
Have the opportunity to study wild animals in the field	14	3.88 (1.08)
Be with people who have similar values	15	3.88 (1.22)
View the scenery	16	3.81 (1.13)
Experience different cultures	17	3.74 (1.36)
Learn more about certain animal species	18	3.68 (1.20)
Meet the locals	19	3.64 (1.17)
Think about my personal values	20	3.36 (1.19)
Be daring and adventurous	21	3.26 (1.21)
Gain experience that will help me in my career	22	3.23 (1.57)
Be away from crowds of people	23	3.11 (1.31)
Experience peace & calm	24	3.08 (1.19)
Meet researchers who may help in my career	25	2.61 (1.57)
Collect data for my dissertation	26	1.51 (1.11)

B. The Open-Ended Question Results:

The results from the 26-item survey are somewhat different to the findings from the open-ended question. In coding the open-ended motivational question, 12 themes were identified. These themes are “visit otherwise inaccessible places”, “because I enjoyed past trips with this organisation”, “visit new places and travel”, “have an adventure or experience new things”, “meet new people or people with similar values”, “increase my knowledge of the environment”, “because I am interested in the flora and/or fauna”, “help the researcher/be involved in conservation/work on a

worthwhile project”, “for the photographic opportunities”, “for the research/science”, “to increase my practical skills” (e.g. diving, sailing, surveying, trapping, etc.) and “for the adventure activities” (e.g. trekking, sailing and diving).

Seven of the themes listed above also appeared in the 26-item survey. For instance the theme “visit new places/travel” is similar to the item “explore new places”, have an adventure or experience new things” is similar to “experience new & different things”, whilst the theme “meet new people or people with similar values” can be linked to both “meet new people” and “be with people who have similar values”. Other themes that relate to survey items are “interest in flora and/or fauna” (“learn more about certain animal species”), “help researcher, conservation work, worthwhile project” (“do something meaningful or conservation oriented” and “help the researcher”), “increase practical skills” (“develop my skills and abilities”) and “for the adventure activities” (“be daring and adventurous”). This large overlap between open-ended question themes and survey items suggests there is some validity to the survey items, which do represent the motivations that volunteers may be expected to consider when choosing a volunteer tourism experience.

However, whereas a theme such as “help the researcher/ be involved in conservation work/participate in a worthwhile project” was mentioned by nearly half of all respondents in the open-ended question it only ranked tenth as a general survey item, scoring just above 4 on the Likert-scale (i.e. agree that it was a reason they chose to go on their volunteer tourism trip). On the other hand, the theme “to have an adventure or to experience new things” was only cited by 12% of respondents in the open-ended question and yet it ranked first on the list of survey items, scoring close 4.5 on the Likert-scale, and similarly the theme “to increase my practical skills” which was only cited by 20% of the respondents was ranked second on the survey, again scoring nearly 4.5 on the Likert-scale.

Thus there appears to be some differences between what the volunteers were reporting in the open-ended question and the way they rated their motivations in the itemised survey, a point which will be discussed in greater detail later on in this chapter. However, it is interesting that the two themes that ranked consistently high across all the organisations are the “visit new places and travel” theme and the “help the researcher/be involved in conservation work/participate in a worthwhile

project” correspond to the dual nature of volunteer tourism, i.e. the travel and the conservation volunteer aspects.

Finally, it is important to note that as with the survey, there was some variation between the motivations cited by respondents from different organisations. Some themes appeared to be much more frequently cited by respondents on one expedition than in another, so that, for instance, “meet new people or people with similar values” was mentioned by over half of Organisation E’s respondents, and yet was not mentioned by four of the other organisations’ respondents. A closer look at the data reveals that although the average scores of each item may rank them as shown in Table 4.6., in effect, none of the items ranked the same way when the expedition of each organisation was considered separately. Whilst some items, in particular those ranked 21 to 26 in Table 4.6., scored consistently poorly across all organisations, other items may rank highly for one organisation and low for another.

The results of a Kruskal-Wallis test illustrates this, by showing that the scores of nine items were significantly different from each other. The items that showed significant differences in scores between organisations are to “gain experience for my career”, “be daring & adventurous”, “think about my personal values”, “meet the locals”, “experience different cultures”, “view the scenery”, “study wild animals in the field”, “meet new people”, “develop my skills & abilities”. Figures 4.1a. to 4.1c. show where the differences lie; some are quite conspicuous, for examples there are large differences in the way that respondents from different organisations scored the motivational items to “think about my personal values” (substantially lower in Organisation F), to “experience different cultures” (much higher in Organisation E compared to Organisations B and F), and to “study wild animals in the field” (higher in Organisations B, C and F than in Organisations D and E).

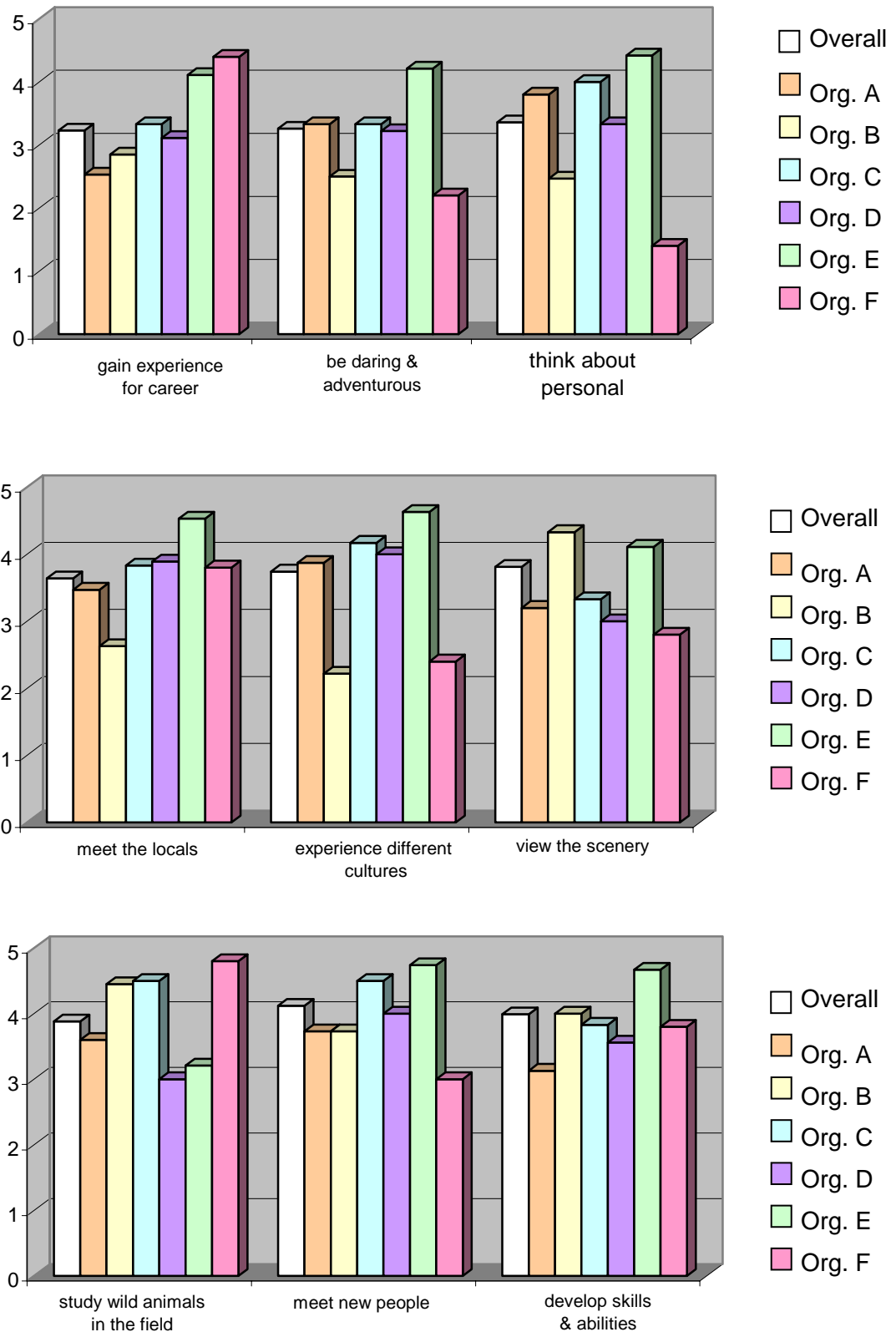


Figure 4.1a to 4.1c. Motivational item scores overall and for each organisation. Only the items that were scored significantly differently between organisations are shown.

These differences in item scoring suggest that the motivational profiles will be different for each organisation. These will therefore be examined in greater detail in the second half of this results section, when the motivation profile of volunteers will be examined for the expedition of each organisation in turn.

4.4.3. The expectations of volunteer tourists:

The remaining section of this part of the survey deals with the respondents' volunteer tourism expectations. This section of the results is minor in comparison to identifying and measuring the motivations of volunteer tourists, and is intended to be much more exploratory and descriptive in nature. Thus in order to collect the relevant data, the open-ended question "Please describe in your own words what you expect to get out of this experience" was asked of the respondents. Despite the fact that many respondents either did not answer this question, were unable to answer or felt that they had no expectations of the trips, a total of 12 themes were found in a content analysis of the answers that were provided.

The expectation themes bore some resemblance to the motivational themes, and a direct link can be made between four of the themes, which are "meet new people", "gain practical experience", "have an adventure" and "participate in adventurous activities". The other expectation themes are also similar to the motivation themes, but are often more specific. For instance, whereas some respondents stated that they wanted to see a new place and travel, the respondents answered that they expected to see and *learn* about a new place. Whilst they were motivated by an interest in the flora and fauna, they expected to *see* the flora and fauna. Or alternatively, whilst they wanted to help the researcher, be involved in conservation and participate in a worthwhile project, they expected to *learn* from the scientists, *learn about* the flora and fauna and/or conservation, and *contribute* to the project.

The most frequently cited expectation by these volunteers was that they expected to learn about the flora and fauna as well as the conservation of those species. Over half of the respondents made statements such as "to learn how to dive, and learn surveying techniques and learn about the communities of coral reefs" or to

achieve “a broader understanding of the conservation work and the problems it confronts- and of course its achievements”. Many volunteers (34.2%) also stated that they expected to see and learn about new places, gain “some knowledge of the culture of the local place”. Furthermore, a third of the volunteers also expected that they would have contributed to the project. For instance, one volunteer states that she expected to have “a feeling of satisfaction that I have contributed usefully to the increase in scientific knowledge of the area which may help conservation”.

Other expectations that were cited with a relatively higher frequency include meeting new people (29.7%), gaining some practical experience of the expedition activities (27.4%), developing personally (21.1%), having fun (18.4%) and learning from scientists (16.4%). The remaining 4 themes, to have an adventure, to participate in adventurous activities (such as diving or sailing), to see the flora and fauna and share their experiences with others were only cited by less than a sixth of the respondents. Overall there was a fair degree of similarity in volunteer expectations between the six different organisations. The variation that was recorded will be looked at in turn for the expedition of each organisation in the following section of the results.

ORGANISATION-SPECIFIC EXPECTATION RESULTS:

❖ Organisation A's Expedition (n=15):

(i) Volunteer profile:

The majority of volunteers on this expedition were female, as women outnumbered men by 12 to 3. The volunteers were mostly older, over 50 years old, with a few exceptions, and North American. Eighty percent of the respondents had been on at least one overseas trip in the last two years, and nearly half had been on more than four overseas trips. The majority of respondents also had some experience of volunteer tourism expeditions, as a quarter of them had already been on an expedition with this organisation, and two thirds had been on other conservation expeditions. Finally, just under half of the respondents reported that they were very involved in conservation, often through financial contributions to conservation

organisations or through participating in volunteer tourism conservation expeditions. A further 40% said that they were somewhat involved in conservation and only 13.3% reported that they were not very involved in conservation efforts.

(ii) Motivational profile:

All of the items in Organisation A appeared to have reasonably variable scores, as all but “meet the locals”, “think about my personal values”, “develop my skills & abilities” and “experience peace & calm” had scores ranging from one to five. Interestingly, Organisation A was the only organisation that scored highest for “to help the researcher” and scored highly on the “experience different cultures” item. The personal development aspect also seemed to be quite important, as respondents felt that developing their personal interests, thinking about their personal values experiencing new and different things as well as experiencing the challenge of the task were all important to them when choosing this trip.

Respondents from this organisation also wanted to have fun, as the item “to have a good time” ranked second in importance for these respondents. Interestingly, the item “to take part in a rare opportunity” was ranked much lower by respondents in this organisation than for the respondents overall. This could be explained in one of two ways: that the respondents were either not motivated by this item, or that they did not perceive their volunteer tourism experience as a rare opportunity, perhaps because of their high social-economic status and greater travel experience. This may also explain the slightly lower scores given by these respondents to each of the items across the entire survey.

The open-ended question also revealed that Organisation A’s respondents were motivated by the activities mentioned in the expedition briefing, i.e. seeing and studying the animals that formed the focus of the expedition and the method of studying these animals that was perceived as an adventure for these volunteers. Interestingly, they did not mention the learning motive as being one of the reasons that they chose this expedition; the item “to learn more about certain animal species” ranked a low 17th for these respondents. Nor did they feel that meeting new people or people with similar values was important to them.

(iii) Volunteer Expectations:

The majority of respondents (60%) from this organisation stated that they expected to learn about the flora and fauna on the expedition as well as about conservation techniques. A third of them also stated that they expected to have fun, and to see and learn about new places. Other themes that were relatively prominent for these respondents were the expectation to meet new people, to contribute to the project, and to have an adventure. However, they did not expect to gain practical experience or to develop personally, nor did they feel the need to mention sharing experiences as an expectation.

KEY POINTS:

- (i) *Volunteer profile:* Mainly female, older with a professional background. Most had some travel experience, and many had previously undertaken a volunteer tourism expedition. Most also had some involvement in nature conservation.
- (ii) *Motivational profile:* These volunteers wanted to help the researcher, whilst having fun, thinking about their values and developing their own interests. They were very interested in the project itself, seeing the country, living on-board a ship and researching marine mammals.
- (iii) *Volunteer expectations:* They expected to learn about the animals as well as conservation research techniques. They also expected to meet new people, contribute to the project and have an adventure.

Organisation B's Expedition (n=21):

(i) Volunteer profile:

The second organisation had a much more even distribution of men (47.6%) and women (52.4%). Again the volunteers were older, over 50 years old, and the majority were Australian. Unlike Organisation A, however, only 40 had undertaken any overseas trips in the last 2 years, and none had made more than 3 trips. On

the other hand, over 80% of the respondents had undertaken similar trips, usually with the same organisation. Most volunteers indicated some level of involvement in conservation (“very” = 40.9% and “somewhat” = 31.8%), usually active conservation in the form of volunteering with local conservation groups.

(ii) Motivational Profile:

As with Organisation A, there seems to be some variation in scores for most items, as nearly half the items had scores that ranged from one to five. The respondents in this organisation seemed to be strongly motivated by the desire to be an active participant in the organisation and in the expedition’s research activities. This can be explained by the presence of “enjoyed past trips” as a response to the open-ended question for nearly a quarter of the respondents (22.7%). It is likely therefore that many of these respondents are repeat volunteers who, due to their previous experience, have relatively well-defined motivations for participating in these expeditions. They felt that working with an organisation whose mission they supported was important to them, as well as doing something meaningful or conservation-oriented. They also were keen to learn, both by increasing their knowledge of ecology and conservation and by having the opportunity to study wild animals in the field.

Another characteristics shared with respondents from Organisation A was that some of these respondents were keen photographers, and looked forward to the opportunity to photograph wild animals in close proximity. Furthermore, the travel aspect was also important to them, as nearly a quarter of the respondents said that visiting otherwise inaccessible places was a motivating factor for them and just under half felt that visiting new places and travelling was important to them. Unlike Organisation A, however, these respondents did not feel motivated by the item “to meet new people”, “to experience different cultures” or “to think about my personal values”, which is surprising, as according to the open-ended question nearly a quarter of the respondents answered that meeting new people or people with similar values was one of the reasons why they choose to participate in that expedition.

(iii) Volunteer Expectations:

As above, the expectation to learn about the flora, fauna and conservation was very important to respondents from Organisation B, as this theme was mentioned by 50% of the respondents. Equally important for these volunteers, however, was the expectation to see and learn about new places, as the volunteers identified strongly with the precise location and environment in which they would be undertaking their expedition. This theme was therefore mentioned by half of the respondents from this organisation. The next most frequently cited expectation was meeting new people (45.5%). Thus there appears to be an expectation of an expedition based around exploration, sharing and bonding and learning. None of the other themes were mentioned by more than a fifth of the respondents, and are therefore not considered particularly relevant for this organisation.

KEY POINTS:

- (i) *Volunteer profile:* Both women and men, older with a professional background. Few had any overseas travel experience, although most had previously undertaken a volunteer tourism expedition. Most also had some active involvement in nature conservation, and many were repeat visitors.
- (ii) *Motivational profile:* The motivations of these volunteers appeared to be quite well defined and based on previous experience. These volunteers want to be active participants in the organisation and the research, and do something worthwhile with their holiday. They were keen to learn and to discover new places.
- (iii) *Volunteer expectations:* There was a general expectation of sharing, exploring and learning for these volunteers. The travel, conservation and volunteering elements were all very important.

❖ **Organisation C's Expedition (n=6):**

(i) Volunteer profile:

The respondents on this expedition were also predominantly female (83.3%), and young (50% were under 25 years old). All respondents were British. The number of overseas trips that respondents from this organisation had undertaken were varied

as half had been on none to three trips, and half had been on more than three trips in the last 2 years. However, no respondents had any prior experience of this form of tourism, and none felt that they were very involved in conservation efforts. Those that felt that they had some conservation involvement reported that they were members of conservation organisations or donated money to such organisations, and only 25% had any active conservation experience.

(ii) Motivational Profile:

Respondents from Organisation C seemed to have a slightly more coherent scoring system for most motivational items. Few items had standard deviations of more than 1 point. Those items that did show high variability were ones that related to self-advancement through participation, e.g. networking or gaining professional experience. For the most part, respondents from this organisation also felt that supporting the organisation and doing something meaningful or conservation-oriented was important to them, as these items ranked second and third amongst the motivational items. The motivational profile of these respondents was primarily dictated by a learning and experiential theme however, as “increasing my knowledge of ecology and conservation”, “have a good time”, “explore new places”, “meet new people”, “experience the challenge of the task”, “experience new and different things”, and “experience different cultures” were all ranked within the first 11 motivational items.

The importance of the learning and experiential themes is supported by the responses to the open-ended question, where half or more of the respondents replied that increasing their knowledge (50%) and practical skills (60%) were both important to them when choosing to participate in this expedition. Another important aspect was the activities themselves undertaken during the expedition. For instance, nearly half of the respondents felt that the adventurous activities, such as water sports, were a motivational factor, whilst the research and science was mentioned by only one respondent (though helping the researcher, being involved in conservation and participating in a worthwhile project was mentioned by 50% of the respondents from this organisation).

(iii) Volunteer Expectations:

Again, two thirds of the volunteers from this organisation expected to leave the expedition with an increased knowledge of the surrounding flora and fauna and of conservation techniques. However, unlike in the previous two organisations, half of these volunteers also expected to gain practical experience of the conservation methods and other skills. These volunteers were also expecting to see the local flora and fauna (33.3%), to contribute to the project (16.7%), to learn from the scientists (16.7%), to see and learn about new places (16.7%) and to participate in adventurous activities (16.7%). Interestingly, none of the volunteers mentioned that they expected to have fun or to meet new people or share their experiences with such people. Nor were these volunteers expecting an experience that would lead to some level of personal development.

KEY POINTS:

- (i) *Volunteer profile:* All British, predominantly female and younger, and generally students. The level travel experience was very varied, but none had ever undertaken a volunteer tourism expedition and they had little involvement in conservation.
- (ii) *Motivational profile:* These volunteers wanted to learn, experience new things and explore new places. They also wanted to support the organisation and do something meaningful and conservation-oriented.
- (iii) *Volunteer expectations:* They expected to learn about the animals as well as conservation research techniques. They also expected to contribute to the project, learn from the scientists, see and learn about new places and to have an adventure.

❖ Organisation D's Expedition (n=9):

(i) Volunteer profile:

There was a fairly equal distribution of men (55.6%) and women (44.4%) on Organisation D's expedition. Over half the respondents were less than 25 years old, and none were over 31 years of age. All the respondents except for one (from the USA) were British and all had undertaken at least one overseas trip in the last 2 years. In fact many had undertaken more than 6 trips, although the majority had

never been on another volunteer tourism expedition. Those that had (22.2%) had either done a previous trip with the same organisation or had been on another conservation expedition. Seven out of the nine respondents reported little involvement in conservation, and the two that felt somewhat and very involved either donated money to conservation organisations, or became actively involved in conservation awareness programmes.

(ii) Motivational Profile:

The motivational profile of the volunteers on this expedition appears to be somewhat different to that of respondents from other organisations. First, this was the only organisation where respondents ranked the item “to have a good time” highest in the motivation survey. This was important to all respondents, scoring no less than four on the Likert-scale. Indeed this is one of only two items that did not display the full rating range from one to five (the other item being “meet the locals” which scored no less than two). The experiential theme was also quite important to these volunteers as the items “experience new and different things”, “take part in a rare opportunity”, “experience the challenge of the task” and “experience different cultures”, as well as meeting new people and the locals.

Unlike the other respondents, however, respondents from Organisation D did not feel very motivated by the item “do something meaningful or conservation-oriented”, which they ranked 22nd overall. Nor were they particularly motivated by increasing their knowledge of ecology and conservation or working with and learning about particular animals. This stands in sharp contrast to the responses given in the open-ended questions where just under half of the respondents reported helping the researcher, getting involved in conservation, participating in a worthwhile projects and being involved in science and research as their main motivations for participating in the expedition.

(iii) Volunteer Expectations:

As for the previous three conservation organisations, the majority of respondents from Organisation D also expected to gain an increased knowledge of the

surrounding flora and fauna and of conservation techniques (66.7%), as well as to gain practical experience from the activities undertaken on site. However, unlike respondents from Organisations A, B and C, a third of the respondents from Organisation D were expecting to go on a journey of personal discovery. Other themes that were cited with less frequency are to contribute to the project (22.2%), to see and learn about new places (22.2%), to participate in adventurous activities (22.2%). At least one respondent also expected to meet new people, have fun and have an adventure.

KEY POINTS:

- (i) *Volunteer profile*: both male and female, younger and usually British. All were fairly experienced travellers, although few had previously undertaken a volunteer tourism expedition or had much involvement in nature conservation.
- (ii) *Motivational profile*: These volunteers wanted to have a good time and to experience new things, take part in a rare opportunity, experience new cultures and explore new places.
- (iii) *Volunteer expectations*: increase their knowledge of the flora and fauna, to gain practical experience, and to go on a journey of personal discovery.

❖ **Organisation E's Expedition (n=19):**

(i) Volunteer profile:

As with Organisation C, the majority of respondents were female (78.5%), and young (94.7% were under 25 years old). Two thirds of the respondents were British, and the remaining respondents were either locals or European. They also had an even distribution of travel experience, with 21.1% who had not undertaken any trips in the last two years, 10.6% had made more than six trips, and the remainder had undertaken one to six overseas trips. Most respondents had never participated in this type of volunteer tourism trip before, whereas some volunteers had been on other "camp" or adventure trips. Again, as in Organisation C, no respondents felt that they were very involved in conservation, and most respondents neglected to explain in what ways they were involved in conservation.

(ii) Motivational Profile:

Unlike the other organisations, in particular organisation A, the respondents of organisation E appeared to rate all of the motivational items relatively highly. Only the items “to collect data for my dissertation” and “meet researchers who may help me in my career” had mean scores of less than three. All other items rated much higher than they did for other organisations. The items that were scored highest in this sample were, as in Organisation D, the experiential and personal development items. The experiential theme is particularly obvious when considering the item “experience new and different things” which had a mean score of 4.84, and a range of four to five. Other items that scored highly are “meet new people”, “explore new places”, and “develop my skills and abilities”, representing a desire for personal development, socialising and discovering new places.

Despite the similarities with other organisations such as Organisation D in some of the item scoring, the respondents of this organisation were very unlike respondents from other organisations in that they did not feel that the conservation, wildlife or helping motivations were particularly important to them. The item “do something meaningful or conservation oriented” was ranked 19th, and the items dealing with wildlife were ranked 16th, 18th, 20th and 23rd. This was confirmed in the open-ended question, as this organisation scored the lowest on the theme “to help the researcher, be involved in conservation, and participate in a worthwhile project” (mentioned by only 31.6%). On the other hand, more than 50% of the respondents were motivated by the desire to meet new people or people with similar values.

(iii) Volunteer Expectations:

For the respondents of this organisation, the expectations were quite different to those who had chosen an organisation that fell into the conservation-oriented category in study one. Instead of expecting to learn about the surrounding flora and fauna and of conservation techniques (15.8%), the overwhelming majority of these volunteers expected to learn about themselves (68.4%). However, they too expected to be able to contribute to the project (57.9%), to meet new people

(36.8%), to gain practical experience (26.3%), and to see and learn about new places (26.3%). The other themes were not mentioned by many volunteers and none mentioned an expectation to see the local flora and fauna or to learn from the scientists.

KEY POINTS:

- (i) *Volunteer profile*: mainly British, young and female. There was a wide range of travel experience, although none had previously undertaken a volunteer tourism expedition and few felt that they were involved in nature conservation.
- (ii) *Motivational profile*: these volunteers were looking for a travel experience that would lead to personal discovery, discovering new places and socialising. They were not motivated by the conservation, helping the researcher, or to do something meaningful or worthwhile.
- (iii) *Volunteer expectations*: these volunteers expected to learn about themselves, to contribute to the project, to meet new people, and to gain practical experience.

❖ **Organisation F's Expedition (n=5)**

(i) Volunteer profile:

Respondents from Organisation F tended to be young (30 years old or less) and female, from either the UK, EU, USA or Australia. Four respondents had been on one to three overseas trips in the last two years, and reported having been on one to three similar conservation trips in the past. Two volunteers felt that they were very involved in conservation, one felt that she was somewhat involved, and two felt that they were not very involved in conservation. Of the respondents that felt they had some involvement in conservation, half reported that they were actively involved in conservation efforts, whereas the other half donated money to conservation organisations.

(ii) Motivational Profile:

The motivational profile of respondents from Organisation F was very different from those of Organisations D and E; instead of placing the emphasis on experiences and personal development, respondents in this category were much more focused on the project at hand, and in particular on the wildlife and conservation elements. Thus, the survey items “have the opportunity to study wild animals in the field”, “learn more about certain animals species”, “help the researcher”, “do something meaningful or conservation-oriented” and “increase my knowledge of ecology and conservation” all rated close to 4.5. Interestingly, this was also the only organisation where respondents agreed that the item “gain experience that will help me in my career” was an important motivational force for them. This suggests that these respondents are already involved in conservation activities in some way before participating in this project.

The results of the motivational survey are closely backed up by the responses provided in the open-ended question. Only five of the 12 themes were cited by respondents from this expedition and each of these five themes were in some way related to increasing knowledge or skills, conservation, and being involved with animals. Indeed, overall this organisation's expedition scored highest for the themes “increase knowledge”, “interest in flora and fauna”, “help the researcher, be involved in conservation, and participate in a worthwhile project”, “for the research and the science” and “to increase my practical skills”.

On the other hand, respondents from this organisation's expedition had very little interest in meeting new people, exploring a new place or even in self-discovery (believed to be one of the key aspects of volunteer tourism). Despite the international nature of volunteers in this organisation, items such as “explore new places”, “view the scenery” and “experience different cultures” were not considered very important in the motivational survey. Furthermore these themes were not mentioned at all in the open-ended question, confirming that these volunteers had a very concise idea of what they would like to get out of their volunteer tourism experience.

(iii) Volunteer Expectations:

Once again, the profile of respondents from Organisation F is very different from the other respondents. These respondents were much more concerned with gaining knowledge and practical experience from their trip. Thus learning from the scientists and gaining practical experience were both mentioned as trip expectations by 80% of the volunteers, whilst contributing to the project, seeing the local flora and fauna were each mentioned by one of the respondents. Finally, one respondent also mentioned that they expected to have fun during their stay. No mention was made, however, of expectations such as meeting new people, gaining an increased knowledge of the surrounding flora and fauna and of conservation techniques, sharing their experiences, have an adventure, or personal development.

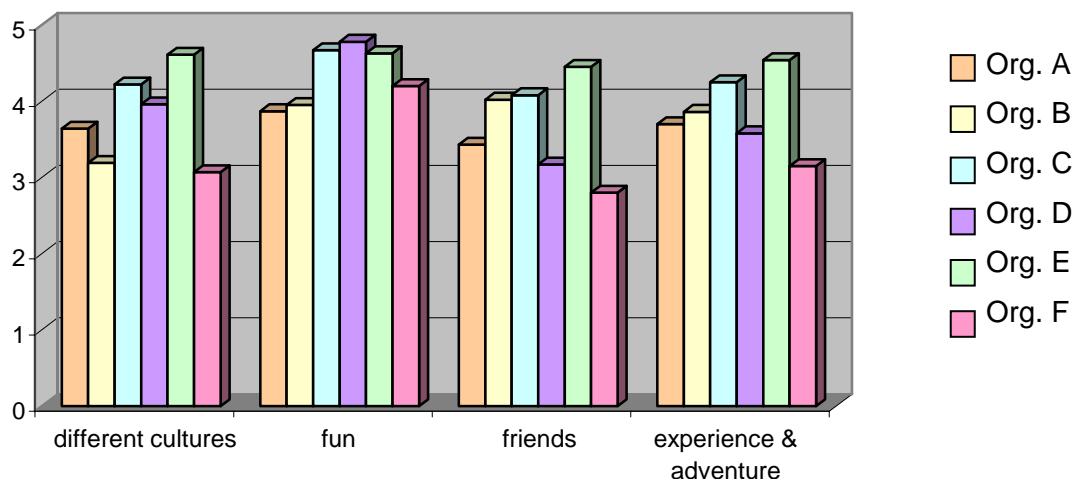
KEY POINTS:

- (i) *Volunteer profile*: mainly young and female from the UK, the EU, the USA or Australia. They had varied levels of travel, conservation and volunteering experience.
- (ii) *Motivational profile*: these volunteers focused on the animals, helping the researcher and doing something meaningful and worthwhile.
- (iii) *Volunteer expectations*: they expected to learn about the animals as well as gain practical experience.

PART TWO:

4.4.4. *Comparing the organisations' promotional image with respondent motivations:*

The second part of this results section compares the motivations and expectations of volunteer tourists with the image that each of the six organisations creates through its promotional material. In order to do this, the themes found in the promotional material of organisations and identified in study are compared to the motivations and expectations of volunteer tourists' as reported in Section A of the Results. Thus in order to compare the volunteers' motivations and the organisations' projected images, the thirteen themes identified in study one, and which formed the basis of the motivational survey, are used (Table 4.7.). The data for many of the themes originate from several sources, such as the mission statements, photographs and volunteer testimonies, increasing the reliability of that analysis; however comparative data for the two themes "rest and relaxation" and "dissertation" are only available for those organisations that included volunteer testimony themes in their promotional material, i.e. for Organisations E and F. One of the first points that should be made is that, as with the individual motivational survey items, using a Kruskal-Wallis test, nearly all the thematic aggregate of items also show significant differences in rating between organisations (Figure 4.2a to 4.2c).



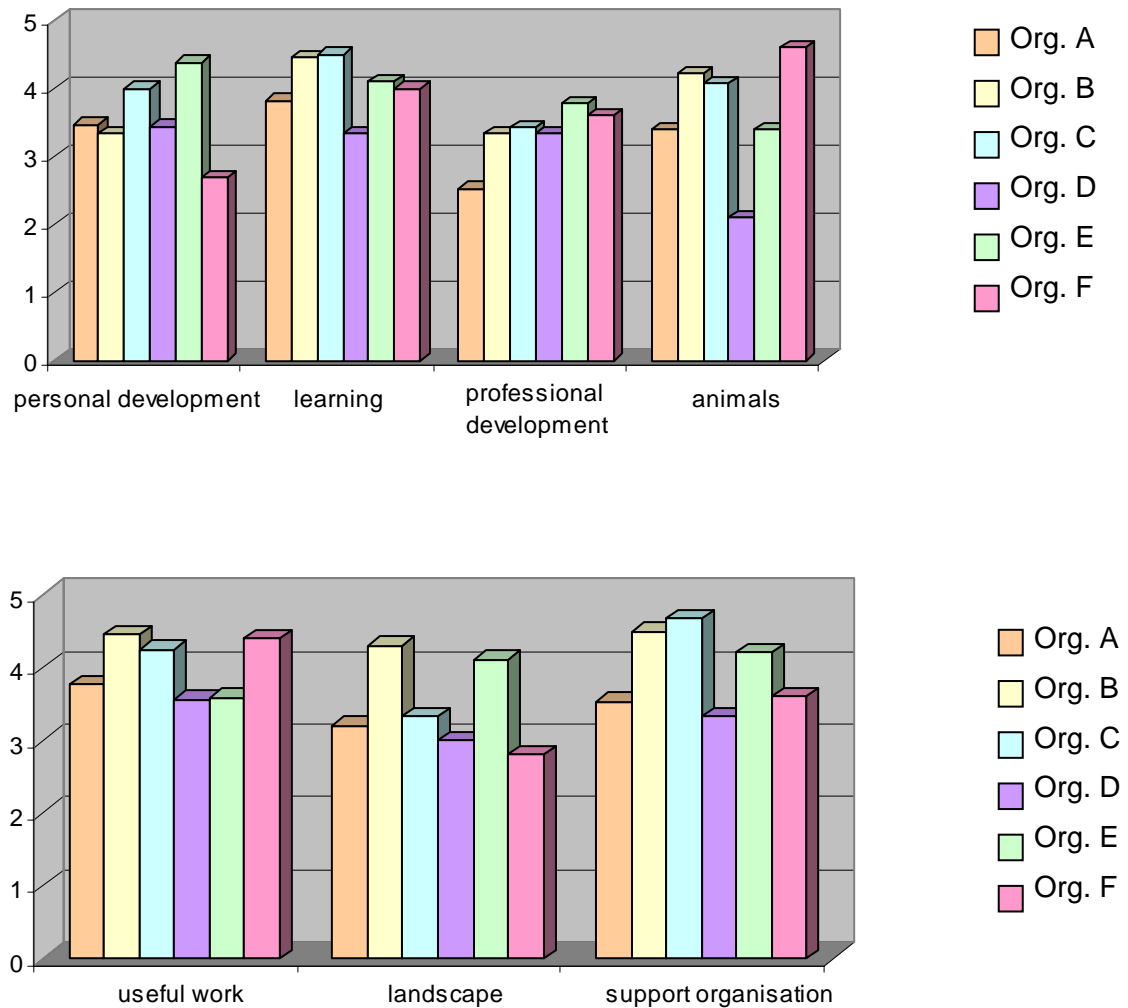


Figure 4.2a to 4.2c: The motivational ratings given by volunteers which showed significant differences between the six organisations. The scores (from 1, strongly disagree) to 5 (strongly agree) are reached using average all the items from that theme.

❖ Organisation A:

The thematic analysis of the motivational profile of Organisation A's respondents is quite similar to the profile described previously. Respondents focussed on fun, learning, being useful as well as having an adventure and new experiences. On the other hand, these respondents were less concerned with seeing a new landscape, interacting or viewing the animals, making friends, and using this as an opportunity for professional development or to collect data for a dissertation. The results of Study One, however, suggest that that the animal theme is heavily promoted by the

organisation. Other themes that showed slight mismatches were the “different culture”, “friends”, “experiences and adventure”, and “learning” themes which were all rated higher by the volunteers than by the organisations’ promotional material. The themes “rest and relaxation”, “professional development” both scored a 0 for both studies one and two, whereas the themes “useful work” and “landscape” both scored a 1 in both studies.

❖ Organisation B:

The most prominent motivational themes for respondents in Organisation B were to support the organisation, do something useful, acquire knowledge, see the landscape and animals and make new friends, each of which were given an average rating of four or higher. The themes that scored lowest were “personal development”, “rest and relaxation”, “different cultures” and “dissertation”. These distinctions were not made in the organisation’s promotional material, where each of the former themes were rated lower in study one than in study two, sometimes showing a complete mismatch, such as in the case of making friends which scored 0 in study one and 2 in study 2. The only themes which rated similarly across both studies were the “different culture” and “experiences and adventure” themes.

❖ Organisation C:

The themes that rated highest for this organisation were to have fun, support the organisation, and learn which all had a mean score of 4.5 or over. The lowest scores were for the themes to see the landscape, to work on a dissertation, to have some rest and relaxation which all scored less than 3.5. Of these themes, only the landscape theme showed a match between the two studies. Indeed, this organisation’s expedition had the most mismatches of all the organisations, as four themes were rated highly by the respondents and yet were not emphasised at all in the promotional material of the organisation. The themes that fell into this category are “making new friends”, the “personal development”, “learning” and “useful work” theme.

❖ Organisation D:

Having fun, experiencing different cultures and having an adventure were all considered important motivational themes by the respondents from Organisation D. Interestingly, the “animal” theme scored lowest for these respondents, along with the “dissertation”, “landscape” and “rest and relaxation” theme. However, none of these themes showed strong mismatches with the results of study one, though the only match concerned the motivation to have new experiences and an adventure, which scored a 1 for both studies. The animal theme was the only theme to score higher (1) in study one than in study 2 (0).

❖ Organisation E:

The respondents of this organisation felt strongly (mean scores of 4.5 or more) motivated by such themes as “to have fun”, “to experience different cultures”, and “to have new experiences and an adventure” and less motivated by themes such as to experience rest and relaxation, to see animals and to be useful. Whilst some of the former themes were emphasised in study 1, there were also some important mismatches between the respondents’ motivations and the projected organisational image. For instance, whilst the respondents felt that discovering new cultures was important to them, the organisation’s promotional material did not emphasise this theme at all. The same trend was noted for the themes “to have fun”, “to learn”, and “to see a new landscape”. Unlike Organisation C, Organisation E also had a number of matches, in particular for the themes “to have new experiences and an adventure” and “support the organisation” and the personal development theme, which all scored a 2 in study one and study two. Furthermore, the theme “to do useful work” was seen as equally important by the volunteers as by the organisation as it scored a 1 in both studies, and finally, the “dissertation” theme scored a 0 in both studies.

Organisation F:

This organisation showed interesting trends, as the animal theme was considered to be the most important motivational theme by respondents from this organisation. Yet, this theme was not emphasised in the organisation’s promotional material. The

same applied to the learning theme, which scored a 2 in study two and only a 0 in study one. The other themes, such as “to be useful”, “to have fun” and “to learn” that were rated highly by the respondents scored a one in study one. On the other hand, the “different culture” theme was heavily promoted by the organisations and yet was considered much less important by the respondents themselves as a motivating factor. The only matches that were noted in this organisation were for those themes that both the respondents and the organisation felt were unimportant. These themes were “making new friends”, “personal development”, and “rest and relaxation”.

Table 4.6. Comparison of respondent ratings for each theme between Study One and Study Two.*

		Organisation					
		A	B	C	D	E	F
Different cultures	Study 1	1	0	1	0	0	2
	Study 2	1	1	2	1	2	1
Fun	Study 1	-	-	-	-	0	1
	Study 2	1	1	2	2	2	2
Friends	Study 1	0	0	0	0	1	0
	Study 2	2	1	2	1	2	0
Dissertation	Study 1	-	-	-	-	0	0
	Study 2	0	0	0	0	0	1
Experiences/Adventure	Study 1	1	0	1	1	2	0
	Study 2	1	1	2	1	2	1
Achievement/ Personal development	Study 1	0	0	0	0	2	0
	Study 2	1	1	2	1	2	0
Learning:	Study 1	1	0	0	0	0	0
	Study 2	2	1	2	1	2	2
CV / People	Study 1	2	0	0	0	0	0
	Study 2	1	0	1	1	1	1
Animals	Study 1	1	2	1	1	0	0
	Study 2	2	1	2	0	1	2
Rest & Relaxation:	Study 1	0	0	0	0	0	0
	Study 2	1	0	1	1	1	0
Useful / Work	Study 1	1	1	0	0	1	1
	Study 2	2	1	2	1	1	2
Landscape	Study 1	1	1	1	0	0	1
	Study 2	2	1	1	1	2	0
Support organisations	Study 1	-	-	-	2	2	-
	Study 2	2	1	2	1	2	1

*Study Two ratings are worked out according to motivational theme scores where 0 = an average scores of 1-2.99, 1 = 3-3.99 & 2 = 4.0-5. Study One ratings are worked out according to the content analysis of the three key elements in the organisation's promotional material where 0= poorly represented, 1=somewhat represented, 2= highly represented.

4.4.5. Comparing the organisations' perceived images with volunteer expectations:

Finally, a brief comparison of the expectations created by the promotional material and the volunteers' actual expectations is made, before comparing volunteer motivations and the organisations' projected images. In order to compare volunteer expectations and organisational images, the overlaps between perceived images as identified in Study One and expectations are examined.

There appears to be four main themes which appeared in both the content analysis of the respondents' sorting criteria in study one and the content analysis of the volunteers' open-ended responses to the expectation question. The four themes are (i) the summer school/skills development nature of the organisation/expeditions, (ii) the adventure content of the trip, (iii) the importance of the environment or the species that forms the focus of the expedition and (iv) the research versus holiday nature of the trip. These four themes were quite clearly picked up by the volunteer tourists when they mentioned expectations such as (i) gaining practical experience or learning about the flora and/or fauna and conservation techniques, (ii) having an adventure or undertaking adventurous activities, (iii) seeing the flora and fauna and learning about new places, and finally (iv) learning from the scientists.

The themes from study two that match those four themes from study one are more or less commonly associated with different organisations. For instance, gaining practical experience was cited most frequently by volunteers from Organisations C, D and F, learning about the flora, fauna and conservation by respondents from the four conservation-oriented organisations (i.e. Organisations A, B, C and D). The adventure element was reported most often by respondents from Organisations A and D, whilst seeing the flora and fauna and learning about new places was mentioned by respondents from Organisations A, B, C and F. Finally, the scientific research theme was really only mentioned by respondents from Organisation F.

The themes are therefore being repeated in some of the comments being made by the respondents to group individual organisations and the volunteers from the organisations mentioned above. Examples of similar comments are shown in Table 4.6. The examples illustrate some of the ways in which study one's respondents correctly identified some of the expectations that an actual volunteer tourists participating in an expedition may hold. However, more often than not, many of the comments made by study one respondents are either unrelated, or directly contradictory, to the expectations reported by the actual volunteer tourists.

Table 4.7. Comparison of the grouping themes from Study One and the volunteers' expectations

Theme: study one	Theme: study two	Org.	Comments
Skills development	Gaining practical experience	C	<i>Study one:</i> "for young scientists who want to put something on their CV and gain some experience for their career" <i>Study two:</i> "to learn surveying techniques"
	Learning about flora/ fauna/ conservation	B	<i>Study one:</i> "ecotourism, education and conservation" <i>Study two:</i> "increased knowledge of our flora and fauna"
Adventure	Having an adventure Adventurous activities	A	<i>Study one:</i> "adventure trips with some research" <i>Study two:</i> "a quest for zest"
Environment or species focus	Seeing flora & fauna	C	<i>Study one:</i> "focuses on the flora & fauna of the marine environment" <i>Study two:</i> "understand communities of coral reefs"
	Seeing & learning about new places	F	<i>Study one:</i> "a cultural experience" <i>Study two:</i> "I would like to experience as much culture & local life as I can"
Science	Learning from scientists	F	<i>Study one:</i> "more scientific" <i>Study two:</i> "to gain some insight into and knowledge of fruit bat biology and conservation issues"

PART THREE

4.4.6. Towards a framework for understanding volunteer tourism experiences:

A summary of the socio-demographic and motivational profile, as well as a description of the expectations of the respondents of each organisation should help to provide a framework for understanding the respondents' volunteer tourism experiences. This last section will summarise all the results described thus far using a case-by-case approach for each organisation. For the sake of clarity and comparability, the results will be summarised in a tabular format, allowing rapid cross-referencing between organisations (Table 4.7.). The results show that the volunteers' motivational and socio-demographic varied substantially between the six organisations. Two organisations recruited older more experienced volunteers who had more travel and conservation experience. Two organisations recruited volunteers over the age of 30, who had mixed levels of travel and conservation experience, and finally two organisations recruited volunteers who had less travel experience and little conservation involvement.

The motivational profiles differed between organisations, and did not necessarily relate to the volunteers' socio-demographic profile but focussed mainly on recreation, travel or volunteering elements such as having fun, helping the researcher, personal development, discovering new people and places, and doing something worthwhile. The study also found that the volunteers' expectations remained fairly consistent throughout the six organisations. Volunteer tourists expected to learn about the local flora and fauna, gain practical experience and learn new skills as well as meet new people and see new places. Finally, it was noted that there are different levels of consistency between the promotional image of the organisation and the motivations and expectations of the actual volunteer tourists. Whilst two organisations showed no mismatches, the remaining four organisations were mismatched on one to four different elements, such as making new friends, learning, personal development, learning, having fun, discovering new places and cultures and working with animals. In most cases the volunteer expected higher levels than the organisation portrayed through its promotional material.

Table 4.8.: A summary of the socio-demographic and motivational profile, and expectations for each organisation

	Respondent profile	Motivations	Expectations	Study 1/Study 2 Comparisons
<i>Org. A</i>	Females, >50 years old from USA with a high level of travel experience, and some VT experience & very involved in passive conservation	Help researcher, new cultures, personal development, see animals and have fun.	Learn about flora/fauna & conservation, discover new places, have fun, meet people, contribute to project, adventure	Matches: useful work & landscape , CV/people, Mismatches: none
<i>Org. B</i>	Men and women, >50yrs old, from Australia, with little international travel experience, but high VT experience & actively involved in conservation	Support organisation & do something meaningful learn about wild animals, take photos and travel	Learn about flora/fauna & conservation, discover new places, and meet people	Match: different cultures, experience and adventure, Mismatch: making new friends
<i>Org. C</i>	Female, <25 yrs old, from the UK with varied travel experience but no VT experience, and little conservation involvement	Support organisation & do something meaningful, discover new things, places & people,	Learn about flora/fauna & conservation, gain practical experience & other skills	Match: Landscape Mismatch: Personal development, useful work, making new friends
<i>Org. D</i>	Men and women, <30 yrs old, from the UK & experienced travellers, but little VT experience, and no conservation involvement	Have fun, discover new things & people, help researcher, do a worthwhile project with science/research	Learn about flora/fauna & conservation, gain practical experience & personal development	Match: experiences and adventure Mismatch: none
<i>Org. E</i>	Female, <25 yrs old, from the UK and other, varied travel experience but no VT experience and little conservation involvement.	Discover new things, places & people, develop skills & abilities,	Personal development, contribute to project, gain practical experience, discover new places & meet people	Match: experiences and adventure, support organisation, personal development & useful work Mismatch: new culture, fun, learn, landscape
<i>Org. F</i>	Female, <30 yrs old, mixed origins, some travel & VT experience, mixed levels of conservation involvement	Gain knowledge, help the researcher & do something meaningful	Learn and gain practical experience with animals	Match: R&R, personal development Mismatch: learning and animal work

4.5. DISCUSSION:

Despite the relatively small sample size upon which this research was built, the results of this study have highlighted some very interesting details concerning the profiles of volunteer tourists. The discussion of the results will focus on the more prominent findings. First the highly segmented nature of this sector of the tourism industry will be discussed. Then the similarities and contrasts with previous studies on volunteer tourist motivations and expectations will be explored. The relative roles of volunteering and tourism in the types of motivations expressed by respondents will be highlighted. Next the significance of the contradictions within these motivations and expectations will be explored. The role of the push/pull theory in volunteer tourism will be discussed, before identifying some of the mismatches between volunteer tourism motivations and organisational images. Finally some of the predictions for volunteer tourism experiences that might be made based upon the motivations and expectations expressed in this study and the image created by volunteer tourism organisations in their promotional material.

4.5.1. The Highly Segmented Nature of Volunteer Tourism:

The highly segmented nature of this tourism sector was already suggested in the previous chapter based upon a content analysis and sorting procedure of the organisations' promotional material. Some of the comments that arose from the multiple sorting give an interesting overview of some aspects of the volunteer tourism sector. These comments highlight the range of trips available, as well the differences in motivations and expectations that brochures appeal to. A few examples of such comments include "tourism products created for a niche of people who want to volunteer. These organisations need saleable products, almost like a tour-operator", or "travel agent brochures, flashy colours, doesn't tell you what you will be doing, kids having fun", "these trips could appeal to both ecotourist and students looking for experience", these organisations "help people gain skills that can be used for future training", "designed for people who want to work with exciting animals. Don't develop skills. Attract young people to give money".

These comments were in some measure confirmed in the analysis of the volunteers' motivations and expectations. Certainly, there was a clear range of ages, backgrounds, travel motivations, and expectations expressed by different volunteers participating in the various volunteer tourism organisations. As shown in Table 4.7., there are two distinct types of organisations based upon age, and other socio-demographic characteristics (professional vs. student, North American vs. British. The first group including Organisations A and B, where almost all the volunteers were over the age of 50 years old, and professionals. The second group included Organisations C, D, E and F, which all recruited younger, often female travellers, who might be on a gap year, or students.

Other differences between the two groups include the volunteers' prior level of involvement in conservation efforts, their previous travel experience and whether or not they have already participated in a volunteer tourism expedition. Again, respondents from Organisations A and B had a slightly different profile, as the volunteers had a much higher level of conservation involvement (both passive, as supporters of conservation organisations and active as naturalists and citizen scientists). They also had fairly extensive previous travel experience (internationally in the case of Organisation A and domestically for respondents from Organisation B), and often had already participated in at least one volunteer tourism expedition. Respondents from Organisations C, D, E and F had very different levels of conservation, travel and volunteering experience. A few respondents had some travel experience, and varied levels of prior conservation involvement, but almost none had any previous experience of volunteer tourism expeditions.

It is expected that as the socio-demographic profiles of volunteers varied between organisations, so might the motivational profile and expectations of respondents according to the expedition that they picked. This interrelation has been noted in motivational studies such as Gitelson and Kerstetter (1990), Sirgy and Su (2000) and Pearce and Lee (2005). All these studies have found that not only does the motivational profile of a tourist change according to their socio-demographic profile, but furthermore, that motivations are dynamic in nature, changing according to age, travel experience, social status. Thus, motivations may be predicted to some extent according to some socio-demographic characteristics of potential or actual tourists.

From the highly exploratory study of volunteer expectations, it appears that most of the volunteers wanted to learn about the flora and fauna and conservation, gain practical experience, meet people, see places and have fun. However, the more detailed study of volunteer motivations illustrates that there appears to be no consistent motivational trends across organisations. Whilst respondents from nearly all the organisations wanted to do something meaningful or participate in a worthwhile project, and many respondents wanted to help the researcher, discover new places, cultures and experiences, and learn more about flora, fauna and conservation there was little overlap between the motivations of respondents from the different organisations (Table 4.8.). This diversity in motivational profiles may have important consequences for the management of volunteer tourism organisations and also highlights the need to understand volunteer motivations on an individual organisational basis, and not extrapolate from studies of volunteers from other organisations.

Table 4.8.: A summary of the principal motivations for volunteers from each organisation

	Org. A	Org. B	Org. C	Org. D	Org. E	Org. F
Meaningful/worthwhile project	✓	✓	✓	✓		✓
Help researcher	✓			✓		✓
New cultures/travel	✓		✓		✓	
New experiences			✓	✓	✓	
Support organisation		✓	✓			
Learn about animals	✓	✓				✓
Have fun	✓			✓		
Develop skills & abilities					✓	

4.5.2. Comparison with other volunteer tourist motivational studies:

As described in chapter one, two and in the introduction to this chapter, a number of studies have looked at the use of volunteer tourists in conservation, and in particular at the motivations of these volunteers. Interestingly, the majority of

articles that do not deal directly with the volunteers themselves, dealing instead with their effectiveness or their training, make no mention of the age, gender, or background of the surveyed sample (Darwall & Dulvy, 1996; Mumby et al., 1995). However, the studies that do provide some indications of the socio-demographic and motivational profiles of volunteer tourists highlight this variability between organisations and even between expeditions within the same organisation. Thus, Wearing (2003) suggests that most volunteer tourists are between the age of 18 and 25 looking for an opportunity for self-discovery and personal development. Galley and Clifton's study of Operation Wallacea's participants established that these volunteers were usually female, British, single and between the ages of 20 to 22 years old. Their motivations were to "experience something completely new", take part in a rare opportunity", "observe the diversity of animal species", and "stand out on my CV as invaluable experience".

Foster-Smith and Evans (2003) provide a very brief description of their Earthwatch volunteers, saying that they are between the ages of 17 to 61 years old, from a variety of backgrounds and with different levels of interest in and knowledge of conservation and ecology. This is similar to Newman et al.'s (2003) findings, who also state that their Earthwatch volunteers are female, between the ages 17 to over 60 years old, with the majority falling between 40 to 50 years of age, from both professional and non-professional backgrounds and with varying levels of prior conservation commitment. On the other hand, Weiler and Richins (1995) believe that Earthwatch volunteers are mainly female, between the ages of 26 to 35 years old, well-educated professionals with a high prior level of involvement with conservation activities. Their respondents were primarily motivated by reasons such as the opportunity to do something meaningful or conservation-oriented, an interest in the subject matter, the desire to learn new things or to be challenged, and a desire to help the researcher.

All of these age groups, backgrounds, motivations and levels of conservation involvement were found in the various volunteer tourism organisations surveyed in this study. As in the previous studies, the only variable that seems to remain constant across the sector as a whole, or that part of it that has been sampled, is the predominance of female volunteer tourists over male volunteer tourists. Otherwise, it appears that there is a split in the sector between organisations that cater to a younger market with a lower level of prior conservation involvement, less

travel experience and more motivated by personal development and experiential and recreational goals and organisations that cater to an older market, who have a higher level of conservation and travel experience, and who are more motivated to learn and help the researcher.

The difference in socio-demographic and motivational profiles, and this split between younger tourists seeking personal development experiences and older tourists who want to gain knowledge and help the researcher may reflect the results of Pearce and Lee (2005). These authors propose that there exists a core group of travel motivations that are common to all tourists, and which include escape, relaxation, relationship enhancement and self-development. Additionally, tourists with a high level of previous travel experience were found to be seeking a high level of host-site involvement and nature related motivations, whereas less experienced travellers were more likely to be motivated by personal development, self-actualisation, and stimulation needs. The results of this study certainly appear to support Lee and Pearce's theory, as the younger, less experienced travellers do cite personal development and adventure motives more frequently than the more experienced (and older) travellers who look for high levels of mental stimulation and involvement. Furthermore, these results would appear to suggest that there is also an interplay between the travel motives, with their recreation and personal development aspects, volunteering with its learning and altruism aspects, and the conservation activities themselves. The next section will explore this interplay in a little more detail.

4.5.3. The relative roles of volunteering and travel motivations:

The survey used in this study was constructed based on research carried out both in tourism and in volunteer behaviour. It aimed to capture as many of the possible motivations expressed by both tourists and volunteers, as well as using items that other authors believe to be specific to volunteer tourists. This section will review how volunteering and tourism motivational elements combine within the volunteer tourism experience, and may be difficult to separate. Some of the motivational items that were specific to travel included experiencing different cultures, having fun, rest and relaxation, seeing a new place. The themes that were more relevant

to volunteering were the learning and professional development themes, altruism (being useful and helping the researcher), and supporting a worthwhile cause and/or organisation. Some themes were common to both volunteering and tourism include the social theme, personal development, and the experiences and adventure theme.

The results showed that the respondents clearly felt that both aspects of volunteer tourism, the volunteering and the tourism elements, were important to them, albeit at different levels within each organisation. This is an important point, as some researchers take the view point that volunteer tourism developed out of the volunteering and serious leisure sectors, and thus much research into volunteer tourism has focussed on the volunteering aspect of the experience, stressing motivational factors such as altruism and personal and professional development. For instance, Wearing, in particular, defines volunteer tourists as

“participants are persons that are seeking a tourist experience that is mutually beneficial, that will contribute not only to their individual development, but also positively and directly to the social, natural and economic context in which they are involved”

Wearing (2004, p.214)

These results appear to indicate, however, that volunteer tourism may be perceived more as a tourism experience, where many volunteer tourists are looking to fulfil holiday motivations such as having fun and discovering new places and cultures. This perspective is supported by other authors such as Accott, La Trobe and Howard (1998) and Weiler and Richins (1995) who describe Earthwatch volunteers as extreme ecotourists with a desire to have an intense level of interaction with the environment, to be environmentally responsible, as well as to be both physically and intellectually challenged by the experience. Lindberg (1991) suggested that there are four types of ecotourist, and described the hard core ecotourists as those that are scientific researchers or members of educational or conservation tours. In his spectrum of ecotourism operators, Weaver (2001) also proposes a distinction between hard, active ecotourists who support improvements to the local physical environment through donations or volunteer activity. This must be taken into consideration by organisations and their staff when planning and managing their expeditions in order to ensure that these needs are fulfilled.

4.5.4. The contradictions within the results:

Although there were a limited number of general trends in motivational profiles that emerged from this study, there was also clearly some confusion in volunteer expectations and motivations. For instance, in many cases, the respondents' open-ended responses did not match the ratings given to the motivational survey items. Respondents had not indicated that the items "to do something meaningful or conservation-oriented" or "to work with an organisation that I support" were important to them in the survey, and yet their open-ended response included motivational elements such as helping the researcher, being involved in conservation, or participating in a worthwhile project. The same respondents may also expect to learn about conservation, and contribute to the project. This may be due to the increased specificity of answers given in the open-ended responses or alternatively, may point to some form of social desirability, where volunteer tourists want to be perceived as altruistically motivated.

This may indicate that volunteer tourism is a sector comparable to adventure tourism in which expectations are not clearly formulated in the mind of participants. The researchers in this area propose that when dealing with extra-ordinary experiences that make up adventure tourism, e.g. mountaineering or white water rafting, participants have difficulty envisaging and describing their travel and/or recreation expectations. In general, these studies have found that tourists in these situations are likely to have vague, poorly defined expectations. This obviously increases the difficulty of identifying pre-trip expectations (Arnould & Price, 1993; Weber, 2001). Furthermore, some authors suggest that the evaluation of these extra-ordinary experiences occur within the context of the overall experience, making the traditional disconfirmation model of tourist satisfaction and experience assessment inadequate in these situations (Kozak, 2001; Pearce, in press). The conclusions drawn from studies of extra-ordinary tourism or recreation experiences must be borne in mind when attempting to analyse the expectations of volunteer tourists.

4.5.5. The role of the push/pull theory in volunteer tourism:

If the volunteer tourism sector resembles other extra-ordinary tourism experiences so that volunteer tourists have poorly defined expectations, it may be that the push/pull theory traditionally applied to tourism may not be as relevant here. It must be asked whether volunteer tourists have well-formulated, fairly homogeneous motivations and pre-trip expectations, and whether they are assessing volunteer tourism organisations based on their visible or perceived attributes. The first question has already been discussed above; volunteer tourists' motivations are generally variable and depend on personal factors, such as age, level of conservation involvement and travel experience, as well as the chosen organisation. Thus volunteer tourists do not represent a homogenous motivational profile within the sector as a whole.

However, the fact that volunteer tourists with varying motivational profiles are selecting different volunteer tourism organisations suggests that other factors are influencing their destination choice. Researchers in the area of destination image formation have proposed that destination images are mainly formed from two sources: stimulus factors and personal factors (Gartner, 1993). The personal factors are the ones discussed above, and possibly gender which could not be tested due to small sample sizes. On the other hand, stimulus factors arise directly from the destination, including the various information sources, such as promotional material, news or documentaries about it and word-of-mouth advertising, that are associated with it.

In this case, it appears that stimulus factors must also be influencing the volunteer tourists' destination choice. The respondents' image of the destination or organisation must be influencing their choice of expedition. According to theories of destination selection, individuals can have an image of a destination even if they have never visited it. This image may be constructed in this first instance on non-touristic information (news reports, books, opinions of friends and family), followed by more commercial sources of information such as travel brochures, travel agents and guidebooks. Gunn (1988) calls the first of these the "organic image" and the second, the "induced image". It is likely that the induced image will be influenced by the amount and type of commercial information available to them (Baloglu & McCleary, 1999). This has been supported by a range of studies that have looked

at the role of brochures in image formation (Dilley, 1986; Gitelson and Crompton, 1983) and by the results of the previous chapter. The results of that study illustrated that potential volunteer tourists are able to distinguish between different volunteer organisations and are able to group organisations based upon the expeditions characteristics, the organisations beneficial image as described by Tapachai and Waryszak (2000), and the organisations' typical clientele according to Sirgy and Su's (2000) self-congruity theory.

4.5.6. Mismatches in volunteer motivations and organisational image:

However, whilst promotional material is believed to play an important role in destination selection, it must also be noted that the results suggested some mismatches between the image that the organisation is trying to create for itself and the motivations of the volunteer tourists in this study. Examples of mismatched motivations and organisational image can be found in Organisation C where respondents are motivated by the desire for personal development, being useful, and making new friends – none of which are stressed in the organisation's promotional material. These mismatches may be explained in a variety of ways, first of which is that the imagery projected through the organisations' promotional material simply is not strong enough or is being contradicted by information provided elsewhere (either by the organisation itself or through word-of-mouth or other media sources). Second, the role of previous experience must not be overlooked. Previous travel experience is one primary and important source of information for the creation of destination images. Information gathered whilst on-site will influence a tourist's destination image and will result in a more realistic, complex and differentiated image (Echtner & Ritchie, 1991).

Other explanations that arise from previous research include the idea of beneficial image, the different orientations of tourists towards push or pull motives and the existence of holistic versus attribute-based images. The first of these, put forward by Tapachai and Waryszak (2000) is that potential tourists may selectively generate a destination image from various information sources, based upon the benefits that they perceive a destination to offer. Thus some attributes of a destination may be ignored when selecting a destination in favour of other attributes that may appear to offer a direct benefit to the potential tourist. The

second explanation, proposed by Echtner and Ritchie (1991), is that a destination image has many components such as functional or psychological characteristics and its specific attributes or its general feel. Whilst both play a role in destination selection (and therefore explain why a volunteer joins a particular organisation), the specific attributes or holistic image may be used differently and in different sequences, to select a destination. Finally, Lubbe (1998) suggests that whilst push and pull motivations are important in destination selection, tourists may respond to the two types of motivation in different ways. She proposes that some tourists may be more “push”-orientated, whilst others may be more “pull”-orientated. It may be that volunteer tourists who are more push-orientated will have motivations that are less aligned with the promotional image of the organisation which they have joined.

4.5.7. Predictions for volunteer tourism experiences:

One of the aims of this study was to establish a framework for the subsequent chapter on volunteer tourists' experiences. Using the socio-demographic and motivational profiles for each organisation, as well as the matches and mismatches between the organisation's promotional image and the volunteer tourists motivations and expectations may provide some insight in to the types of experiences that the organisation will provide and that the volunteer tourist is seeking. Using the table which summarises these various elements, it may be possible to make some predictions as to what activities the volunteers will enjoy and which activities they will not wish to participate in (Table 4.9.).

Moreover, according to Chon (1992) a tourist's image and expectations of a destination (or organisation in this case) will exert an influence over the tourist's experience, satisfaction levels and future behaviour. Using the expectancy disconfirmation paradigm, he suggests that where a mismatch exists between image and expectations of a destination and actual experience, there may be several outcomes; if both the image and the experiences are positive a fairly positive evaluation of the destination will be reached, whereas a negative image and a positive experience will result in a highly positive evaluation of the destination, and a positive image and negative experience will lead to a negative evaluation. This proposition will be explored in the following chapter on the volunteer tourists' experiences.

Table 4.9.: Predictions for volunteer tourism experience

	Resp. profile	Motivations	Expectations	Matches to org. image	Experience type
<i>Org. A</i>	Older, experienced, involved in conservation	Help researcher, new cultures, personal development, see animals and have fun.	Learn about flora/fauna & new places, have fun meet people, contribute to project, adventure	Matches: useful work & landscape , CV/people, Mismatches: none	A balanced mixture of research and leisure, with the opportunity to be independent, and a high standard of service.
<i>Org. B</i>	Older, experienced, involved in conservation	Support organisation & do something meaningful learn about wild animals, take photos and travel	Learn about flora/fauna conservation & new places, and meet new people	Match: different cultures, experience and adventure, Mismatch: making new friends	A strong emphasis on exploration and learning, with plenty of outdoor activities, and a “roughing it” style of service with a good level of organisation, management & service
<i>Org. C</i>	Younger, little experience, little involvement in conservation	Support organisation & do something meaningful discover new things, places & people,	Learn about flora/fauna & conservation, gain practical experience of conservation & other skills	Match: Landscape Mismatch: Personal development, useful work, making new friends	A highly structured environment, with organised day trips out, and plenty of opportunities to develop conservation skills and knowledge, with some social activities.
<i>Org. D</i>	Younger, some experience, little conservation involvement	Have fun, discover new things & people, help researcher, do a worthwhile project with science/research	Learn about flora/fauna & conservation, gain practical experience & personal development	Match: experiences and adventure Mismatch: none	A mixture of adventure and conservation, within a social environment. Plenty of opportunity for day trips, and adventure, whilst being useful to the organisation.
<i>Org. E</i>	Younger, some experience, little conservation involvement	Discover new things, places & people, develop skills & abilities,	Personal development, contribute to project, gain practical experience, new places & people	Match: experiences and adventure, support organisation, personal development & useful work Mismatch: new culture, fun, learn, landscape	More focus on challenges than being useful. Activities that are interesting and lead to personal development, and provide an opportunity for socialising both within the group and with locals.
<i>Org. F</i>	Younger, some experience, some conservation involvement.	Gain knowledge, help the researcher & do something meaningful	Learn and gain practical experience with animals	Match: R&R, personal development Mismatch: learning and animal work	A strong emphasis on hands-on work, a high level of autonomy in the work, with plenty of opportunity for learning through a wide variety of activities. .

CHAPTER FIVE: Volunteer tourists' on-site experiences

CHAPTER OUTLINE:

5.1. Introduction

5.2. Aims and Objectives

5.3. Materials and Methods

5.3.1. Respondents

5.3.2. Data collection materials

5.4. Results

PART ONE

5.4.1. The volunteers' best and worst experiences

5.4.2. The volunteers' on-site emotions

5.4.3. The volunteers' satisfaction levels

5.4.4. The volunteers' evaluation of the activities

5.4.5. The volunteers' evaluation of other expedition characteristics

5.4.6. The volunteers' comments and recommendation about the expedition

PART TWO

5.4.7. The confident group

5.4.8. The anxious group

5.4.9. The personal achievement group

5.4.10. The others

5.5. Discussion

5.5.1. Summary and discussion of results

5.5.2. Advances in the study of on-site tourist experiences

5.5.3. Understand volunteer tourists' experiences

5.5.4. Management implications of the results

5.1. INTRODUCTION

This chapter focuses on the experiences and satisfaction levels of actual volunteer tourists. Tourist satisfaction is an essential aspect of any tourism venture and operators must strive to satisfy their visitors if they are to be successful (Khan, 2003). The principle objective of this chapter is to identify themes within reports of volunteer tourists' experiences and satisfaction levels. These themes will highlight the positive and negative elements of volunteer tourism experiences. This study will provide recommendations that may allow expeditions leaders to manipulate these elements to try to maximise the positive aspects and minimise the negative ones, and help expedition leaders raise the satisfaction and involvement levels of their volunteers and generally enhance their enjoyment of the conservation expedition. These

recommendations should allow expedition leaders to increase their effective use of volunteers in order to improve their performance within the conservation project.

Unlike many studies of visitor satisfaction which use a post-trip survey to rate tourist satisfaction with a range of attribute-based items (see Millan & Esteban, 2004, for a review of this approach), this study is based upon continuous, daily, direct and indirect measurements of satisfaction, combining rating scales of the attributes of the trip, as well as measurements of daily affect. Real-time satisfaction measurements are an appraisal of current state, including current cognitions and emotions. They are not affected by issues such as recall, context, hindsight bias or positivity and in particular, this type of measurement allows for fluctuations and variability in satisfaction levels and cognitive and affective states (Hull et al., 1992).

Furthermore, in-situ measurements enable researchers to compare tourism settings as they use repeated measures of the same person within and between settings. Such measurements are particularly well suited to answer questions such as what kind of environmental attributes influence positive and/or negative feelings; how does the social setting relate to individual experiences; or how does the quality of service influence satisfaction. These are questions that cannot be answered by a post-trip survey leading to a comparison of people who simply provide responses to set at a single point in time (Stewart, 1998; Hull et al., 1992).

Recently, other authors have supported the notion that on-site experiences deserve greater attention as they are considered an integral component of tourist satisfaction (Arnould & Price, 1993; Chhetri, Arrowsmith & Jackson, 2004; Webb, 2002). It has been suggested that on-site measurements are particularly appropriate in extraordinary tourism experiences. Studies using in-situ measurements include hiking trips, river rafting, small group, long-haul, soft-adventure tours and adventure tourism in general (Arnould & Price, 1993; Beedie, 2002; Bowen, 2002; Chhetri, Arrowsmith & Jackson, 2004; Weber, 2002). In these types of tourism, it is suggested that tourists are unlikely to have well-defined expectations and therefore that expectancy disconfirmation paradigm is unlikely to provide an adequate measure of satisfaction. Experience in this case can cover a wide range of meanings including mood, emotions and feelings of individual tourists (Chhetri, Arrowsmith & Jackson, 2004). According to each of these authors, investigating a tourist's on-site experience is a useful, and perhaps essential, step in understanding visitor satisfaction.

In order to investigate the experiences of volunteer tourists, this study examines the respondents' activities, assesses their feelings with regard to those activities as well as recording their overall mood, satisfaction levels, and their best and worst experiences of each day. The importance of analysing volunteer tourists' experiences is central to understanding their on-site behaviour, such their involvement in and commitment to the project. It may also possibly help to predict their post-trip behaviour, in terms of repeat visitation and word of mouth recommendation. In particular, it is expected that volunteer tourists' experiences may influence their satisfaction levels. It is also proposed that volunteers' perceptions of their experience evolve during the trip (Geva & Goldman, 1989). An analysis of on-site, real-time experiences is therefore a crucial factor in retaining volunteer tourists' interest and support for the project in which they participate.

5.2. AIMS AND OBJECTIVES:

The aim of this chapter is to analyse the on-site experiences of the volunteer tourists. The affective states and the satisfaction levels of volunteer tourists are measured, and themes that are important in shaping volunteer experiences are identified using the critical incident technique. This chapter also aims to determine the volunteer's reactions to the various activities that they undertake during the day. These elements are all important in understanding how the volunteers perceive their daily experiences and their overall assessment of the conservation trip. By analysing them, it is possible to distinguish those elements that contribute towards a successful volunteer tourism experience from those elements that detract from the experience. This analysis is carried out on several levels, as it looks at themes of tourists' experiences of within the volunteer tourism industry as a whole, identifies patterns of volunteer tourists' experiences within the organisation, and finally examines the experiences of individual volunteer tourists.

The aims of this chapter are divided up into two parts. The first part is based upon surveys and identifies the general themes of tourist experiences within the sector, whilst the second part uses a case study/qualitative approach based upon volunteer diaries and examines the two more detailed analyses of volunteer experiences (patterns of experiences and individual experiences).

PART ONE: *The Surveys*

Part one aims to:

- (i) Describe the worst and best experiences of volunteer tourists during the trip;
- (ii) Examine the range of emotions that a volunteer may experience during their trip;
- (iii) Measure their satisfaction with the trip;
- (iv) Assess the volunteers' evaluation of the different activities undertaken during the trip;
- (v) Identify other factors that may have affected the volunteer's experience;
- (vi) Determine the volunteers' general assessment of the trip, comments and recommendations.

PART TWO: *The Diaries*

Part two aims to:

- (i) Describe the overall experiences of each volunteer and identify groups of volunteers based upon their types of experience;
- (ii) Identify those elements that affected the volunteers perception of each day, and draw out themes that have a positive and negative effect on the volunteers' experiences;
- (iii) Measure the affective state of volunteers on a daily basis, and to relate this to the activities undertaken, to the events of each day, and to the day of the expedition;
- (iv) Obtain a dynamic measure of volunteer satisfaction and relate this to the elements described above.
- (v) Relate volunteer tourists assessments of activities, daily events, affective states and satisfaction levels to their self-reported travel motivations and expectations.

5.3. MATERIALS AND METHODS:

5.3.1. Respondents:

The same sample of respondents from Study Two were surveyed in this study. The sample therefore consisted of a total of 14 diaries and 62 surveys from the six organisations described in the previous chapter.

5.3.2. Data collection materials:

To characterise and analyse the volunteer tourists' daily experiences and reactions to various activities, a qualitative data collection methodology was used. To collect as rich a data set as possible, two data collection tools were used. The first of these was a qualitative data collection tool, the volunteer daily diary. The second data collection tool was quantitative in nature using a six page survey based upon the daily diary. The daily diary was intended to be the main data collection tool, as it provides a rich source of information on the daily, on-site experiences of the volunteer tourists. However, due to the small samples sizes anticipated with the diaries (volunteer tourism operators often run infrequent expeditions with small groups of tourists), it was decided that additional data would be collected at sites which the researcher could not visit personally, using a questionnaire that was less time-consuming to complete and could be distributed by expedition leaders on-site. The quantitative data were then used to support the results of the diary and identify consistent trends that appeared in both. As the questionnaire is based upon the original diary, the diary will be described first.

A. Volunteer Diaries

The use of diaries as a data collection tool is well established, although not yet common within the tourism literature. Some examples of authors who have used the diary technique include Pearce (1981) in his study of "environment shock" of tourists visiting tropical islands, Fennel (1996) in a study of tourist space-time budgeting in the Shetland Isles, or Sandstrom and Cillessen (2003) in their study of children's peer experiences. Each of these studies used some form of reporting daily or hourly events and respondent's moods on which to base their studies.

The advantages and disadvantages of using the diary system are discussed by Wheeler and Reis (1991); it is worth mentioning a few of their points here as they will affect this study. Firstly, the diary's main advantage is that it allows a much richer sample of data than other data collection tools, allowing sophisticated analyses across time and type of activity. Self-recording captures many of the little events that occupy most of our waking time, as well as those events that are not observable. It also allows respondents to highlight particular aspects of their daily experiences that are most meaningful to them (Sandstrom & Cillessen, 1993; Wheeler & Reis, 1991). On the other hand, diaries are time-consuming and cumbersome for the respondent, which may result in low response rates. Furthermore, self-reporting may alter the way respondents perceive daily events and may therefore subtly change their tourism experience.

The volunteer diaries were piloted at the same time as the motivational survey developed in the previous study and a few modifications were made to it based upon the recommendations of expedition organiser's and volunteer tourists. The volunteer diaries were distributed to three volunteer tourism organisations, who had agreed to participate in this study. However, only one organisation returned a sufficiently large sample size as to be worth reporting. The diaries will therefore be used as a case study to support and build upon the survey data. At the start of each expedition, all the volunteer tourists were given a briefing concerning the research, its aims and what would be required of them should they choose to participate in the study. The daily diary was to be filled out by each volunteer tourist. This was accompanied by participant observation by the principle investigator. Participant observation is a research technique which is recommended for studying tourist experiences which occur in a "intangible, inseparable, heterogeneous, perishable, high-risk, high, involvement, interdependent, dream and fantasy world" (Bowen, 2002: p. 8). In this case, participant observation was carried out in order to enhance the self-reported data, provide a more thorough analysis of the data, allow for factors that were not reported in the diaries, and provide a framework for the interpretation of the dairies. The researcher spent several months at two expedition sites talking to volunteer tourists and leaders, and making notes on the activities undertaken and the general set up of the expeditions.

The case study organisation received 30 diaries. These diaries were distributed to those volunteers who agreed to participate. The diaries were to be completed each day

for at least the first five days of the expedition. They consisted of three distinct sections, the first of which asked the respondents to describe the activities that they had undertaken that day. The second section allowed volunteers to describe their best and worst experiences of the day and any general comments they have about the day. The final section concerned the affective state of the volunteers that day, as well as their on-site, real time satisfaction levels. The entire diary was tested for its content and format during a week-long pilot study with one of the organisations. The volunteers were asked to fill out the diary and comment on its content and format, before the diary was discussed in a focus group with the volunteers and staff. The methodology used to investigate each of these three aspects of the volunteers' experiences is described in more detail below and the diary itself is provided an appendix (Appendix A).

(i) Volunteers' assessment of daily activities:

Respondents were provided with one A5 size page each day in which to record their daily activities and how they felt about each activity (see Appendix A). Descriptions of activities were split into those activities that took place in the morning, afternoon and evening. Respondents were therefore asked to complete this section at three points during the day, such as lunchtime, after dinner and before going to bed. Volunteers were also asked to describe and rate each activity separately, and up to three distinct activities could be described for each morning, afternoon and evening. Volunteers were asked to describe each activity as succinctly as possible and to note the time of the activity as well as any comments they might have about the activity. This procedure follows a similar one set out by Pearce (1991) and Fennell (1996). Then respondents were asked to rate how they felt about that activity using a 5-point "smiley face" scale (Figure 5.1.). This method was chosen as the diary needed to be easy, quick and enjoyable to fill out and able to capture the dynamic nature of the experience. It must also be easy to code. This scale measured positive-negative dimensions of affect towards the activity and was anchored with the points "very pleased" and "not at all pleased" (Gnoth, Zins, Lengmueller & Boshoff, 2000; Russell, Weiss & Mendelsohn, 1989).

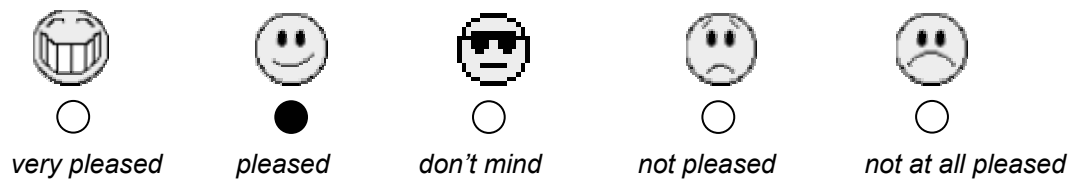


Figure 5.1. The smiley face scale used by volunteers to assess their daily activities. The volunteers are asked to colour in one circle for each activity that they undertook.

(ii) Best and Worst Experience

On the second page of the diary, volunteers were asked to describe their best and worst experiences of that day. They were then provided with space to make any general comments that they may have concerning that day. These qualitative accounts were then analysed using the critical incidence technique. Critical incidents are defined as incidents which the respondent perceives or remembers as unusually positive or negative when asked about them (Edvardsson & Roos, 2001). Respondents are generally asked to report these incidents by describing a worst or best incident (Moscardo, 2004). The advantage of this self-reporting is that it provides rich information in the respondents own words, as well as providing a vividness and immediacy that may convince operators of the need to change and improve (Moscardo, 2004). Furthermore, because of the “criticality” of the reported events, the critical incident technique allows the researcher to distinguish what is non-essential to a respondent from what is essential and significant (Roos, 2002).

A content analysis was performed on the descriptions of best and worst experiences. This allowed themes to be identified and analysed. Lockwood (1994) suggests that about 50 reports of critical incidents is enough to allow the researcher to build categories or themes of incidents. Once the themes were determined, the characteristics, frequency and importance of these themes were all examined. Again this analysis was performed on several levels. The occurrence of theme types was examined on an individual basis, as well as within organisations and for the volunteer tourism section as a whole.

(iii) Daily Affective States and Satisfaction Levels:

On the third and last page of the daily diary, volunteers were asked to record their daily affective states. They recorded this on a modified version of the circumplex model of affect developed for the analysis of emotions in consumption experiences (Richins, 1997; Russell, 1980; Zins, 2002). The emotions cited by Richins that were believed to be irrelevant to volunteer tourism experiences, e.g. disgusted, ashamed, tender, were excluded from this study. The remaining emotions were presented in a circle, and volunteers were asked to tick which emotions they had experienced that day. Furthermore, respondents were asked to indicate the intensity level of the emotion that they had experienced, by placing their tick in the centre (low level), middle (medium level) or on the edge of the circle (high level) (Figure 5.2.). Again, this allowed the type and intensity of affective states to be analysed both at an individual level and within and between expeditions. Volunteer tourists were also provided with the opportunity to provide written comments concerning their emotions after they had completed the wheel.

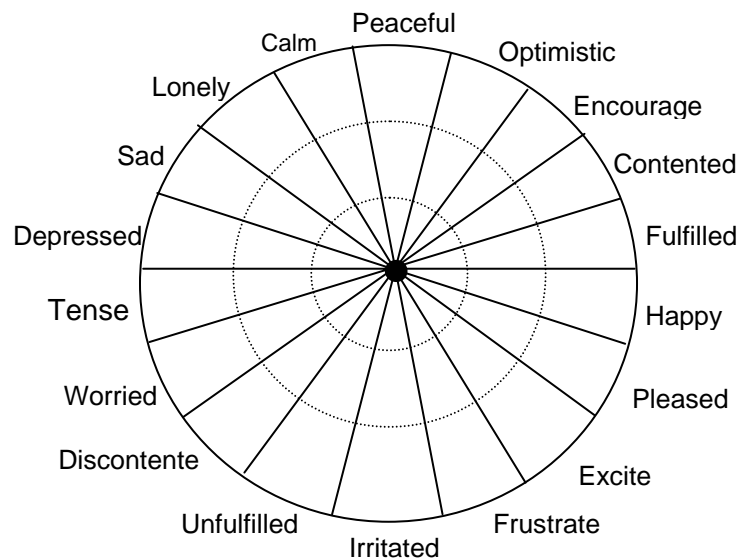


Figure 5.2. The emotions wheel, based upon the circumplex model of affect, used to collect data on volunteer tourists' daily emotions. The volunteer tourist was asked to place a cross in a segment of each emotion that they felt that day. They were asked to represent how strongly that felt that emotion that day by placing the cross in the inner segment if they experienced a low level of that emotion to a cross in the outer circle if they experienced a high level of that emotion.

Finally, the respondents were asked two questions concerning their on-site satisfaction levels. These questions were first “how satisfied are you with your experience right now?”, and second “would you rather be some place else right now?” and were taken from Hull IV et al.'s (1992) study of the dynamic nature of a hiking experience. Volunteers were asked to answer these questions on a Likert scale of 1 to 5, where 1 equals not at all, and 5 equals very much. The data collected was used to determine overall satisfaction with the expeditions as well as to detect changes in satisfaction throughout the trip and between respondents.

(iv) Assessment of trip:

In the final pages of their diary, volunteers were asked for an overall assessment of their trip. The trip assessment was divided into four sections, and a mixture of open and closed, ranking-style questions. The first section examined overall satisfaction with the tourism experience and was based on Fisher and Price's (1991) study of satisfaction of tourists participating in cultural exchange vacations. Their survey included 10 items that volunteers could state their level of agreement with based on a 5-point scale where 1 equals strongly disagree and 5 equals strongly agree.

The next section assessed some of the more general activities that the volunteers undertook during their expedition. Volunteers were asked to rate these activities based on the perceived benefits they received from that activity. Each volunteer was provided with a list of 19 different activities, representing a range of activities such as research, general duties, cultural interaction, interpretation, and leisure or recreation activities. Respondents were asked to indicate on a scale of 1 to 5, where 1 equals “not at all” and 5 “very much”, how much they felt that they benefited from participating in that activity. Then volunteers were asked to state whether they would like to have spent less, the same amount or more time doing that particular activity.

The third section investigated other factors that may have influenced the volunteer tourists' experiences. These factors were selected during the focus group stage of the pilot study and from the literature on volunteer recruitment and motivation (Deery et al., 1997; Goodale, 1995; Merrell, 2000; Pearce, 1993). They included the other people on the expedition, the facilities and accommodation, the work performed, the volunteer tourist's free time, and the training. Respondents were asked to rank each of these for

a variety of characteristics on a scale of 1 to 5, where 1 equals "not very much" and 5 equals "very much". The characteristics for each factor are given in Table 5.1.

Table 5.1. Other factors that may have affected the volunteer tourists' experiences. The volunteer tourists were asked to rank each factor on a scale of 1 to 5 for the following characteristics.

FACTOR	CHARACTERISTIC
Group of people	Dynamic, outgoing, interesting, friendly, fun
Accommodation and other facilities	Practical, comfortable
Work	Varied, interesting, challenging, difficult
Free time	Interesting, enjoyable, stimulating, varied, relaxing
Training	Challenging, useful, interesting

Finally, the respondents were provided with a page at the end of the diary in which to make any general comments they had about the trip. They were prompted to comment upon what they thought of the trip in general, what activities they would recommend for the following trips, and any changes that they would like to see implemented.

B. Volunteer surveys:

Due to concerns over the response rate from the diaries, as well as the expressed interest of organisations that the researcher could not visit, it was decided to implement a "mini-diary" which could be sent out to a wider range of organisations. This survey was eventually sent out to five organisations, Organisations B to F. The survey was six pages long, and divided into two sections; a motivation section to be completed at the start of the trip and a section about the respondent's experiences, to be completed at the end of the trip. Both sections included many of the features of the diary. The motivation section contained the socio-demographic profile questions, the two open-ended questions on the respondent's reasons for participating in the trip, and the 26-item motivational survey. The experience section contained the emotion wheel, the best and worst experience question, the satisfaction questions taken from Fisher and Price (1991), the "activities" question, the "other factors" question and the "general

comments" question. The survey contained no new or additional information other than the questions found in the diary.

5.4. RESULTS

PART ONE: *The Surveys*

The surveys in this study were developed in order to collect additional data to support the findings from the diaries. As such this part of the results section will be much briefer than the second part which reports the volunteers experiences using their diaries. Moreover, it will also follow a slightly different format from the results reported in studies two and four, in that there will not be separate sections for the general results for the entire sample as a whole and each organisation's results. Instead, any differences between organisations will be noted when describing the general results.

5.4.1. The volunteers' best and worst experiences:

Overall, there did not appear to be one specific aspect of the volunteer tourism trip that stood out for the volunteers as a best experience. However, it was possible to identify certain broad categories of similar best experiences. These categories are the social elements of the trip, especially meeting other volunteers, seeing or learning about the flora and fauna, being involved in the conservation work and/or helping out, discovering a new place, the personal development aspect of the trip, enjoying new experiences and the photography opportunities presented during the trip. It appeared that seeing and learning about the animals and plants was often the best experience, as it was mentioned by over half of the volunteers. Moreover, a third of the volunteers also mentioned the social aspects, the actual work and the opportunity to help out, as well as discovering a new place as their best experience of the trip. The volunteers' comments include:

- Seeing and learning about the animals and plants:
 - "seeing and handling a honey possum for the first time";*
 - "the stunning beauty of the reefs and the diversity of life on them";*
 - "swimming with and releasing baby turtles";*
 - "finding elephant poo!";*
 - 'seeing a megapod of dolphins, roughly 200, that is the best experience of my life so far. WICKED'*

- The social aspects of the trip:
 - “to mix with others who have the same interest in preserving our flora”;*
 - “meeting some fabulous people from all different backgrounds. The group's reaction to me not diving – they were great!”*
 - “meeting wicked people who I have got to know really well due to the challenging environment and the project work”*
- The work and opportunities to help out:
 - “helping to collect data: specimens of vegetation, counting track marks, trapping small animals”;*
 - “best experiences were days when I joined activity teams whose work I understood and was able to assist with. Combined with this was the successful gathering of animals, their identification and understanding of their role in the life of the surrounding environment”;*
 - “completing the project and seeing the final results”*
 - “working and living in a community and being part of the progress with the project for the benefit of local people – very satisfying”*
- Discovering a new place:
 - “going into the virgin rainforest that only a few people have been there”*
 - “driving in 4WD along the beach, the ever-changing cloudscape/seascape”*
 - “tripping around seeing the country”*

The remaining categories of best experiences were mentioned by fewer of the volunteers. Experiencing new things was mentioned by 25% of the volunteers, whereas personal discoveries as a best experience was mentioned by a fifth of the volunteers. An example of the latter, though, illustrates that it was nonetheless a very important aspect of the trip for some volunteers. The following response was by an 82-year-old woman from Organisation B, who appears to have been almost awakened by her volunteer tourism experience :

“Finding that warm, humidity-free temperatures improved my stiff joints and itchy eyes, finding that my hearing was more acute than that of many fellow travellers (particularly helpful for bird calls). Finding that I could walk as far and as fast as most. Feeling hopeful that I can undertake further such expeditions”

Another survey response, this time by a 24-year-old teacher, shows just how new, different and diverse a volunteer tourism experience can be:

“man-oh-man, with eyes open they (best experiences) happen all the time. Watching the zebu (cattle) slaughter with the whole village and knowing that it meant that the first stage of the MPA (marine protected area) was in place, a megapod of dolphins at 6am on the way to a dive, going octopus fishing with a local woman, and fishing with two men, watching sunrises over the village and sunsets over the sea. Learning a few new words every day. Brushing my teeth outside before bed with the waves crashing in front of me and stars up above. There are oh-so-many. Too many to list...”

There were, of course, some responses that did not fit into any of the categories listed above. For example, one respondent said that she “enjoyed the whole trip, including the rain, the squishy camping conditions, the limited facilities – it’s just part of the whole experience”, others felt that “living on a beach” or “living out in the jungle” was one of their best experiences, and yet another volunteer mentions “planning about trekking, for example plan how much we want to bring food and how, etc” as his best experience.

Not all volunteers reported their worst experience or felt that they had one. Of those who did however, their worst experiences were equally diverse, with no one particular incident or type of incident being mentioned by a majority of volunteers. Again six categories of worst experience were found in the data analysis. These were labelled missed opportunities or expedition failures, personal limitations during the expedition, discomforts during the expedition, difficulties relating to the staff, having to go home, and finally tension within the group. Almost a fifth of the volunteers’ reported worst experiences did not fit into any of these categories, however, and will therefore be described separately. Of the categories mentioned above, personal discomforts during the expedition and personal limitations were the most frequently mentioned worst experiences, the former being reported by over a third of the volunteers and the latter by a fifth of the volunteers. The following responses are examples of expedition discomforts and personal limitations as experienced by the respondents, as well some examples of expeditions failures and missed opportunities.

- Discomforts during expeditions:
 - “arriving at campsite after 12 hour drive and after dark and feeling tired irritable and disorientated”*
 - “getting the leeches. Trekking at noon, carrying heavy pack”*
 - “sitting on a deserted island sweating a large amount and not having enough water”*
- Personal limitations:
 - “I felt too old and rather a blob, I think this should be my last adventure. Although I still enjoy things of this kind, it is probably hard on the rest of the party”;*
 - “having to accept that my eyes are not too efficient and even with binoculars I cannot pick up necessary details and colours to identify small birds and that my memory is not good for learning and retaining Latin names of flora”*
- Missed opportunities and/or expedition failures:
 - “not being able to complete a walk to check traps in a particular area. The track was washed away from recent heavy rain”*
 - “the waiting for materials. Lots of unnecessary waiting. That was boring”*
 - “being involved in a project that I believed wasn't worthwhile for the community”*

Interestingly a few people complained about their interactions with the staff. For instance one respondent says *“I found the professors' manner difficult to relate to”*. Other worst experiences mentioned by volunteers were *“realising that diving was not for me!”* (by a respondent on a marine conservation project) or *“learning that a diver had been killed by boat on the next island shook me up a bit, made me realise that even if you dive perfectly, it is still a dangerous sport. Life is so fragile. I guess you just have to accept that there are risks involved”* and another volunteer reported *“Natural disaster! Tree fell on our group beds. Extremely scary, brought home just how remote we were”* (this comment was echoed by many other volunteers on the same trip as their worst on-site experience).

There was some variation in these results between organisations. For instance many more respondents Organisation B mentioned seeing and learning about the flora and

fauna as their best experience, whereas far fewer mentioned new experiences as their best experience. On the other hand, more respondents from Organisation C mentioned new experiences as their best experience, and none reported seeing a new place or making a personal discovery as a best experience. Also, almost a quarter of respondents from Organisation E felt that tension within the group was one of their worst expedition experiences, a far greater percentage than respondents from other organisations.

5.4.2. The volunteers' on-site emotions:

The volunteers generally were overwhelmingly positive in their emotions. The emotions that were most often strongly experienced were to feel contented, fulfilled, calm, happy and pleased. Fewer volunteers also experienced high levels of feeling optimistic, encouraged and excited. The volunteers were more likely to report feeling higher levels of the positive emotions, and lower levels of negative emotions. A minority (10 to 30%) of the respondents felt medium levels of both the positive and negative emotions. However, only the occasional volunteer reported feeling medium levels of depression (N=1), or high levels of feeling sad (N=1), irritable (N=1), unfulfilled (N=1), irritated (N=1), discontented (N=1), and two volunteers admitted to feeling highly worried during their trip (Figure 5.3.).

This same pattern is repeated in most organisations with some variation of degree. For instance, respondents from Organisation B were most likely to say they experienced high levels of ALL the positive emotions and low levels of ALL the negative emotions, with no intermediate levels. Similarly, respondents from Organisation D felt the same, although some also reported feeling only medium levels of the positive emotions as well as feeling somewhat lonely, worried, irritated and frustrated. On the other hand, fewer volunteers from Organisation C reported feeling fulfilled and pleased, but more peaceful compared to the sample as a whole. And finally, volunteers from Organisation F reported very mixed emotions (Figure 5.4.).

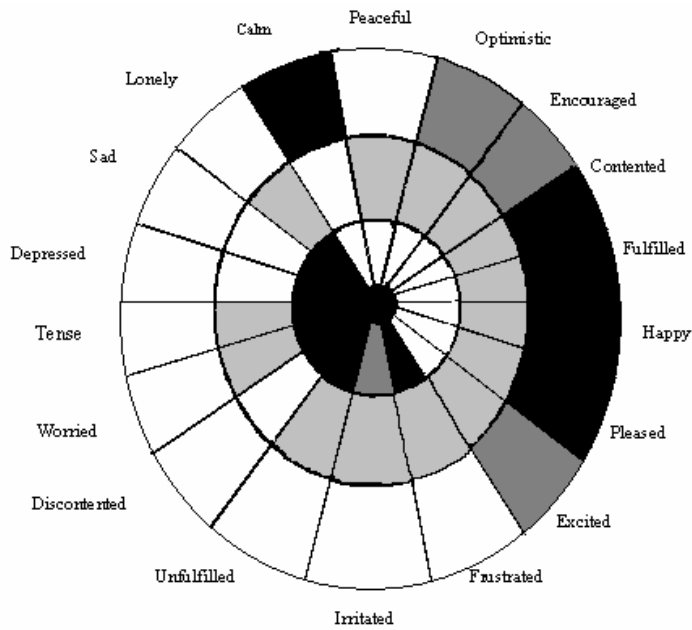


Figure 5.3. The volunteers' on-site emotions (for the entire sample). The central layer represents low levels of that emotion, the middle layer, middle levels of that emotion, and the outer layer, high levels of that emotion. A segment filled in with light grey represents 10 to 30% of respondents felt that emotion at that level, dark grey represents 30-50%, and black represents >50% of respondents felt that emotion at that level.

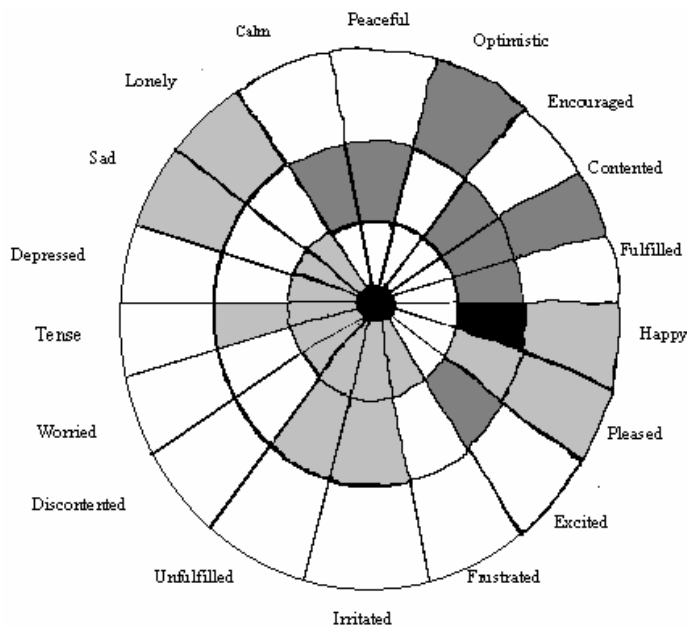


Figure 5.4. The volunteers' on-site emotions (from Organisation F). The central layer represents low levels of that emotion, the middle layer, middle levels of that emotion, and the outer layer, high levels of that emotion. A segment filled in with light grey represents 10 to 30% of respondents felt that emotion at that level, dark grey represents 30-50%, and black represents >50% of respondents felt that emotion at that level.

5.4.3. The volunteers' satisfaction levels:

The respondents were asked 10 questions regarding their expedition. The first five questions concerned their cultural experience, whereas the following five questions were more general, focussing on their satisfaction as a whole. The respondents were asked to indicate their level of agreement on a scale of 1 (strongly disagree) to 5 (strongly agree) with the 10 statements as reported in Table 5.2. The results showed that overall the volunteers agreed with each statement, despite a high range in responses (S.D. varied from 1 to 1.5). The statements dealing with the cultural aspects of the volunteers' experience were scored lower than the general satisfaction questions. The lowest score was given to the statement "during this vacation I experienced as many of the host customs as possible" (Table 5.2.). However, the volunteers did agree with the statement "during this vacation I saw things that few other travellers are likely to see". The lower scores for these questions may be explained by the low scores given by Organisation B and F's volunteers. These were substantially lower than the scores of the volunteers from other organisations. However only the volunteers from Organisation D had means of four or over, indicating that the majority of its volunteers agreed with the statements.

The scores given to the general satisfaction questions were much higher overall than the cultural questions. The lowest scoring statement was "this vacation stands out in my mind as one of the best", which has a mean score of 4.04 (Table 5.2.). Again these scores were fairly uniform across four of the six organisations, with lower scores being given by volunteers from Organisations B and F (Table 5.2.). The highest scoring statement was "this vacation had special moments for me" which had a mean score of 4.53 overall, and 5.00 for the respondents from Organisation D.

Table 5.2. The volunteers' satisfaction scores, overall and for each organisation.

Item	Mean (S.D)	Mean item score for each organisation					
		A	B	C	D	E	F
During the vacation I...							
...saw things that few other travellers are likely to see	4.23 (1.14)	4.73	4.00	4.50	4.44	4.06	3.60
...tried to learn more of the host country language	3.25 (1.47)	3.67	1.38	3.50	4.33	3.28	2.33
...met socially with people of the country that I travelled in	3.29 (1.22)	3.07	2.55	3.50	3.89	3.44	3.75
...made friends with one or more people from the host country	3.57 (1.23)	3.53	2.45	3.50	4.22	3.94	3.75
...experienced as many of the host country customs as possible	3.03 (1.36)	2.67	2.11	3.00	3.67	3.53	3.00
This vacation...							
...had some unique or special moments	4.53 (1.00)	4.60	4.23	4.33	5.00	4.67	4.60
...has some special meaning to me	4.32 (1.05)	4.60	3.86	4.33	4.67	4.61	3.80
...was as good as I expected	4.4 (1.06)	4.40	4.32	4.5	4.78	4.5	3.60
...stands out in my mind as one of the best	4.37 (1.09)	4.33	4.27	4.5	4.78	4.44	3.80
...was satisfying to me	4.07 (1.02)	4.20	3.73	4.5	4.67	4.17	3.20

5.4.4. Volunteers' evaluation of the activities:

Of the 19 activities listed, the volunteers felt that only two were of no benefit to them. Learning local crafts was given a mean score of 2.9, and producing interpretation material scored 2.79. The activity that had the highest mean score, and the lowest standard deviation, was learning fieldwork skills, which the volunteers agreed did benefit or greatly benefit them (mean = 4.33). Overall, however, the scores appeared to be fairly low, and only five activities had mean scores greater than 4.00. These activities are the research activities (collecting data, developing fieldwork skills), animal-related activities (handling plants or animals) and adventure activities (Table 5.3.).

There was some variation between respondents from different organisations. This variation was highly consistent with the results of studies one and two on volunteer organisation type and volunteer motivation. For instance, respondents from organisations A and B felt they benefited more from the research and the data

collection, whereas respondents from Organisation E were much more concerned with adventure and developing their skills. Respondents from Organisations C and D, despite being similar in many ways, appeared to feel that they benefited from a focused learning experience in the former case, and more holistic experiential trip in the latter case. Furthermore, respondents from Organisation D appeared to either feel that they had benefited greatly or very little from any particular activity. Very few activities were given scores of 2.5 to 3.9 by respondents from Organisation D. Finally, respondents from Organisation F appeared to feel that they benefited from nearly all of the activities they undertook, as only doing physical labour and general duties such as cleaning and cooking scored less than 3.5.

The other interesting trend in the data were that not all the respondents from any one organisation appeared to have undertaken the same activities; some volunteers from one organisation would score one activity, whilst others from the same organisation responded that the activity was not applicable to their expedition. As a result, it is possible to see which activities appeared to be ubiquitous and which were more subject to personal choice or interpretation. Not surprisingly, given the topic of this thesis, data collection was an activity that all volunteers had participated in, followed closely by general duties such as cooking and cleaning. Free time, sightseeing and learning fieldwork skills were also activities that most volunteers felt they had undertaken during their trip. On the other hand, less than half the respondents completed the questions concerning learning local crafts, analysing the data, presenting the data to others, and producing interpretation material.

Table 5.3.: The volunteers' evaluation of expedition activities. The overall mean score is given for each activity, followed by how respondents from different organisations ranked the activities. Not all respondents felt that they had undertaken all the activities, resulting in different sample sizes (*N*) for each activity.

Activity (<i>N</i>)	Mean (S.D)	Activity ranking for each organisation					
		A	B	C	D	E	F
Learning fieldwork skills (64)	4.33 (0.8)	1	2	7	4	4	12
Developing other skills (46)	4.17 (1.2)	3	17	1	1	2	5
Handling animals or plants (57)	4.14 (1.0)	9	2	9	4	14	1
Collecting data (67)	4.04 (1.1)	2	1	4	6	16	11
Adventure activities (43)	4.00 (1.4)	7	18	1	3	1	5
Sightseeing (63)	3.95 (1.1)	6	4	9	9	13	2
Getting to know the locals (48)	3.81 (1.3)	17	10	7	2	7	5
Organised free time (60)	3.75 (1.2)	12	6	13	8	12	2
Attending lectures (45)	3.73 (1.4)	4	6	5	6	19	-
General duties (64)	3.60 (1.1)	5	6	16	18	3	16
Personal free time (65)	3.57 (1.0)	11	15	12	11	7	4
Presenting results to others (31)	3.45 (1.3)	16	14	9	14	9	-
Attending other talks (36)	3.39 (1.4)	15	9	1	9	18	5
Inputting data (49)	3.35 (1.2)	8	5	18	13	17	5
Doing physical labour (42)	3.26 (1.3)	14	10	17	19	5	15
Equipment maintenance (50)	3.12 (1.3)	12	16	14	12	15	12
Analysing data (34)	3.09 (1.4)	10	12	5	17	10	12
Learning local crafts (29)	2.9 (1.5)	19	19	19	15	11	5
Producing interpretation materials (24)	2.79 (1.6)	17	19	15	16	5	-

The respondents were also asked to decide whether they would like to spend more, less or the same amount of time participating in each activity. Overall, the volunteers appeared to want to spend the same amount of time or slightly more time undertaking each activity, with the exception of general duties such as cleaning and cooking which many volunteers wanted to see less of. The highest scoring activity was developing other skills, followed closely by getting to know the locals. Table 5.4. shows the complete list of activities and their scores. There are no particular trends in the data. The activities that might be considered most like chores, such as inputting data, and equipment maintenance were lower down the list in Table 5.4. and not surprisingly those activities that the volunteers felt benefited them most appear towards the top of the list in Table 5.4. These activities include developing other skills, handling animals, and adventurous activities, sightseeing and learning fieldwork skills.

However, the volunteers from most organisations wanted to spend more time getting to know the locals and learning local crafts, which is less expected as these were activities that many volunteers did not feel benefited them very much. Almost all the volunteers agreed that perhaps a little less time should be spent on general duties such

as cleaning and cooking. A comparison of different organisations shows only some slight variation between organisations. For instance volunteers from Organisation C would seem to desire more contact with the local culture, through sightseeing, getting to know the locals and learning local crafts, whereas volunteers from Organisation B appeared to want the exact opposite.

Table 5.4.: How much time the volunteers would like to spend on each activity. A score of 2 indicates that an activity is taking up the right amount of time, less than 2 indicates that less time should be spent doing that activity and a score greater than 2 indicates that the volunteers would like to spend longer doing that activity

Activity	Mean	A	B	C	D	E	F
developing other skills	2.55	2.67	2.29	2.40	2.87	2.40	2.50
getting to know the locals	2.54	2.33	1.86	3.00	3.00	2.62	2.50
adventure activities	2.48	2.27	2.00	2.80	2.87	2.36	3.00
learning local crafts	2.44	1.83	1.75	3.00	2.83	2.69	2.50
handling animals or plants	2.41	2.17	2.00	3.00	2.75	2.71	3.00
Sightseeing	2.41	2.43	2.27	3.00	2.38	2.70	2.20
learning fieldwork skills	2.37	2.50	2.35	2.40	2.50	2.08	2.75
analysing data	2.36	2.33	2.50	2.67	2.25	2.25	2.00
attending other talks	2.34	2.25	2.00	2.50	2.67	2.50	2.50
collecting data	2.33	2.23	2.18	2.60	2.75	2.27	2.40
attending lectures	2.27	2.42	2.18	2.40	2.25	2.09	3.00
free time	2.25	2.00	1.94	2.00	2.75	2.57	2.50
presenting results to others	2.24	2.00	2.00	3.00	2.75	2.27	2.00
personal free time	2.21	2.25	2.11	2.20	2.25	2.07	3.00
doing physical labour	2.17	2.25	2.13	2.50	2.25	2.07	2.00
inputting data	2.08	2.18	2.13	2.25	1.88	2.00	2.00
equipment maintenance	2.04	2.00	1.80	2.00	2.20	2.13	2.00
producing interpretation materials	2.04	1.90	2.10	2.25	2.17	2.00	2.00
general duties	1.95	1.83	2.00	1.80	1.67	2.13	2.00

5.4.5. *The volunteers' evaluation of other expedition characteristics:*

Although this study focused mainly on the volunteers' evaluation of the various activities that they undertook, there are other elements that may be affecting their experience. Respondents were therefore asked to rate six other expedition characteristics: the group they were with, their free time, the work, the training, the accommodation, the weather. Three of these, their free time, work and training, were somewhat related to the activities question, but give a broader overview of their experience.

The general trend for all the respondents was that the group, the weather and the practicality of the accommodation received fairly high scores (Table 5.5.). They all also agreed that the work was interesting and that their free time was relaxing, and most respondents felt that the training was interesting (Table 5.5.). However, respondents from different organisations differed in their assessment of how varied and challenging the work was, how useful and challenging the training was, and how interesting, stimulating and varied their free time was. It appears that respondents from Organisations A and B both feel that the training was not particularly useful or challenging, and that their free time was given low scores on all of its aspects. Respondents from Organisations C, D and E, on the other hand, all gave much higher training scores, believing that it was interesting, useful and challenging, much lower free time scores, and in the case of Organisations D and E all felt that the work was varied and challenging (Figure 5.5.). Finally, the respondents from organisation F appeared to feel less strongly or positive about any of these elements, although the general pattern remains the same, with the high group scores, their free time was relaxing and enjoyable, the work was interesting, and the accommodation was both practical and comfortable.

Table 5.5. The volunteers' assessment of other expedition characteristics.

Expedition characteristics	Mean (S.D)	Activity Ranking for each organisation					
		A	B	C	D	E	F
Group was dynamic	4.04	4.20	3.83	4.67	4.25	4.17	2.80
outgoing	4.16	4.27	4.17	4.50	4.62	3.94	3.40
interesting	4.46	4.33	4.60	4.67	4.62	4.33	4.20
fun	4.44	4.53	4.40	4.67	4.62	4.44	3.80
friendly	4.57	4.53	4.75	4.83	4.75	4.28	4.40
Weather was pleasant	4.27	4.00	4.00	4.67	4.38	4.28	3.80
Accommodation was practical	4.40	4.33	4.38	4.50	4.50	4.39	4.50
Free time was relaxing	4.00	3.58	3.53	4.50	4.38	4.11	4.25
Work was interesting	4.29	4.07	4.43	4.67	4.75	4.06	4.00

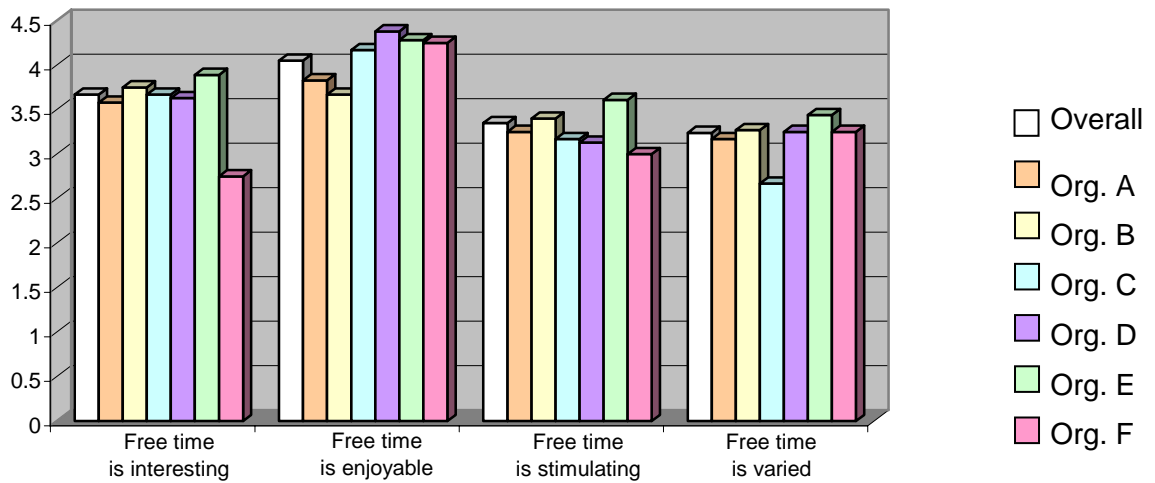


Figure 5.5a. Differences between organisations in the volunteers' assessment of their free time

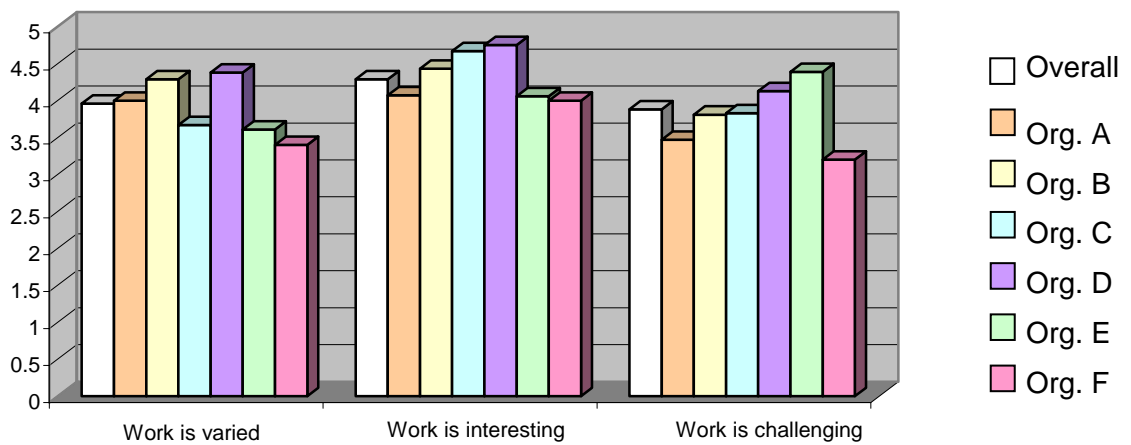


Figure 5.5b Differences between organisations in the volunteers' assessment of the work

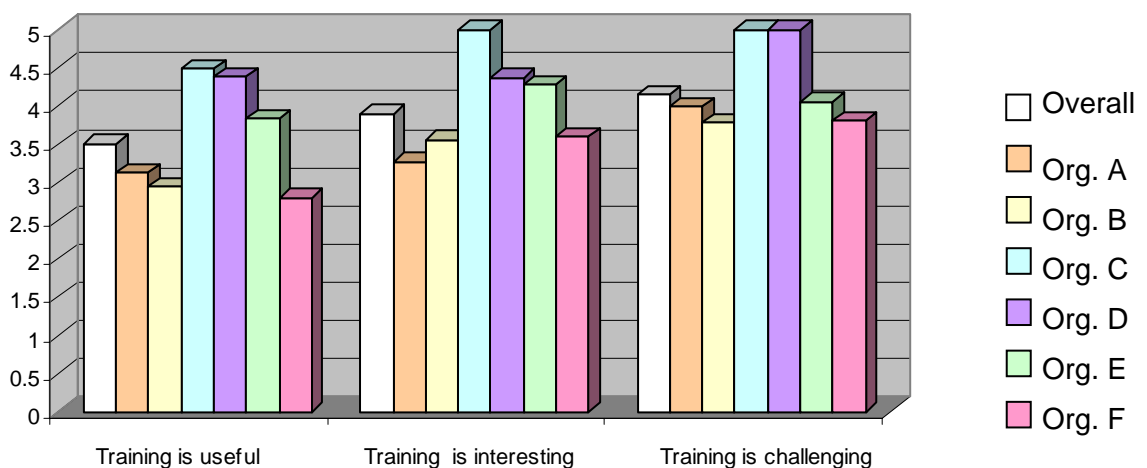


Figure 5.5c. Differences between organisations in the volunteers' assessment of the training

5.4.6. Volunteers' comments and recommendations about the expedition:

Less than half of the volunteers felt compelled to comment upon the trip and even fewer had recommendations for the trip. Of the volunteers that did complete this question, most had comments regarding the activities, the group, the staff and expedition logistics and what a good time that they had during the expedition. Over half the respondents mentioned the activities that they undertook as one of the most important elements of their trip. And the activities were the dominant category of comments for the respondents from each of the six organisations. Some of the comments made about the activities and which illustrate the range of activities offered by these volunteer tourism organisations include:

"I particularly enjoyed learning about the animals and methods used to measure them"

"there was a good balance of work and investigating the historical side of the area"

"wonderful interesting trip, sitting around campfires, getting up before sunrise, going to bed early. Very happy with all activities"

"each day's activities, i.e. trapping, plant and bird surveys was well planned and supervised by the scientists"

"I felt I have benefited enormously from the science lectures as being able to recognise the underwater species has enhanced my diving experience"

"I enjoyed being a pioneer in the (...) canyon, and exploring undiscovered rainforest."

"I really enjoyed my trip, we had a variety of projects to complete and we went on boat trips and visits to local towns. Really nice to see the local culture and environment"

"learning the local language and culture has been a fantastic experience"

All the respondents who answered this question also had some comment to make about what a good time they had during the expedition. Often, as can be seen in some of the examples provided above, these comments were tied to those about the activities that the volunteers undertook. Other examples include:

"thoroughly enjoyed our time, great company and great fun"

"had an absolutely amazing time"

Most volunteers also had something positive to say about the company during the expedition. For example,

“as this was the third trip of this type I found the group cohesive, helpful towards each other and extremely amiable”

“I also very much enjoyed meeting the local people, especially the children”

“the trip was fantastic as were the people”

Finally, the volunteers from four of the organisations also had comments to make about how well the expedition was run, how organised, knowledgeable and friendly the staff were, how well thought out the day's activities were and, in some cases, how well integrated the volunteers were into the scientists' work. Only the volunteers from Organisations C and D did not make any positive comments about the organisation of the trip and the staff.

On the other hand, some of the volunteers had some recommendations that they would like to see changed during the expeditions. There was no particular trend in these recommendations, many volunteers from Organisation A would like larger tents to sleep in or napkins at dinner time, some volunteers from Organisation E would like to be kept better informed about their expedition objectives and what they are expected to do during the trip, other volunteers wanted more feedback about their contribution to the project and what the data they collected would be used for, and finally many volunteers would like to have more interaction with the local communities. Overall, the volunteers seemed to be concerned with improving their living conditions and their involvement in the project, having more opportunities to explore the local area and meet the local people, and finally have more time off to explore on their own and relax during the project. As one volunteer puts it

“perhaps more in the way of preliminary data sharing with volunteers. I realise there isn't enough yet to make any sort of conclusions yet, but maybe volunteers could be put on the task of giving a presentation of data collected so far, maybe just a few graphs or charts to show the group? I think it would keep people the research and the bit picture in mind. Otherwise, I loved it”

PART TWO: The Diaries

This section reports the results of the diaries that were distributed to the volunteer tourists from Organisation A. In order to gain a better understanding of the volunteers' experiences a short description of the expedition is provided here based on the notes from the participant observation. The expedition was based on an old fishing vessel that sails around the Spanish coast in order to study dolphins. The volunteers work, sleep and cook on-board, and pull into a marina every night where the volunteers are free to use the marina facilities, to explore the local town, and generally have a few beers before going back to the boat. As long as the weather permits, the boat will spend each day at sea, sailing along pre-determined transect lines and searching for dolphins or whales. Whilst the boat is sailing, the crew (volunteers and researchers) are responsible for collecting various environmental data. Duties are divided up based on a watch system, and volunteers work in pairs, so that each volunteer is able to participate in all the different activities. During a sighting, however, each volunteer has an assigned duty that he or she must carry out for the duration of the sighting. The duties may include photo-identification of animals, helming the boat, driving (and maintaining) the zodiac, collecting genetic material and acoustic data. Other chores such as cooking, clean-up and wash-up are also assigned to volunteer pairs on a daily basis.

A preliminary overview of the diaries shows that there are some similarities between the experiences of different volunteers. The respondents (N=14) are therefore grouped based on the general type of experience that they reported. This led to four groups of volunteer tourists. The first and largest group were the women who were keen to experience a range of new activities, learn about the research, see dolphins, socialise, contribute and challenge themselves. The second group was also entirely composed of women. These women, however, were slower to adapt to the expedition lifestyle and to experience everything the expedition had to offer, sometimes even acknowledging that they were not entirely interested in certain aspects of the trip. On the whole, they appeared to enjoy their experience and settled into the project after some initial reservations. The third group was composed of two men who appeared to be primarily concerned with their contribution to the project and their achievements. They also enjoyed the research, the work with the animals and the social elements, in so far as they were able to contribute. The final group contains the two remaining respondents who had very different, unique experiences. They will both be examined in detail.

5.4.7. *The confident group:*

This was the largest of the four groups with a total of six respondents who had similar experiences. They were characterized by a relatively unconcerned and confident approach to the expedition. They were keen to try out all the activities, and were usually happy and satisfied with most activities. They were interested in the dolphin research, keen to learn more about the project, and help the researcher, and usually got on well with other volunteers on board. They may have voiced complaints about their experience, such as being dissatisfied regarding the prioritization of turtle research over dolphin research, or some of the discomforts experienced on board, but the overall feeling was that the trip was a success and that these volunteer tourists came away having satisfied most of their motivations for undertaking the expedition.

Respondent A:

INFORMATION REGARDING AGE, NATIONALITY AND
OCCUPATION OF RESPONDENTS HAS BEEN REMOVED TO
PROTECT THE PRIVACY OF PARTICIPANTS

Name: **Mary** *Nationality:*
Age: *Occupation:*
Conservation activities: somewhat involved through charitable donation
Volunteer tourism/travel experience: no previous experience
Motivations: a love of sailing, an interest in dolphins, a desire to make a charitable contribution and would like to know about the scientific aspect of the expedition
Expectations: to gain experience sailing ketches and sailing in the Mediterranean, observing dolphins in the wild, and having the opportunity to help in the project.

Mary's general expedition seemed to revolve around experiencing new things. She was particularly excited about all the dolphin sightings, the novelty of life aboard the boat, learning research techniques and about project in general. She was generally sociable, enjoying the camaraderie of the work, drinks in port and shared meals, and she appeared to get on well with everyone. Despite enjoying the novelty of life on board an old fishing boat, she does admit to finding it uncomfortable at times, especially the difficulty of keeping the ship clean and getting adequate sleep at night. The activities that she found particularly enjoyable were the dolphin sightings, the crew's project presentations and talks, dinners on board, sailing, beers and social time, her watches

and the research activities, their free time and day trips away from the boat. On the other hand, clean-up duties were not enjoyed so much, and in general she rated all activities as less enjoyable on days when no dolphins were seen.

The following extracts of her diary illustrate some of the low and high points of her trip:

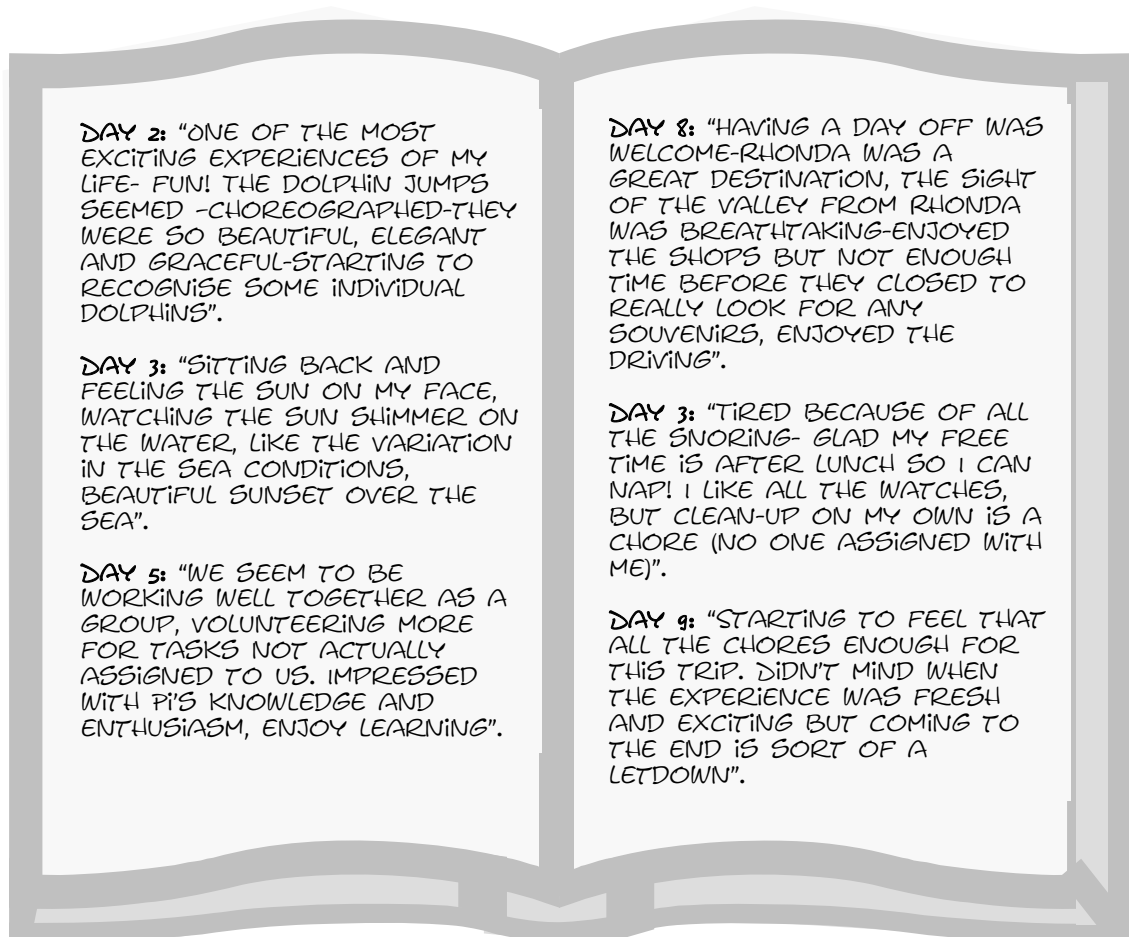


Figure 5.6. Extracts form Mary's diary

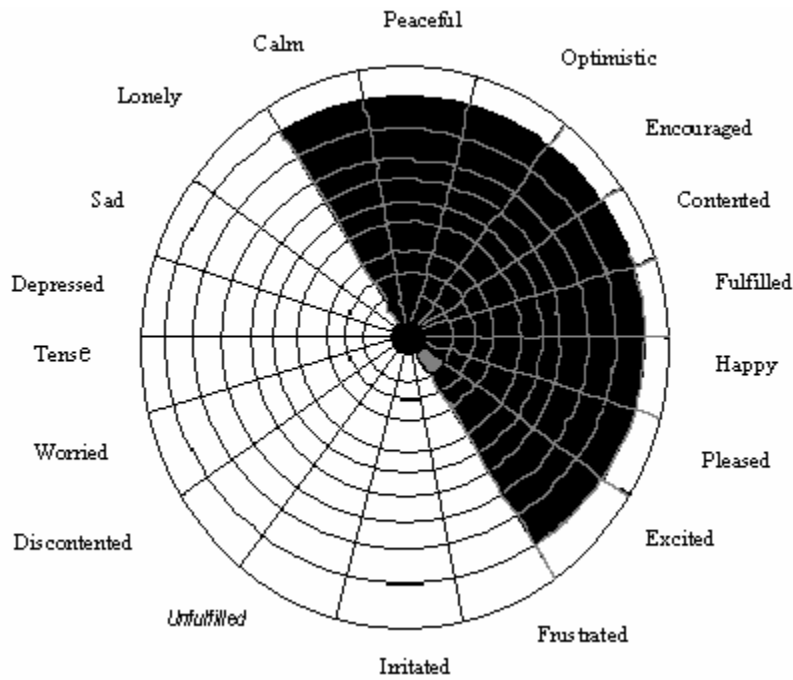


Table 5.6. Mary's Satisfaction scores. Score 1 represents "would you rather be somewhere else right now?" & Score 2 represents "how satisfied are you with your experience right now?" where 1=not at all, and 5=very much

Day	Score 1	Score 2
1	1	5
2	1	5
3	1	5
4	-	-
5	-	-
6	1	5
7	1	5
8	1	5
9	-	-

Figure 5.7.: Mood scores: each concentric ring represents one day, starting with day 1 in the centre and day 10 at the edge. A mood score of 1 (low) is represented in light grey, 2 in grey, and 3 in black. Moods that received no score are in white.

Table 5.7. Fulfilling Mary's motivations and expectations: A tick in any particular day indicates that the activities of that day fulfilled Mary's travel expectations and motivations

Motivation	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9
Sailing*			✓		✓				
Dolphins	✓	✓	✓			✓			
Conservation	✓	✓							
Science	✓		✓	✓	✓		✓	✓	
Opportunity to help		✓							✓
Close to nature**				✓					
Experience new & different things		✓							
Study wild animals	✓								
Explore new places								✓	
Challenge									
<i>View scenery***</i>				✓	✓			✓	
<i>Different culture</i>	✓							✓	
<i>Personal interests</i>		✓							
<i>Be with people</i>	✓	✓			✓	✓			
<i>Support org.</i>									

* Items in bold are motivations and expectations stated in the open-ended questions

** Items in normal font are motivations that scored a five in the Likert-scale survey.

*** Items in italics are motivations that scored a four in the Likert-scale survey

Her moods and satisfaction varied very little throughout the trip; she felt very calm, peaceful, optimistic, encouraged, contented, fulfilled, happy, pleased and on Day 1, somewhat excited. On most days, she did not want to be somewhere else, and she was very satisfied with her experience. The only exceptions were the days when the boat stayed in port due to bad weather, and she did not complete the satisfaction questions. The mood and satisfaction scores reflect the general match between her motivations and expectations and the activities described in her diary (Table 5.6. and Table 5.7.).

Her overall assessment of the project was positive. In response to the overall activities survey, where she responded that collecting data, going on local sightseeing trips, attending talks about the project, and learning field work skills were all very beneficial for her, and that inputting data and developing skills such as sailing were also beneficial activities. In general, she was happy with the amount of time spent doing each activity, although she would like to spend a little less time cooking and cleaning, and doing general maintenance work, and a little more time developing skills such as sailing.



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Finally, her comments were very positive: *"THE TRIP EXCEEDED MY EXPECTATIONS & WAS INTERESTING, FUN EDUCATIONAL, AND AN EYE-OPENER AS TO SCIENTIFIC RESEARCH, LIVING ABOARD AN OLD SAILING VESSEL AND MEETING WONDERFUL SPANISH PEOPLE. THE CREW WERE GREAT, THE RESEARCH DIDN'T GET IN THE WAY OF THE GREAT EXPERIENCES OF SEEING THE ANIMALS. SEVEN DAYS WAS TIRING, AND THE DAYS OFF WERE NECESSARY. INTERPRETATION WAS GREAT, ABLE TO UNDERSTAND RESEARCH, AND DESIRE TO HELP"*. She recommends more detailed explanation of duties, more facilities, help with translation (e.g. for shopping), better maintenance and cleaning of ship. She also felt that a more detailed description of the "camping" nature of life on board would have prepared her better for trip. Her

1. 2. 3.

1 0 1



Figure 5.8. Extracts from Jo's diary

Obviously her moods varied greatly between the days, with very positive emotions of happiness and excitement at the start of the trip, dipping to depressed and sad towards the end of the trips (Figure 5.11.). Her satisfaction levels, on the other hand, did not vary during the course of the trip and stayed high throughout (Table 5.9.). A comparison of her comments in her diary and stated travel motivations show that these overlap relatively well (Table 5.10).

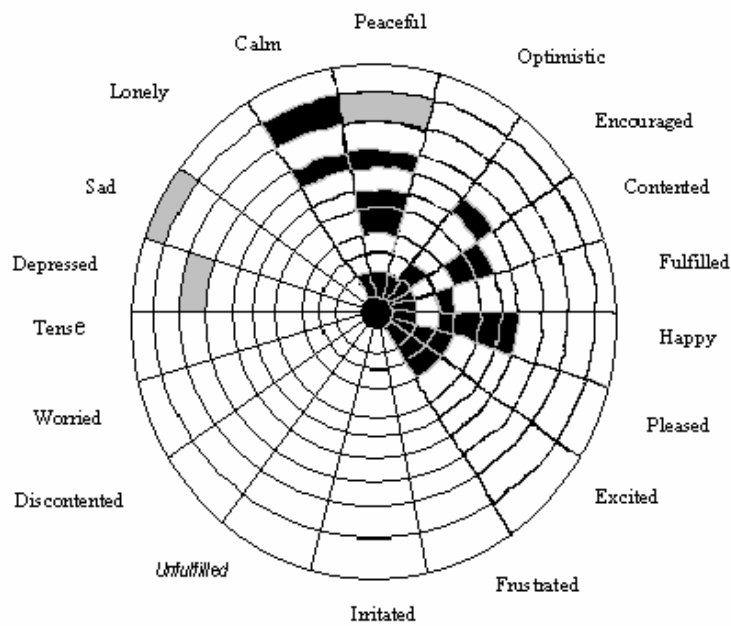


Table 5.9. Jo's satisfaction

Day	Score 1	Score 2
1	1	5
2	1	5
3	1	5
4	1	5
5	1	5
6	1	5
7	1	5
8	1	5
9	1	5
10	1	5

Figure 5.9. Jo's mood scores

Table 5.10. Fulfilling Jo's motivations and expectations

Motivation	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
Travel							✓			✓
Do something new	✓	✓	✓		✓					
View the scenery			✓				✓			
Experience peace & calm					✓		✓		✓	
Be daring & adventurous	✓	✓	✓							
Have a good time			✓	✓		✓	✓			
Meet the locals				✓	✓					
Help the researcher	✓	✓							✓	
Be close to nature	✓	✓				✓				
Experience new & different things	✓					✓				
Explore new places								✓	✓	✓
Experience the challenge	✓		✓		✓					
Develop my personal interests										
Experience different cultures									✓	
Be away from crowds					✓					
Study wild animals	✓			✓						
Take part in a rare opportunity										
Increase knowledge	✓				✓					
Meet new people		✓		✓	✓					
Think about my personal values								✓	✓	

By the end of the trip, Jo felt like she had experienced and learnt many new things. She has this to say about the trip in general:

"THE TRIP WAS ABSOLUTELY FABULOUS! I HAD A GREAT TIME DOING THINGS I NEVER THOUGHT THAT I COULD DO OR WOULD EVER DO. IF IT WERE UP TO ME WE WOULD BE ON THE WATER EVERYDAY. WHAT I ENJOYED ON THIS TRIP WERE THE TIMES SPENT JUST STARING OUT AT THE WATER. I ENJOYED THE COMPANY OF THE REST OF THE VOLUNTEERS BUT I REALLY ENJOYED THE CHANCE TO WATCH OVER THE OCEAN AND FEEL THE SUN AND BREEZE ON MY SKIN. I LEARNED SO MUCH ON THIS TRIP I FEEL LIKE MY HEAD IS GOING TO EXPLODE".

She does recommend, however, some more training on how to use the research instruments and collect data as well as more information on what the duties entail, and how to use the toilet.

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OCCUPATION OF RESPONDENTS HAS BEEN REMOVED TO
PROTECT THE PRIVACY OF PARTICIPANTS

Respondent C:

Name: Simone

Nationality:

Age:

Occupation:

Conservation activities: low involvement, recycling

Volunteer tourism/travel experience: three previous trips with the same organisation and several overseas trips in last two years.

Motivations: Spain, the dolphins, the sailing and the conservation

Expectations: to come away with great stories, having had fun, & with a feeling of satisfaction

Simone's descriptions of the activities are usually confined to one word, providing very little detailed information about her day to day activities. She was extremely happy with every activity that she participated in, and never rated any activity as less than a four out of five. She appeared to enjoy all aspects of the trip, be it life on board, the research, the dolphins, exploring new places, bonding with the rest of the crew, going out for drinks and dancing. She often mentions the puppy on board, enjoying its company and playing with it, and also enjoys the company of the skipper and crew: "The crew-so patient, well-mannered and very cute". Interestingly, whilst Jo sought out challenging experiences and chose these as her best experiences of the day, Simone was equally happy with the simple things in life, such as coffee in the morning, or a bar of chocolate. On the other hand, some of her worst experiences were equally mundane, for instance washing up the lasagne pan, or being woken up every morning by the sound of the engine starting up, and being irritated by one particular volunteer.

Despite being very abridged, her account of the trip contains some insights into her experience.

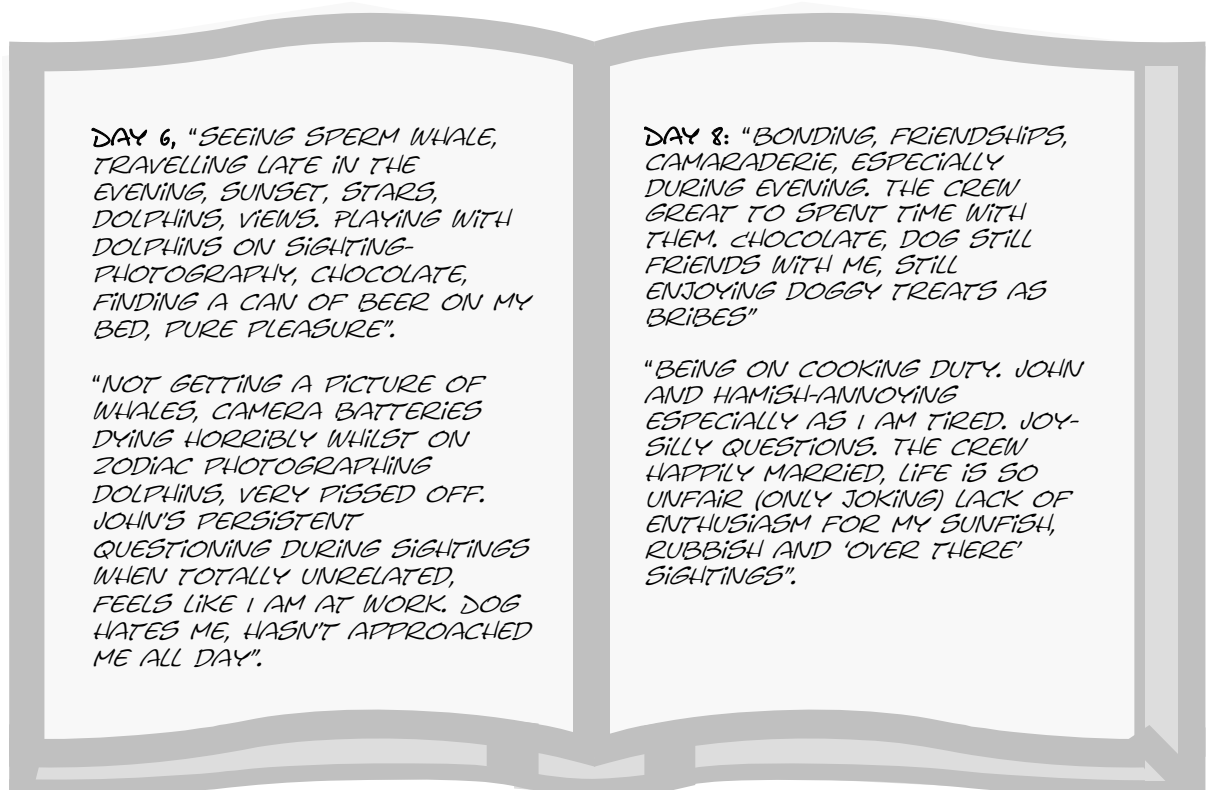


Figure 5.10. Extracts from Simone's diary

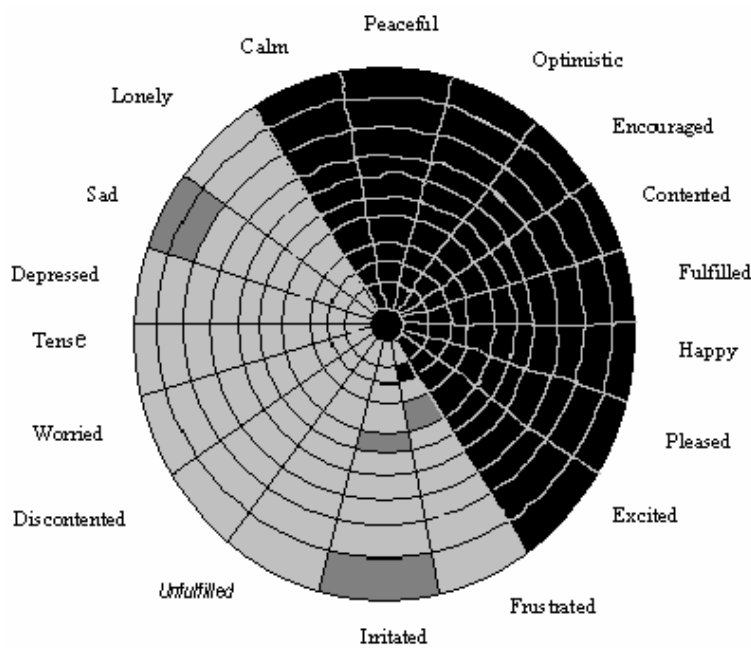


Table 5.11. Simone's satisfaction scores

Day	Score 1	Score 2
1	1	5
2	1	5
3	1	5
4	1	5
5	-	-
6	1	5
7	1	5
8	1	5
9	1	5
10	1	5

Figure 5.11. Simone's mood scores

Table 5.12. Fulfilling Simone's motivations and expectations

Motivation	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
Spain	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sailing	✓			✓	✓	✓	✓	✓	✓	✓
Dolphins	✓			✓		✓	✓	✓	✓	✓
Conservation			✓	✓			✓	✓	✓	✓
New friends		✓	✓		✓		✓	✓		
Fun	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Satisfaction							✓			
Be daring & adventurous										
Help the researcher		✓				✓	✓	✓	✓	
Be close to nature	✓			✓		✓	✓	✓	✓	
Experience new	✓	✓	✓			✓	✓	✓		
Explore new places	✓	✓	✓							
Experience the challenge										
Develop my personal interests			✓		✓	✓	✓	✓	✓	
Experience different cultures			✓	✓						
Be away from crowds of people		✓			✓					
Study wild animals	✓					✓	✓	✓	✓	
Be with similar people			✓				✓	✓	✓	
Increase knowledge of conservation		✓	✓			✓	✓	✓	✓	
Support organisation		✓					✓			
Meet the locals			✓	✓						

Simone's moods also varied very little throughout the course of the trip. The fact that she felt low levels of the more negative emotions may reflect a misinterpretation of the mood circle instructions, leading her to believe that she must report each emotion. At least some of Simone's motivations and/or expectations were fulfilled each day, and almost every motivation, except for being daring and adventurous and experiencing the challenge of the task appears to have been fulfilled at some point during the trip. Her satisfaction levels remained high throughout the entire trip and her assessment of the expedition was very positive.

"MY BEST TRIP SO FAR, MADE POSSIBLE BY THE POSITIVE AND GOOD TEMPERAMENTS OF STAFF AND PRINCIPLE INVESTIGATORS, LOVELY GROUP WITH VARIED INTERESTS. WOULD HAVE LIKED TO DO SOME SAILING WITH THE SAILS, AND SEE MORE SPECIES. BUT NO COMPLAINTS, WILL JUST HAVE TO COME BACK AGAIN TO VISIT DIFFERENT TOPOGRAPHICAL AREAS/DISTRIBUTION OR DIFFERENT TIME OF YEAR. FELT WE WERE BEING TREATED REALLY WELL AND QUESTIONS AND COMMENTS, NO MATTER HOW TRIVIAL, WERE ALWAYS TAKEN SERIOUSLY".

Respondent D:

INFORMATION REGARDING AGE, NATIONALITY AND
OCCUPATION OF RESPONDENTS HAS BEEN REMOVED TO
PROTECT THE PRIVACY OF PARTICIPANTS

Name: Felicity **Nationality:**
Age: **Occupation:**
Conservation activities: some involvement in local conservation projects
Volunteer tourism/travel experience: none
Motivations: to help protect the sea and its inhabitants, learn about the different marine species and to satisfy her general interest in cetaceans
Expectations: to learn more about the species being studied and about turtles. She was also keen to help the researchers, to gain experience that might help her in her career, and to be away from crowds of people.

Along with Susanne, Mary and Jo, Felicity has a positive account of her experience during the expedition. Although she does not rate all of her activities in the diary, those that she did rate, generally score highly. Any dolphin or turtle (at least initially) sighting received particularly positive reviews. In fact, almost all of her daily best experiences focussed on the seeing the dolphins and their behaviour. Other positive elements for

her were the crew, whom she found to be very positive and helpful, being out at sea, the scenery and good food. On the other, she did mention certain factors that detracted from her experience, such as the poor weather conditions, days when no sightings were made, or the prioritisation of the turtle research over the dolphin research. On these days, she recorded some negative emotions such as feeling highly discontented, unfulfilled, frustrated and sad, and her satisfaction scores dropped to “somewhat satisfied”. Finally, some aspects of the expedition are conspicuously missing from her diary, such as the daily chores, and the social occasions.

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Some examples of the above situations are illustrated by the following extracts from her diary.

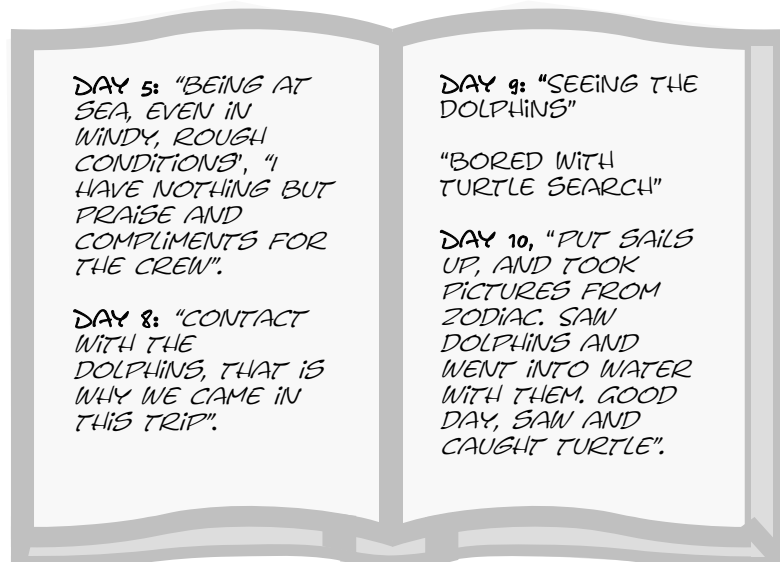


Figure 5.12. Extracts from Felicity's diary

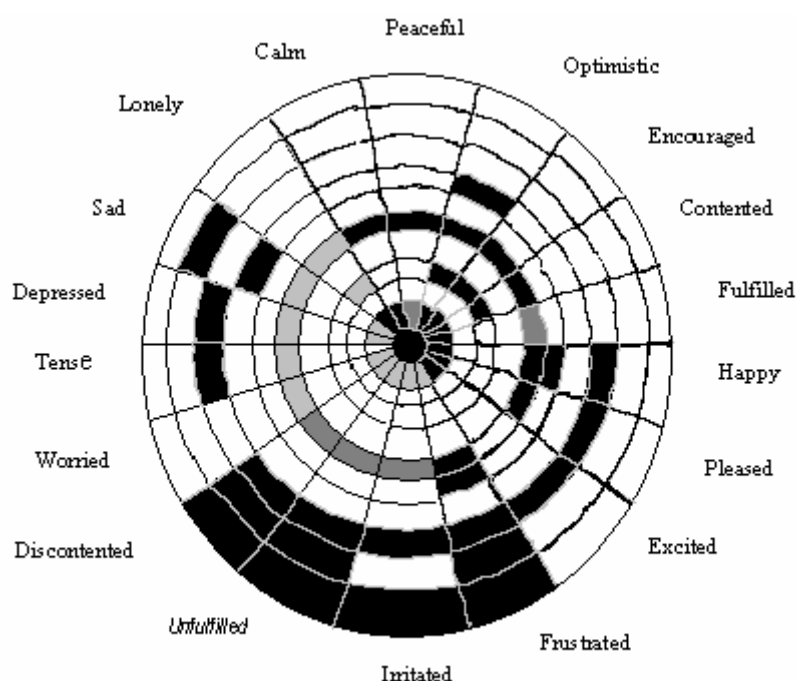


Table 5.13. Felicity's satisfaction scores

Day	Score 1	Score 2
1	1	5
2	-	-
3	1	5
4	-	-
5	1	4
6	-	-
7	3	3
8	-	-
9	2	4
10	1	3

Figure 5.13. Felicity's mood scores

Table 5.14. Fulfilling Felicity's motivations and expectations

Motivation	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
See animals	✓	✓				NOT COMPLETED	✓	✓	✓	
Learn about animals										
Help the researchers										
<i>Gain experience & skills</i>	✓									
<i>Be away from crowds of people</i>										

Felicity was the only volunteer from this group of respondents who showed both variation in her moods and satisfaction levels, and also highly negative emotions towards the end of the trip (though these are not necessarily reflected in her satisfaction levels). Looking at her travel motivations and how these were met throughout the trip, it is apparent that only certain motivations were met on certain days. On days 3, 4 and 5, no motivations were met and she did not complete the diary on day 6. This is most likely due to bad weather conditions that did not permit her to

see the animals. However, she does not mention doing activities on any day that taught her about the animals, where she helped the researchers, or was away from crowds of people. Thus Felicity had mixed perceptions of the expedition and her comments regarding the trip match her experiences: she was content with most aspects of the trip, in particular the crew, the boat, the other passengers. Her only complaint was regarding the amount of time that was dedicated to the turtles. She felt that the volunteers had not been given notice that the trip would focus on turtles and the volunteers should be given a choice whether to search for turtles or dolphins. Her final comment was: *"I REALLY HAD MY HEART SET ON SPENDING THIS TIME AND MONEY ON DOLPHIN (NOT TURTLE) RESEARCH".*

INFORMATION REGARDING AGE, NATIONALITY AND OCCUPATION OF RESPONDENTS HAS BEEN REMOVED TO PROTECT THE PRIVACY OF PARTICIPANTS

Respondent E:

Name: **Jenny**

Nationality:

Age:

Occupation:

Conservation activities: volunteer for National Trust

Volunteer tourism/travel experience: some travel experience

Motivations: to spend all her time on the ocean and to do something useful for its inhabitants, to repay the pleasure that the ocean gives her

Expectations: to have an increased awareness and knowledge of ocean life and lots of wonderful memories

Jenny's expedition experience was likewise a relatively happy one, apparently free from personal anxiety and the need to prove herself, both to herself and/or other team members. Her best experiences focussed on the dolphins, on being to help the researchers and contribute something to the project, on new experiences such as riding in the zodiac, catching turtles, and everyday events such as dinners, showers (which she describes as heaven), arriving in port and relaxing. She is particularly keen to make a sighting, i.e. be the first person to see the dolphins and call out their position. Her best experience of the trip by day seven was skin swabbing the dolphins. She often reports feeling optimistic or satisfied, though days where no dolphins sightings were made or the research focused on the turtles led to lower satisfaction scores and feelings of frustration or discontentment. She also reported suffering from some of the discomforts of living out at sea, and did not enjoy the cooking activities.

Some of the highlights of the trip for Jenny were

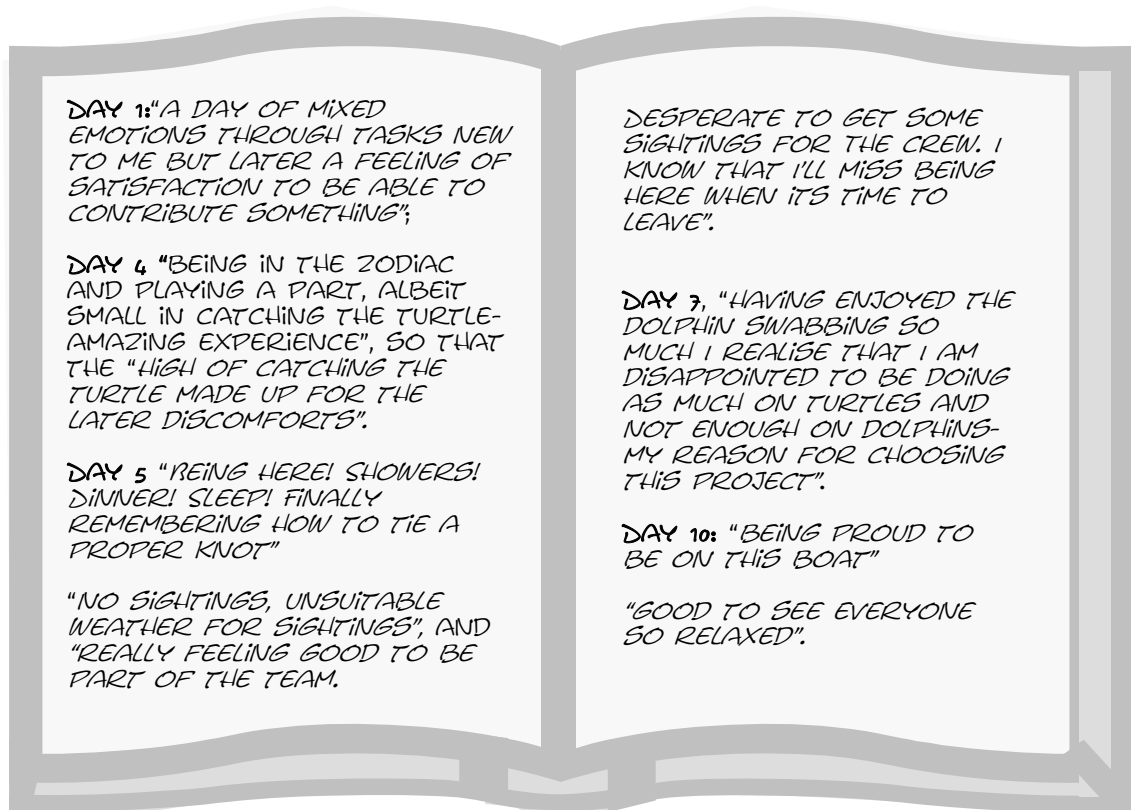


Figure 5.14. Extracts from Jenny's diary

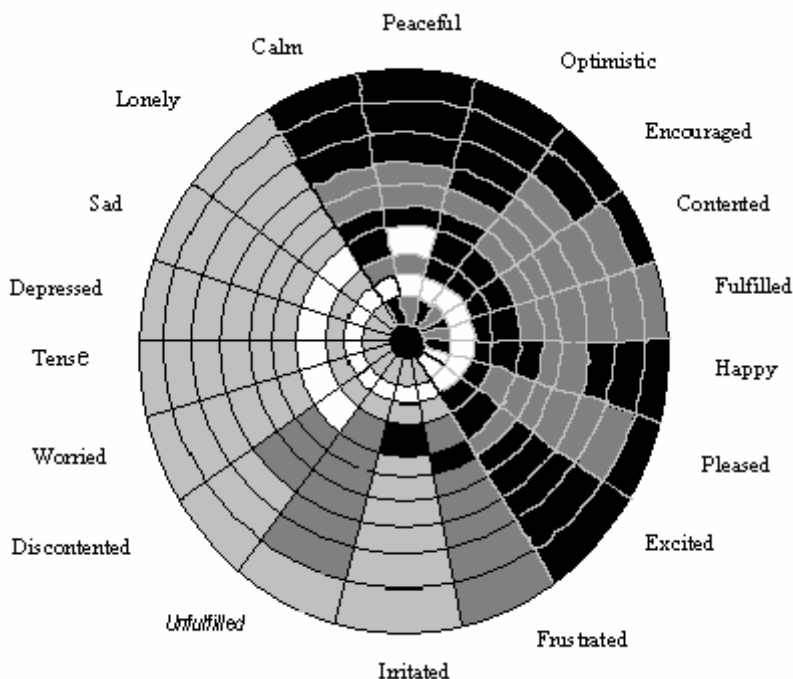


Figure 5.15. Jenny's mood scores

Table 5.15. Jenny's satisfaction scores

Day	Score 1	Score 2
1	1	4
2	-	-
3	1	5
4	1	4
5	1	5
6	1	3
7	1	3
8	1	4
9	1	4
10	1	3

Table 5.16. Fulfilling Jenny's motivations and expectations.

Motivation	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
Be at sea	✓	DIARY NOT COMPLETED								
Conservation	✓									
Increased knowledge						✓				
Good memories			✓		✓		✓			✓
Experience peace and calm				✓	✓					
Have a good time							✓	✓		✓
Help the researchers	✓									
Be close to nature			✓						✓	✓
Experience new & different things			✓			✓				✓
Be with people with similar values	✓									
Personal interests										
Explore new places				✓						
Study wild animals	✓		✓			✓			✓	
Rare opportunity										✓
Support organisation						✓				
<i>Develop skills & abilities</i>										
<i>Meet new people</i>	✓									✓

Jenny had reasonably constant moods and satisfaction levels. She reported feeling excited, happy, peaceful calm and optimistic throughout the trip, although she usually felt more unfulfilled than fulfilled. However, she was never dissatisfied with her experience, and never expressed even a slight desire to be somewhere else. Comparing motivations for joining this expedition and her actual experience, it appears that almost every motivation was fulfilled on at least one day, and that every day meet her motivations and expectations in some way or other. The only two motivations that

she does not mention fulfilling were to develop her personal interests or to develop her skills and abilities. Jenny's concluding comments were therefore positive, especially regarding the crew. She reiterated the pleasure and excitement of seeing and working with the dolphins, and the turtles. However, similar to Felicity, Jenny was disappointed as that she did not spend more time close to the dolphins, but acknowledges that the captain did all he could to remedy that under the circumstances. Finally, she concludes that *"IT WAS LOTS OF HARD WORK AND LOTS OF FUN. I LEARNT A LOT. THANK YOU"*.

INFORMATION REGARDING AGE, NATIONALITY AND
OCCUPATION OF RESPONDENTS HAS BEEN REMOVED TO
PROTECT THE PRIVACY OF PARTICIPANTS

Respondent F:

Name: Nancy **Nationality:**
Age: **Occupation:**
Conservation activities: low involvement, no activities
Volunteer tourism/travel experience: no volunteer tourism experience, but five overseas trips in the last two years
Motivations: a passion for the sea, dolphins and learning Spanish
Expectations: to have a better understanding of the nature of the dolphins around the Alboran Sea and gain personal awareness of the fragility of ecology as a whole.

Her experience was similar to the five previous respondents as she did not seem to be particularly anxious about any aspects of the trip. Instead she was keen to try out all the activities, and do the best she could. She particularly enjoyed the dolphin research activities, such as the collection of genetic material and environmental data. She also appeared to like the cooking duties and different activities on board such as climbing up to the crow's nest, steering the ship and driving the zodiac. She was also one of the few respondents who mentioned going to look around the local fishing ports and exploring the local fishing villages. Although the social elements of life on board are not the focus of her diary she does mention getting to know the other volunteers as an enjoyable element of her trip. On the other hand, she is honest in her assessment of certain activities saying that she hated the watches, because she feels that she is not very good at sighting the dolphins, that organising the data was boring, or that "being stuck in port" was frustrating. On the whole though, the positive aspects of the expedition seemed to outweigh the negative, as can be seen from comments such as: "I felt very positive for being here" or "everything was good, people get along very well

even though everyone is so tired and it was late, we still kept our spirits up and I was very happy”.

Some highlights from Nancy's trip were:

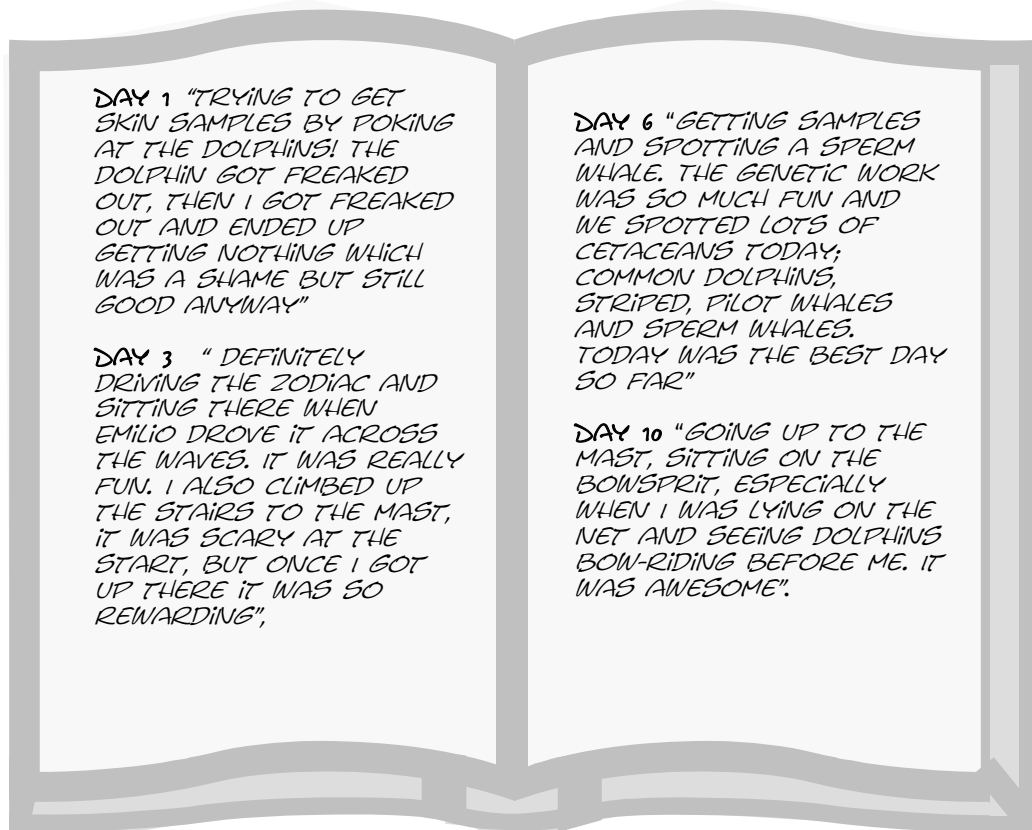


Figure 5.16. Extracts from Nancy's diary

She did not really have many negative experiences, though she does mention on five separate occasions that she is concerned about not being helpful or being very good at her duties (however, this concern does not appear to detract from her experience as her satisfaction scores remain high and her emotions positive).

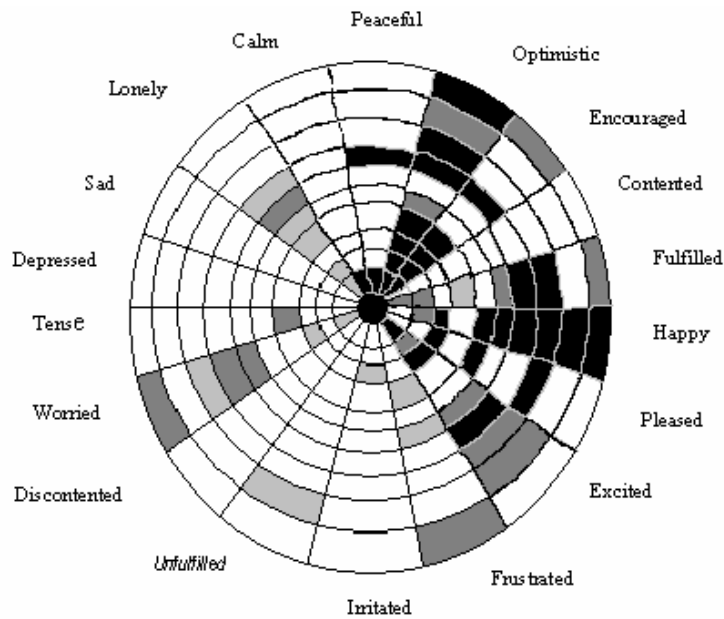


Table 5.17. Nancy's satisfaction scores

Day	Score 1	Score 2
1	2	5
2	1	4
3	1	5
4	2	4
5	1	4
6	1	5
7	1	5
8	2	4
9	3	4
10	1	4

Figure 5.17. Nancy's mood scores

Table 5.18. Fulfilling Nancy's motivations and expectations

Motivation	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
Be close to sea & live on a boat	✓	✓	✓	✓	✓					✓
See the dolphins	✓		✓			✓	✓	✓	✓	✓
Learn Spanish										
Learn about the dolphins	✓			✓						
Learn about ecology		✓								
Have a good time		✓	✓	✓				✓		✓
Meet the locals				✓						
Gain experience that will help me	✓					✓		✓		
Experience new & different things	✓		✓	✓						✓
Experience new cultures										
Develop my personal interests										
Think about my personal values										
Help the researchers	✓					✓		✓		
Explore new places				✓						
Study wild animals	✓					✓		✓		✓
Do something meaningful						✓				✓
Take part in a rare opportunity	✓									✓

Like Felicity, Nancy also appeared to show some variation in moods and satisfaction levels, although to a much lesser degree than Felicity. Despite feeling optimistic and happy for most of the trip, she did on occasion feel somewhat worried and on her last day, she reported feeling frustrated. Her satisfaction levels also appeared to dip slightly over the last three days. She did, however, appear to fulfil all but four of her motivations on at least one day of the trip. The motivations that she did not explicitly manage to fulfil during the expedition were to learn Spanish, to experience new cultures, to develop her personal interests and to think about her personal values. Despite this, Nancy was obviously very satisfied with her experience as she states that the expedition was one of the best travelling experiences she has ever had. Like Jo, she felt that she had been given opportunities to do things that she would not have otherwise imagined herself doing. She was satisfied with the activities, reported learning some Spanish (one of her motivations for joining this expedition), and enjoying the company of the crew. Her only recommendation was to improve the days off and try to have them in an interesting town “rather than in a plain-not-much-to-do place”, perhaps indicating a desire for a more touristic experience.

5.4.8. The anxious group:

The respondents from this group had quite a different experience from the six previous respondents. Unlike their relatively confident and relaxed approach to life on board and the research activities, the following four respondents all showed some signs of anxiety throughout the trip, often expressing doubt at their ability to complete the tasks and concern that other volunteers may think poorly of their performance. As a result, instead of disliking the more mundane clean-up and galley duties, the respondents from this group enjoyed these tasks for their familiarity and easiness.

Respondent G:

INFORMATION REGARDING AGE, NATIONALITY AND
OCCUPATION OF RESPONDENTS HAS BEEN REMOVED TO
PROTECT THE PRIVACY OF PARTICIPANTS

Name: **Lucy**

Nationality:

Age:

Occupation:

Conservation activities: low involvement, no activities

Volunteer tourism/travel experience: two overseas trips in last two years, no conservation experience.

Motivations: new adventure & a desire to be able to participate in all aspects of the project in whatever context available to her as an amateur

Expectations: to really see research in action and hoped that her participation would add to the overall project

Lucy's expedition experience has several distinct phases. On days one to four, Lucy was still trying to find a place for herself on the expedition, to understand the tasks given to her, and getting used to the excitement of seeing the dolphins. During this phase she felt quite worried about not being able to complete the different duties required of her. She admits feeling slightly overwhelmed by the expedition, frustrated at not understanding the different activities and finds comfort in duties such as cleaning and cooking which make her feel useful. She does, however, feel exhilarated at seeing the dolphins, which she generally records as her best experience of the day, and at observing the group come together into a team.

By the fourth day, Lucy has begun to feel more confident about the data collection activities, due to some extra tuition by other members of the expedition. She also began to realise that she was more interested in the expedition as a social experiment and found a place for herself in the group as the entertainer. With this realisation and her growing confidence, Lucy was able to participate more enthusiastically in other activities, volunteering additional help to the researchers, and organising a variety show on board. She feels that she had perhaps been too hard on herself initially and realises that she has been contributing to the project.

By day seven, however, she admits that she does not have an immense passion for the research and is ready to "finish the research". The next few days are spent in port and seeing local towns, and Lucy spends this time preparing to go home, and winding

down from the project. Her comments at this point become more introspective and analytical, commenting on the dynamics of the group and attitudes of the crew.

Lucy's diary was completed with much dedication and enthusiasm and there are many detailed descriptions of high and low points. Some of the more revealing extracts are related here.

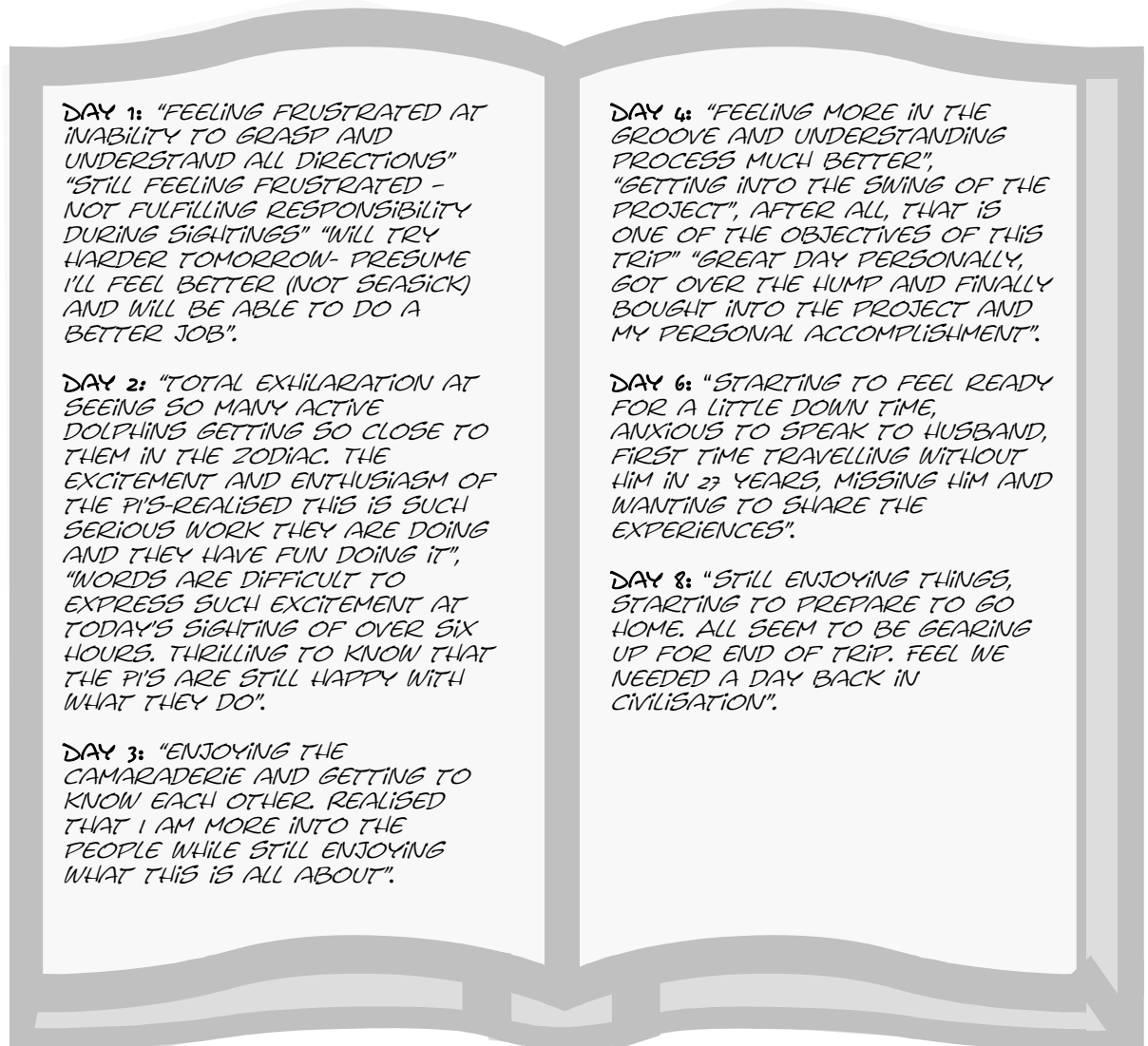


Figure 5.18. Extracts from Lucy's diary

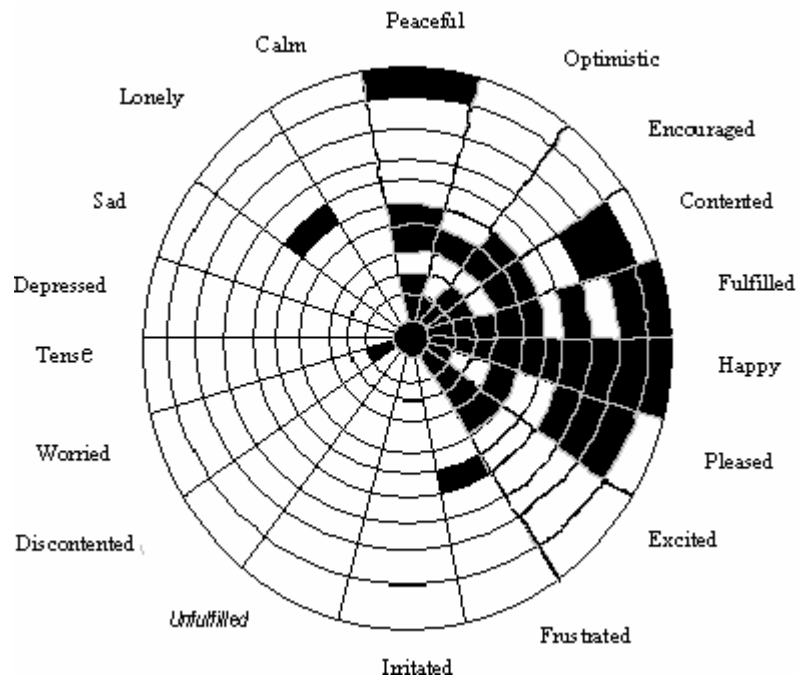


Table 5.19. Lucy's satisfaction scores

Day	Score 1	Score 2
1	2	2
2	1	5
3	1	5
4	1	5
5	1	5
6	1	5
7	1	5
8	2	5
9	2	5
10	4	4

Figure 5.19. Lucy's mood scores

Table 5.20. Fulfilling Lucy's motivations and expectations

Motivation	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
Adventure	✓		✓					✓		
Help researchers		✓		✓	✓				✓	
Do something meaningful		✓		✓					✓	
Experience new & different things	✓		✓		✓	✓			✓	
Be with similar people				✓				✓		✓
Explore new places								✓		✓
Experience the challenge	✓		✓	✓					✓	
Experience different cultures								✓		
Take part in a rare opportunity			✓			✓				
Meet new people	✓							✓		
Have a good time		✓			✓					
Be close to nature	✓					✓				
Develop my personal interests								✓		
Develop my skills & abilities				✓	✓					
Learn more about animals	✓		✓	✓		✓	✓			

Table 5.21. Fulfilling Lucy's motivations and expectations

Motivation	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
Adventure	FEELING A BIT OVERWHELMED		VERY EXCITING CHASING WHALES IN ZODIAC					DAY OUT TO RHONDA		
Help researchers		TOOK ENVIRONMENTAL DATA DURING SIGHTING		ENTERED DATA ON COMPUTER	HELPED CREW CUT UP & PULVERISE FISH, FELT GOOD ABOUT THAT				CUT UP & PULVERISED FISH FOR ANALYSIS	
Do something meaningful		REALISED THIS IS SUCH SERIOUS WORK FOR THE RESEARCHERS		FINALLY BOUGHT INTO PROJECT AND MY PERSONAL ACCOMPLISHMENT						
Experience new & different things	[TRYING] TO GRASP AND UNDERSTAND ALL DIRECTIONS		WHALE CHASING IN ZODIAC		SET SAIL, HAULING THE SHEET	LEARNING HOW TO DIRECT SHIP				
Be with similar people								TALKING WITH EVERYONE		
Explore new places								ENJOYED RIDE THRU MOUNTAINS		SPENT A FEW HOURS IN GIBRALTAR
Experience the challenge	WILL TRY HARDER TOMORROW & BE ABLE TO DO A BETTER JOB		WHEEL, HAPPY FUN, NOT DIFFICULT, EMPOWERING	"VENICE MOMENT" WHEN CALLED OUT DATA IN A LOUD CONFIDENT MANNER						
Experience different cultures								TAPAS AND SANGRIA		
Take part in a rare opportunity			WATCHING THE DOLPHINS CIRCLING THE BOAT			COPULATION OF PILOT WHALES, EXCITING TO SEE IT FILMED LIVE				
Meet new people	COMING TOGETHER OF EVERYONE									
Have a good time		TOTAL EXHILARATION AT SEEING SO MANY DOLPHINS			PUT ON A SHOW FOR THE CREW, GREAT FUN					
Be close to nature	SEEING DOLPHINS MOST DRAMATIC & EXCITING					PILOT WHALES WERE AWESOME				
Develop my personal interests								I MAY NOT BE A SCIENTIST BUT I HAVE A GOOD SENSES OF HUMOUR & KEPT EVERYONE LAUGHING		
Develop my skills & abilities				LEARNING TO NAVIGATE						
Learn more about animals	SLIDES WERE INTERESTING		ACTUALLY DID DISTINGUISH THE SOUNDS OF BOATS AND DOLPHIN WHISTLES	FEEL INTERESTED AND ASKED QUESTIONS	INTERESTING FILM	NEVER STOP LEARNING SOMETHING NEW	VIDEO OF CREW'S WORK. VERY INTERESTING			

After a rather inauspicious start, where Lucy reported being less than satisfied with her experience and very worried about the trip, her experience appeared to improve. On most days, Lucy felt happy, contented and fulfilled. And so she should, as each one of her motivations was fulfilled on at least one day throughout the expedition. Thus, despite her misgivings at the start, overall Lucy feels that it was a “wonderful experience”. She comments on the ability of the scientists to sustain their ongoing work, and admires them for this.

She concludes that this was “a unique approach to use our labour in a helpful way and provide some amusement to the crew and relieve them of a bit with physical labour”. She admits that there were a lot of first time experiences for her, that she overcame so many obstacles to achieve many objectives. And finally, she also adds that she feels that keeping a diary added to the experience. She would recommend being in port a little longer whilst shops were open, though she did enjoy having to “make do” with things that she is not used to doing or having at her finger tips.



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Respondent H:

INFORMATION REGARDING AGE, NATIONALITY AND
OCCUPATION OF RESPONDENTS HAS BEEN REMOVED TO
PROTECT THE PRIVACY OF PARTICIPANTS

Name: **Bridget**

Nationality:

Age:

Occupation:

Conservation activities: high involvement, volunteering and conservation organisation membership

Volunteer tourism/travel experience: 10 volunteer tourism trips, six overseas trips in last 2 years.

Motivations: to see the dolphins and be able to take photographs of them

Expectations: to come away with a greater understanding of the research procedures and dolphin behaviour, with new friendships and special memories

Bridget's experience was somewhat similar to Lucy's, taking her a few days to settle in to the expedition and find her comfort zone. Unlike Lucy, however, Bridget's experience of volunteer tourism allows her to assess her situation objectively and recognise that "beginnings are always hard for (her), lots of swings in confidence, hoping I'll be able to do what is expected, to fit in with group". Her main sources of anxiety are her physical limitations around the boat, for instance climbing in and out of the zodiac, and her interactions with the rest of the group. On day three she mentions feeling physically and emotionally tired, and on day four she feels overly sensitive to the crew's reactions to her shortcomings, and admits that "like Jess, I want- not necessarily the crew's approval, but at least not their disapproval". By the third day, however, she appears to be feeling more relaxed and comfortable with the expedition and comments such as the ones related above have disappeared from her diary. She does remain highly introspective throughout the rest of the trip, however, never quite feeling completely at ease, whilst being thrilled by the dolphin sightings, enjoying getting to know the other team members, and learning about the project, the research techniques and the animals themselves.

These are some extracts from her diary that illustrate her experiences on the trip.

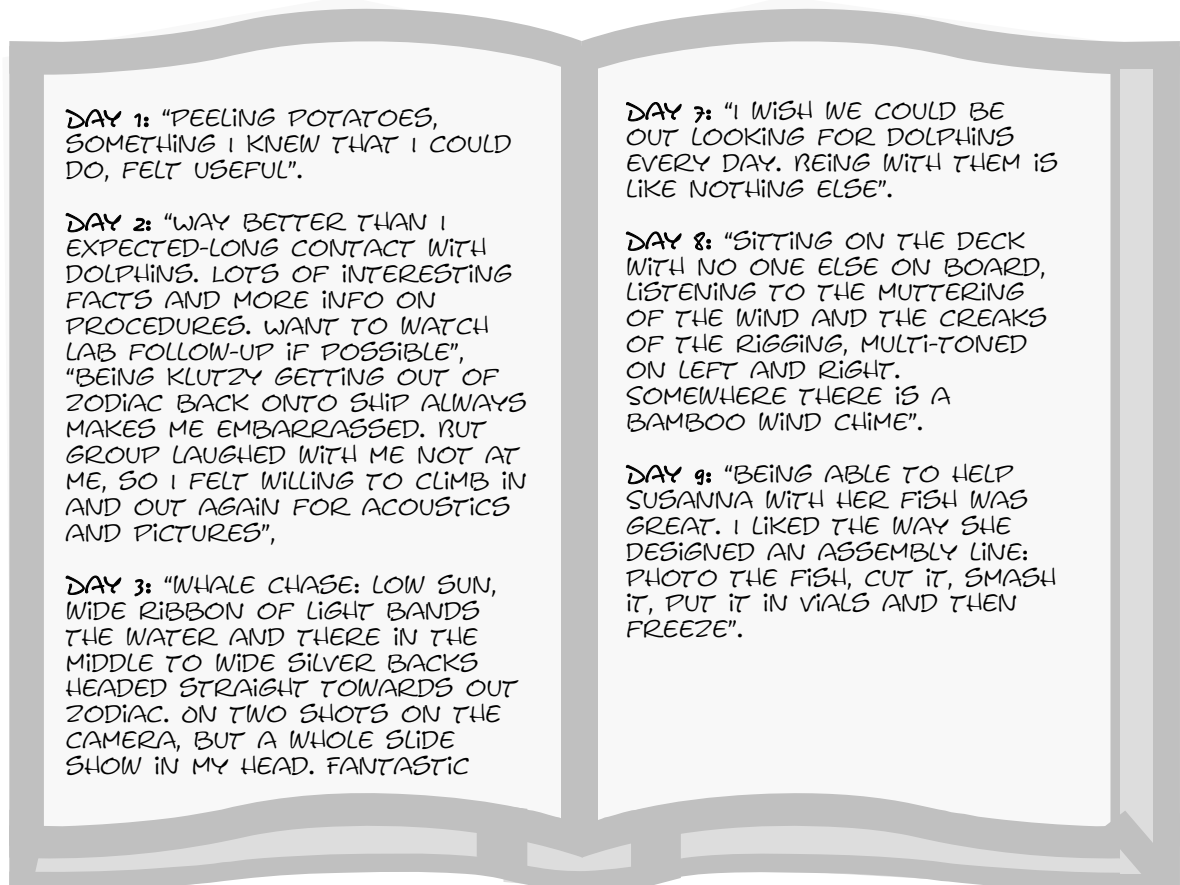


Figure 5.20. Extracts from Bridget's diary

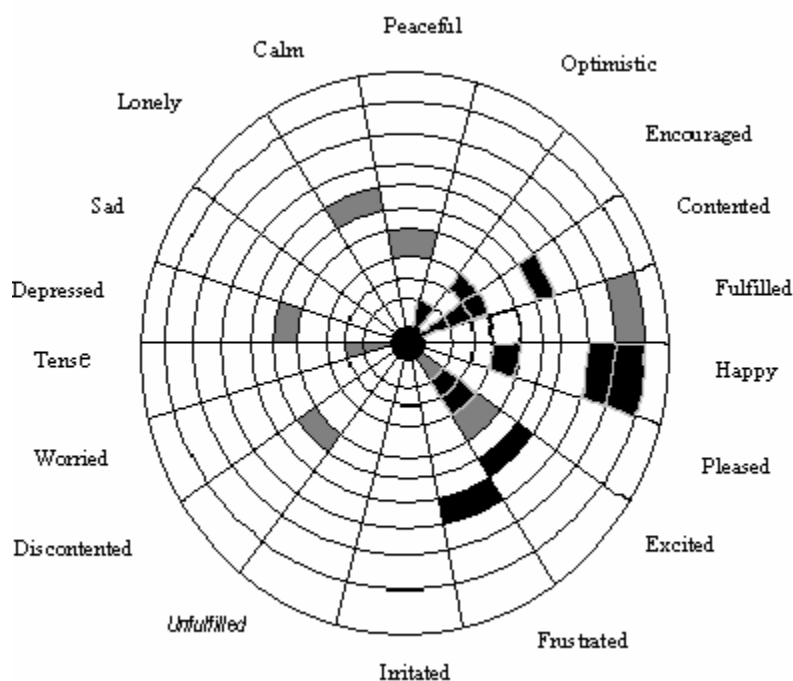


Table 5.22. Bridget's satisfaction scores

Day	Score 1	Score 2
1	1	4
2	1	5
3	1	5
4	1	4
5	1	3
6	1	5
7	1	4
8	1	4
9	-	-

Figure 5.21. Bridget's mood scores

Table 5.23. Fulfilling Bridget's motivations and expectations

Motivation	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9
Dolphins	✓	✓	✓	✓		✓	✓		
Photography			✓	✓	✓				
Understanding dolphin behaviour research procedure	✓	✓	✓	✓	✓				✓
Experience new & different things		✓			✓			✓	✓
Be with similar people	✓	✓		✓		✓			
Explore new places								✓	
Experience the challenge	✓		✓	✓	✓		✓		
Experience different cultures								✓	
Take part in a rare opportunity			✓			✓			
Meet the locals								✓	
Have a good time				✓		✓			
Be close to nature	✓		✓			✓			
Develop my personal interests	✓		✓		✓				
Support organisation									
<i>Think about my values</i>	✓	✓						✓	
<i>Meet new people</i>	✓	✓							
<i>Develop my skills & abilities</i>		✓	✓	✓		✓	✓		✓

Like Lucy, Bridget appeared to have an anxious start to her trip feeling somewhat tense, though optimistic and contented. She settled in quickly to the experience and was generally excited, contented and happy with her experience. There was a slight dip in her satisfaction levels on day five, however, and she reports feeling depressed and discontented on that day, and frustrated on the following day. Her diary shows that she did fulfil all but one of her motivations on each day of the trip, with no exception on day five. The only motivation that was not explicitly fulfilled was to support the organisation, though it may be argued that she did this simply by participating in the expedition. Her dip in satisfaction and change of mood can be explained by the focus on sailing that day, which she has little interest in, some physical discomforts, and missing the dolphins and the opportunity to go to the fish market. Despite this, Bridget's overall assessment of the trip was positive. She mentions the intensity and passion of the researchers as a high point of the trip. Furthermore, she is impressed by the scientific process and enjoyed being part of it. She mentions having to complete the diary as an added bonus to the trip, but it is definitely the dolphin sightings which are the best element of the trip for her "especially the sightings from the zodiac". The crew was very important to her, according to the following two comments: "the crew made sure that we all shared equally in the excitement", and "because of the crew's English fluency, every experience was enriched for us". A positive conclusion to her trip.

Respondent I:

INFORMATION REGARDING AGE, NATIONALITY AND
OCCUPATION OF RESPONDENTS HAS BEEN REMOVED TO
PROTECT THE PRIVACY OF PARTICIPANTS

<i>Name:</i> Kate	<i>Nationality:</i>
<i>Age:</i>	<i>Occupation:</i>
<i>Conservation activities:</i> low involvement, no activities	
<i>Volunteer tourism/travel experience:</i> One conservation trip & several overseas trips in the last 2 years.	
<i>Motivations:</i> a desire to do something useful with her holidays and her interest in conservation and sailing	
<i>Expectations:</i> to gain greater confidence in these areas and learn about new things	

As with Bridget and Lucy, it took Kate a week to settle in to the expedition and defining her role in the team. She often describes missing out on the fun activities, because someone else did not offer her the opportunity to participate, and felt disappointed and frustrated as a result. She also describes feeling bored with some

of the activities on board and annoyed at herself for not being more active and adventurous and irritated by other members of the team. She often described herself as too tired or too hot to do anything and becoming "morose and miserable", and unwilling to be sociable as a result. On the other hand, she constantly appeared to seek out opportunities for self-improvement, enjoying gaining experience of "boaty stuff", learning about the dolphins, and help the crew. At the end of the first week, however, Kate's experience appeared to improve. On day 8, she reported feeling pleased or very pleased with all her daily activities, enjoying the "really nice atmosphere on board", and generally having a very pleasant and interesting day. The following three days also seem to be much more enjoyable with some good dolphin sightings, nice social evenings in port, some more adventurous activities (climbing the crow's nest and going out onto the nets) and increasing social interaction with the rest of the crew.

A few extracts from Kate's diary illustrate the change in her experience.

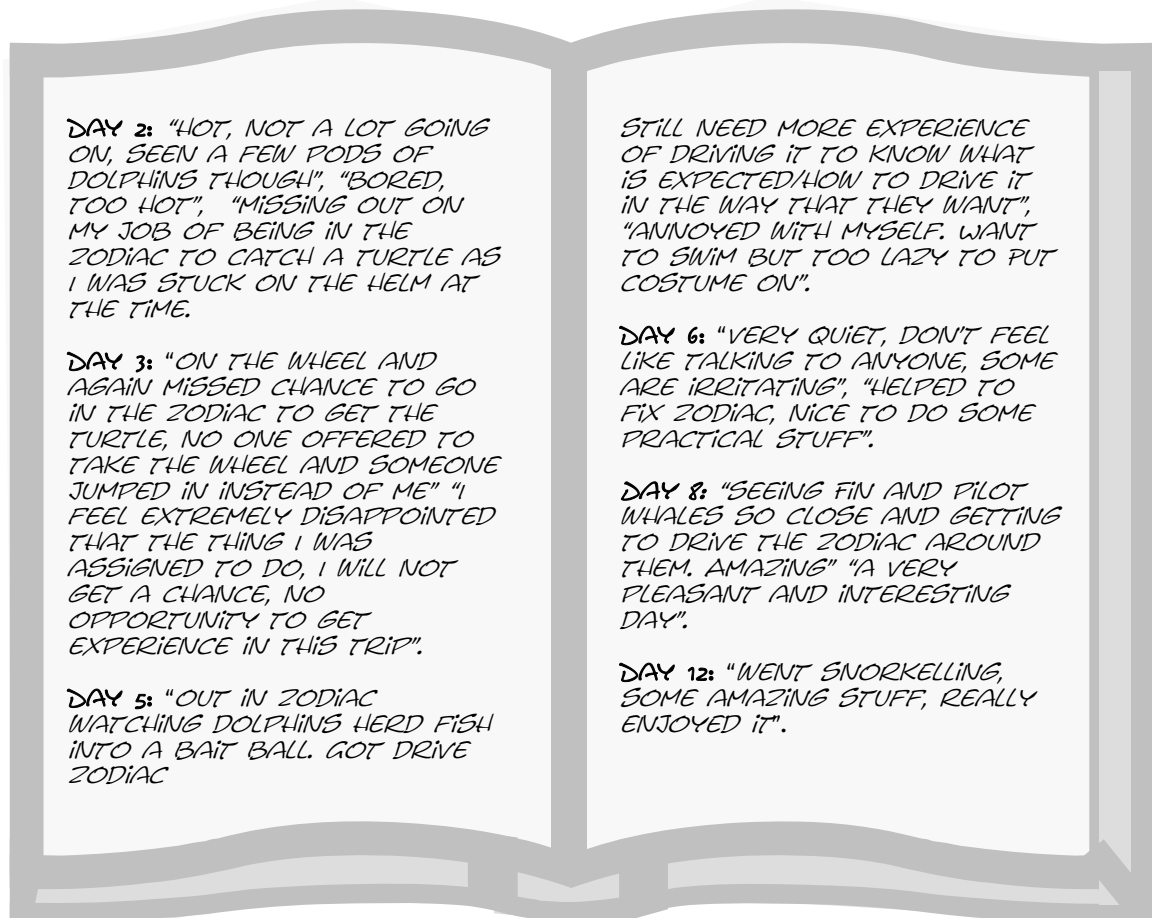


Figure 5.22. Extracts from Kate's diary

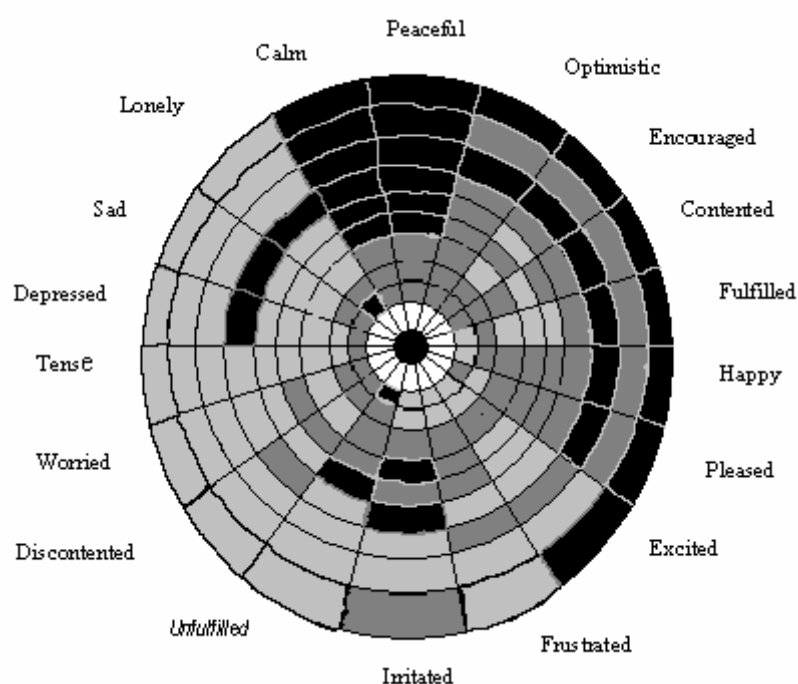


Table 5.24. Kate's satisfaction levels

Day	Score 1	Score 2
1	-	-
2	2	3
3	2	4
4	2	4
5	2	4
6	1	3
7	3	4
8	1	5
9	1	4
10	1	5

Figure 5.23. Kate's mood scores

Table 5.25. Fulfilling Kate's motivations and expectations

Motivation	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
Do something useful		✓	✓			✓			
Sailing	✓	✓				✓		✓	
Conservation			✓	✓			✓		✓
Experience new & different things			✓		✓	✓		✓	✓
Be with similar people					✓			✓	
Develop my personal interests	✓	✓	✓	✓		✓		✓	
Experience the challenge				✓					
View the scenery		✓			✓				✓
Take part in a rare opportunity			✓		✓				
Have a good time					✓		✓		
Experience peace & calm									
Be close to nature	✓			✓	✓		✓	✓	✓
Explore new places		✓							✓
Support organisation									
Think about my personal values									
Gain experience for my career			✓						
Be away from crowds of people									
Develop my skills & abilities			✓	✓		✓	✓	✓	

Kate showed some interesting changes in satisfaction levels and moods. Throughout the trip she felt increasingly calm and peaceful, and generally felt all the other positive emotions. On the other hand, she often felt irritated and on the seventh day she felt very irritated, sad, lonely and depressed and somewhat

discontented. On that day, her satisfaction levels show a dip, as she wished that she were elsewhere. Her description of that day was that it was far too hot, making her feel tired, miserable and morose. She did, however, manage to fulfil nearly all of her motivations, except for thinking about her personal values and supporting the organisation (which she may have accomplished, just not mentioned), on at least one day during the expedition. In general, therefore, despite the amount of time it took Kate to settle in to expedition life, her concluding comments were positive. She appreciated the once-in-a-lifetime characteristic of seeing so many whales and dolphins and living aboard a classic ship and liked the research team. However, she would have liked to have been given specific duties and responsibilities to develop during the trip as well as opportunities to learn more about the data and how it is analysed. Finally, she had some complaints about specific members of the volunteer team, whom she felt spoilt the trip.

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Respondent J:

Name: **Sandra**

Nationality:

Age:

Occupation:

Conservation activities: low involvement, no activities

Volunteer tourism/travel experience: five overseas trips in the last two years

Motivations: to see if she could do it, physically, and because she likes dolphins, turtles and classic ships

Expectations: to get more knowledge, experience and do something useful as a result of participating in the expedition.

Sandra's experience was similar to Kate's, as it took her a while to settle into the expedition and get used to new conditions. She starts the trip feeling anxious, and struggles to find a balance with the rest of the group. She mentions that she is annoyed that other members of the team put in less effort and appear to care less about the chores than her. She is also feeling tired, having slept poorly for the first few days. As Kate, she resents that she is unable to participate in the activities that she enjoys due to other chores or other people not helping out. Furthermore, Sandra settles in the expedition relatively slowly, starting to enjoy the sightings and other activities, such as swimming and sunbathing much more by the end of the first week. It is from this day on that Sandra's satisfaction scores and moods started to improve (apart from a sense of frustration with one other volunteer). She particularly enjoyed the sightings, and is enthusiastic in her description of the sighting itself and the animals, and appreciates the opportunities to learn more about the research and the animals. She describes the days with sightings as brilliant, where time flies by and everything else is forgotten, so that despite the hard work it is a thrill for all.

The following extracts from Sandra's diary illustrate the change in her attitude during the trip.

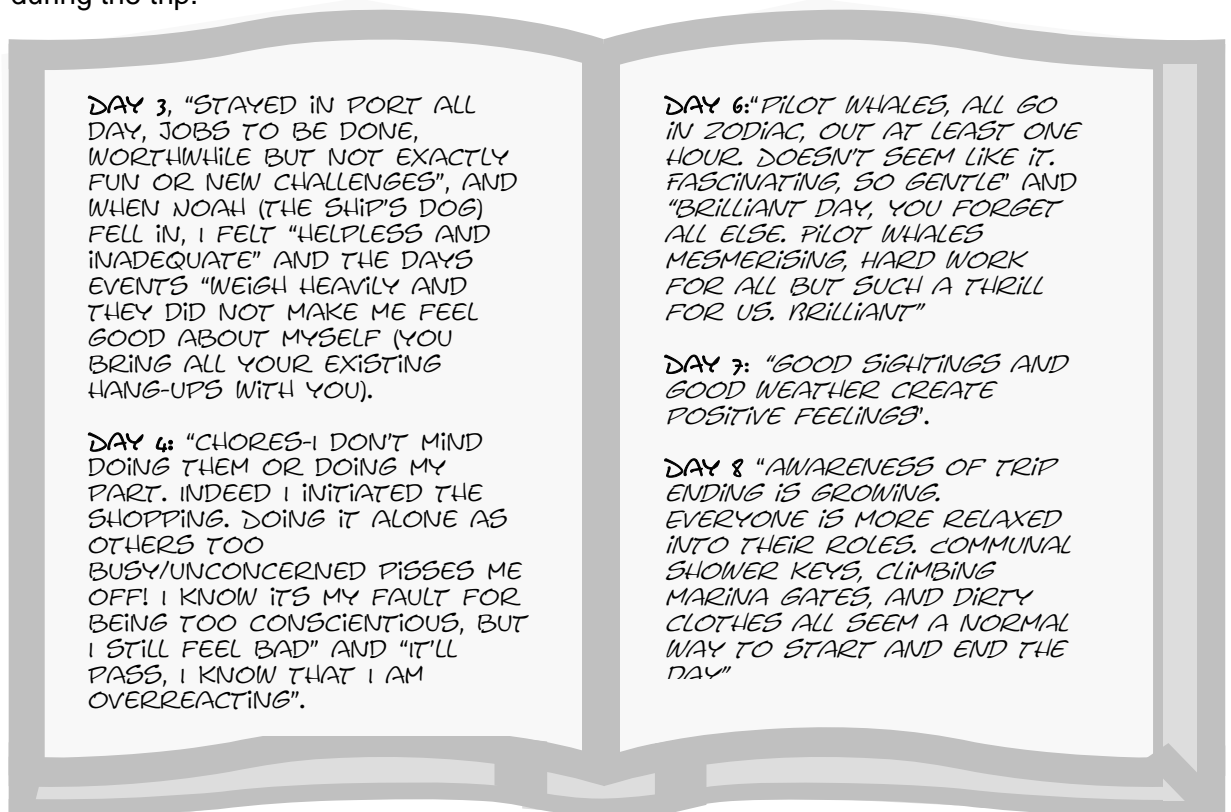


Figure 5.24. Extracts from Sandra's diary

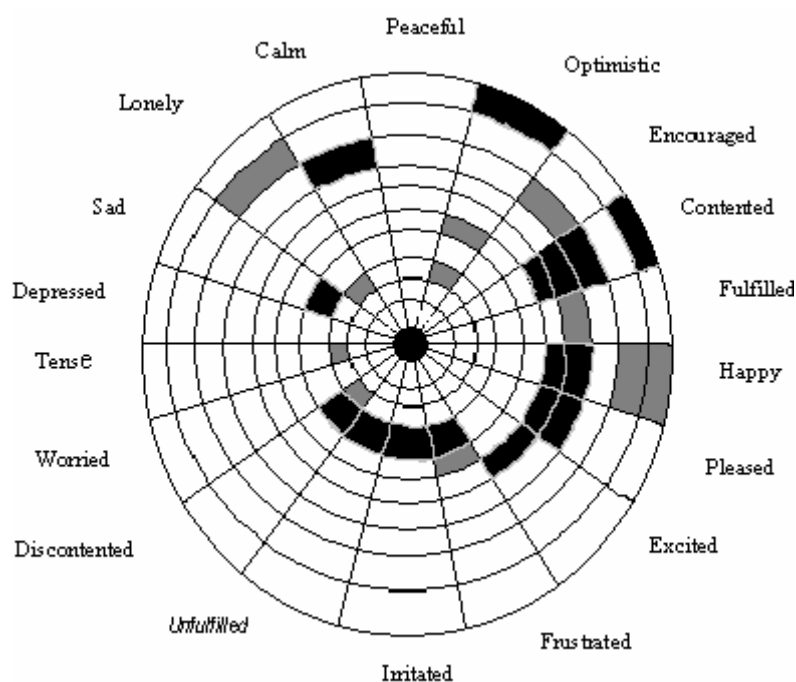


Table 5.26. Sandra's satisfaction levels

Day	Score 1	Score 2
1	-	-
2	-	-
3	3	4
4	2	4
5	2	3
6	1	5
7	1	5
8	1	5
9	2	4
10	1	4

Figure 5.25. Sandra's mood scores

Table 5.27. Fulfilling Sandra's motivations and expectations

Motivation	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
Be able to do it	✓						✓	✓
Sailing			✓	✓		✓	✓	✓
Animals				✓	✓		✓	✓
Enjoy trip		✓		✓				✓
Increase knowledge	✓					✓		
New experiences	✓	✓		✓	✓	✓	✓	✓
Do something useful								
Help the researchers	✓							
<i>Be daring & adventurous</i>								✓
<i>Experience the challenge</i>	✓						✓	✓
<i>Be close to nature</i>				✓	✓		✓	
<i>Have a good time</i>		✓				✓		✓
<i>Take part in a rare opportunity.</i>				✓				✓

Sandra showed far more variation in moods and satisfaction levels than any of the respondents in the first group. It took several days before she felt very satisfied with her experience and did not want to be elsewhere and her moods started to change from sad, discontented, unfulfilled, irritated and frustrated to contented, happy and pleased. Likewise, the variety and the frequency of motivations that was she able to fulfil also increased after the fifth day of the expedition. And by the end of the expedition she had explicitly fulfilled all but one of her motivations, which was to do something useful. Her comments at the end of the diary suggest, therefore, that she was satisfied with her experience. She describes the trip as really great, though she did miss not being able to sail, and says that she may have to come again for that and furthermore, that she would recommend the trip to others. She does suggest providing the volunteers with a post trip summary that would provide a record and description of what the volunteers did and saw.

5.4.9. The personal achievement group:

There were only two respondents in this group, both male, and from the USA. Their description of their experiences were characterised by the focus on them and their contribution to the project. The overall assessment of the project is positive, particularly when they performed well, were successful in an undertaking, or were given some additional responsibilities.

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OCCUPATION OF RESPONDENTS HAS BEEN REMOVED TO
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Respondent K:

Name: Francis *Nationality:*
Age: *Occupation:*
Conservation activities: low involvement, no activities
Volunteer tourism/travel experience: none
Motivations: to travel, sail and be part of an important and interesting project
Expectations: to discover that he is comfortable on ocean waters & learn more about dolphins

His experience focused on the dolphins, living on board the ship and getting to know the crew. He is particularly happy with being responsible for driving the zodiac during sightings, and his cooking successes. He is also the only volunteer

who consistently referred to the principle investigator as “el capitain”, possible in an attempt to affirm his familiarity with boats and sailing. Other diaries entries were often references to his wife, who was also on board, to the team bonding, or to creature comforts such as coffee on deck in the morning, or hot showers. In general, however, his diary entries are fairly short, concise and infrequent.

The following extracts illustrate some of the characteristics of his experience.



Figure 5.26. Extracts from Francis' diary

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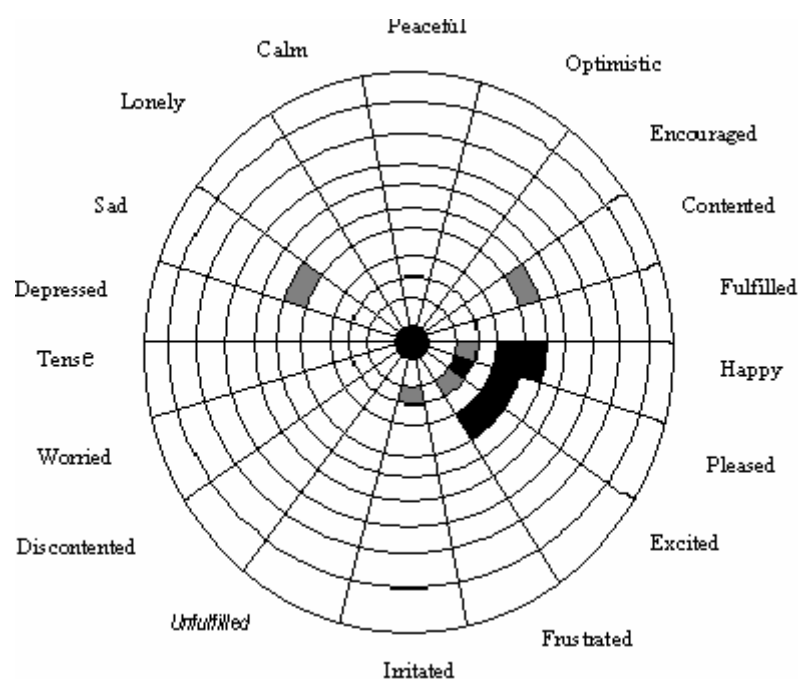


Table 5.28. Francis' satisfaction levels

Day	Score 1	Score 2
1	1	5
2	1	5
3	1	5
4	1	5
5	1	5
6	-	-
7	1	5
8	1	5
9	-	-
10	-	-

Figure 5.27. Francis' mood scores

Table 5.29. Fulfilling Francis' motivations and expectations

Motivation	Day 1	Day 2	Day 3	Day 4	Day 5	Day 7	Day 8	Day 9	Day 10
Sailing	✓	✓	✓	✓	✓				
Be part of an interesting and important project	✓	✓	✓						
Learn more about dolphins	✓	✓	✓		✓				
Experience new & different things	✓	✓	✓		✓		✓		
Explore new places					✓	✓		✓	
Experience the challenge			✓						
Be away from crowds of people									
Be daring & adventurous									
Have a good time		✓			✓				
Meet the locals									
Be close to nature	✓	✓	✓		✓				
Help the researcher		✓			✓		✓		
Develop my personal interests		✓	✓	✓	✓		✓		
Develop my skills & abilities	✓	✓	✓	✓	✓		✓		
Take part in a rare opportunity					✓				
Increase my knowledge of conservation		✓		✓	✓				
Meet new people	✓	✓			✓				

Table 5.30. Fulfilling Francis' motivations and expectations.

Motivation	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9
Sailing	GETTING THE SHIP UNDERWAY	HEADING BACK INTO PORT		PUTTING UP THE SAILING & RIGGING GETTING UNDERWAY	LONG SLOG WEST ALONG COAST				
Be part of an interesting and important project	TRACKING SOME DOLPHINS & HOPING CREW WOULD GET A SHOT	DRIVING ZODIAC CHASING DOLPHINS							
Learn more about dolphins	ACTUALLY SEEING THE DOLPHINS	TALKING WITH CREW			WATCH PILOT WHALE PORT FLICK				
Experience new & different things	LUNCH THAT WE MADE OURSELVES UP ON DECK	RACING ALONG IN ZODIAC WITH DOLPHINS LEAPING ALL ABOUT	SLEEPING ON DECK		CAFÉ CON LECHE, I DISCOVER, I LIKE			WORK ON ZODIAC WIRING	
Explore new places					WANDER AROUND WORKING BOAT YARD FOR A WHILE		DRIVING UP TO AND BACK FROM RHONDA		WANDER AROUND GIBRALTAR WITH MY WIFE
Experience the challenge			COOKING, BIG EXPERIMENT						
Be away from crowds of people									
Be daring & adventurous									
Have a good time		PEAK EXPERIENCE DAY			AMATEUR HOUR WITH SONGS & SKITS IS VERY ENTERTAINING				
Meet the locals									
Be close to nature	SEEING THE DOLPHINS		WHALES SIGHTED		WHALE CHASE IN ZODIAC		WORK ON ZODIAC WIRING		
Help the researcher		I GET TO DRIVE ZODIAC			WHALE CHASE IN ZODIAC		WORK ON ZODIAC WIRING		
Develop my personal interests			ZODIAC TIME!	SAILING!	WHALE CHASE IN ZODIAC		WORK ON ZODIAC WIRING		
Develop my skills & abilities	MY FIRST WATCH, ADJUSTING THE BINOCULARS & WONDERING WHAT I'M SUPPOSED TO SEE?	DRIVING ZODIAC	ZODIAC TIME!	SAILING!	WHALE CHASE IN ZODIAC				
Take part in a rare opportunity									
Increase my knowledge of conservation					VIDEO OF PILOT WHALES				
Meet new people	THIS IS A GOOD CREW								

Francis' satisfaction levels did not vary throughout the trip, and he was inconsistent with regards to completing the mood circle. In general, however, he felt excited, pleased and happy to be there and completely satisfied with his trip. All of his motivations except for being away from crowds of people and being daring and adventurous were fulfilled on at least one day of the expedition. Accordingly, Francis' final comments were very positive, as the trip lived up to his expectations. He does recommend better explanations at the beginning of the tasks involved in the general duties, such as clean-up and wash-up, as this would prevent some from doing more than others.

Respondent L:

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Name: James

Nationality:

Age:

Occupation:

Conservation activities: some involvement, through volunteer tourism expeditions and support for local conservation projects.

Volunteer tourism/travel experience: nine volunteer tourism expeditions with same organisation

Motivations: interested in sailing and in dolphins

Expectations: to have fun, go sailing, learn about the dolphins, and contribute to the research project

As Francis, James' description of his experience was brief and to the point, providing little information about his feelings, his environment or even his daily activities. He tended to focus on the dolphin sightings, his involvement in helming the boat, both during the sightings (his assigned duty) or during watches. He also spent considerable amount of time describing the discomforts he experienced whilst on board, such as hurting himself by slipping, being cold, tired or bored. Although he did not say much about the volunteer group, limiting himself to such comments as "everyone laughing", "good group", he did relate in detail particular incidences involving the crew, for instance, "rode in zodiac with (the crew) to fishing boats...Girls speculated on how good-looking the fishermen were". James was also one of the few volunteers to have made note of every marina that the boat pulled into at night, perhaps indicating a greater mindfulness of the boats itinerary, and the local area. Finally, James also appeared to be keenly aware of their roles on

board the boat, as can be seen through comments in his diary: "the captain took group out for a beer in Almeria. Reward for a great research day" or in his concluding comments: "Good balance in integrating volunteers into expedition tasks. Good sense of accomplishment in identifying sightings/various animals".

Some of the following extracts illustrate James' experience on board the boat.

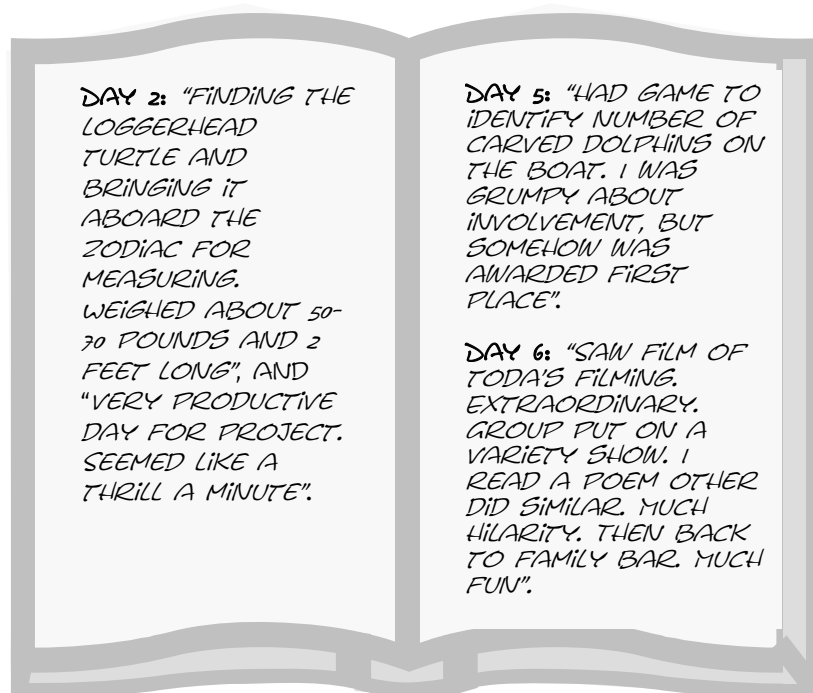


Figure 5.28. Extracts from James' diary

James' moods and satisfaction levels followed the same pattern as Francis'. There was little to no variation in satisfaction levels (a very slight dip was noted in the last two days) and he generally felt contented and pleased. All of his motivations, except for being daring and adventurous were fulfilled on at least one of the days during the expedition. Thus, James' final assessment was very positive, rating it as one of the top four expeditions that he has been on. He believed that it was very well organised, with an excellent crew of researchers and the activities were well set up for the volunteers. Furthermore, he mentioned that the expedition has a strong mission, presumably increasing its credibility or the motivation of the volunteers. He did suggest, however, that the volunteers be provided more information on such things as the weather conditions, so that they may come better prepared.

5.4.10. The others

The final two respondents did not fit into a particular category and will be described separately.

Respondent M:

INFORMATION REGARDING AGE, NATIONALITY AND
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PROTECT THE PRIVACY OF PARTICIPANTS

Name: **Jess**

Nationality:

Age:

Occupation:

Conservation activities: low involvement, no activities

Volunteer tourism/travel experience: one volunteer tourism expedition, two overseas trips

Motivations: to go sailing, see the dolphins and spend time in Spain

Expectations: to increase her knowledge of the research, the local culture, and have interesting encounters with new people

Jess' trip was very heavily influenced by a recent involvement with a local from her earlier volunteer tourism expedition. She never really became fully immersed in this expedition, and her emotional states were influenced by a variety of events, including those from outside of the trip. For instance on day 3, she is upset after talking to a friend on the phone which she describes as "not such a great conversation due to everything not related to the expedition" and on day 6, another

team member suggested that she stop reading her cell phone. She did, however, become excited at seeing the dolphins, carrying out the research and getting to know other crew members. She appeared to enjoy the work, learning the research techniques, helping the researchers, social time at dinner and at the bars, and the team work in general. She also appeared to seek out peak experiences, such as climbing to the crow's nest, which may have also created some strong mood swings, from exhilarated to withdrawn and sad.

Some of the following extracts from her diary illustrate these points.



Figure 5.30. Extracts from Jess' diary

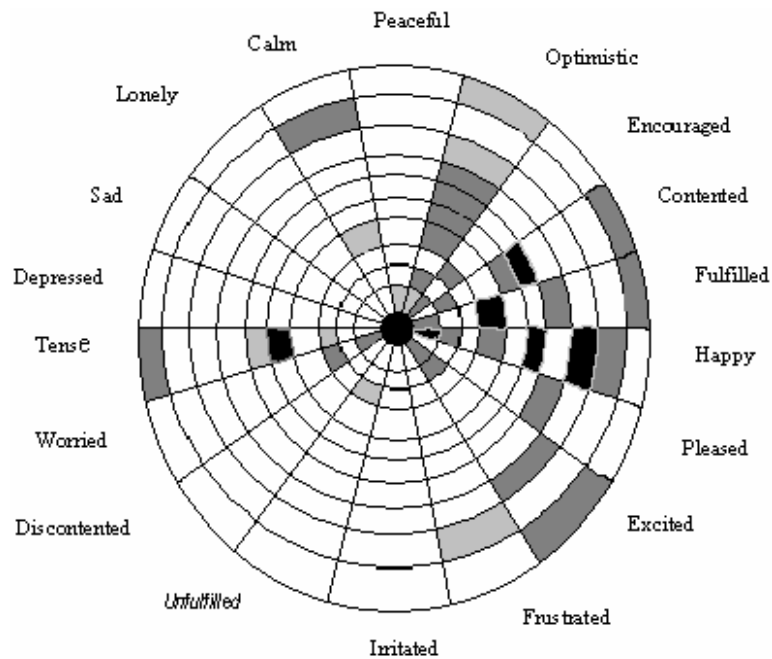


Table 5.32. Jess' satisfaction levels

Day	Score 1	Score 2
1	2	4
2	2	5
3	4	5
4	2	5
5	2	5
6	1	5
7	3	5
8	2	5
9	1	4
10	2	5

Figure 5.31. Jess' mood scores

Table 5.33. Fulfilling Jess' motivations and expectations.

Motivation	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
Sailing	✓	✓	✓	✓	✓	✓	✓			
Be in Spain	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Research dolphins	✓	✓	✓	✓	✓	✓	✓			
Knowledge of research	✓	✓			✓	✓	✓		✓	
Local culture								✓		✓
Meet new people	✓	✓						✓		
Experience new things	✓	✓			✓	✓	✓	✓	✓	✓
Explore new places		✓		✓	✓			✓		✓
Challenge of the task	✓	✓								
Experience different cultures					✓	✓		✓		✓
Help the researcher	✓	✓					✓		✓	
Be daring & adventurous				✓						
Think about my personal values			✓		✓				✓	✓
Have a good time	✓	✓		✓		✓				✓
Meet the locals					✓			✓		
Meet similar people	✓									
Be close to nature	✓		✓	✓	✓					
Develop my personal interests		✓								
Develop my skills & abilities		✓							✓	
Take part in a rare opportunity		✓			✓		✓		✓	
Be away from crowds										
Do something meaningful							✓		✓	
Increase my knowledge of conservation	✓	✓					✓		✓	
Support organisation							✓			

Table 5.34. Fulfilling Jess' motivations and expectations

Motivation	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
Sailing	AT THE WHEEL, NERVOUS TO DO A GOOD JOB, BUT ENCOURAGED BY SKIPPER	I GOT TO DOCK THE SHIP TODAY	STARBOARD WATCH AND WHEEL	STARBOARD WATCH AND WHEEL	STARBOARD WATCH	STARBOARD WATCH AND WHEEL	STARBOARD WATCH AND WHEEL			
Be in Spain	DOCKED IN ALMERIMAR	AT BAR WITH CREW		DRINK AT BAR WITH EVERYONE	REERS AT THE DOCK	REERS AT THE FAMILY BAR	I WANDERED AROUND THE MARINE ALONE	TRIP TO RHONDA	STILL IN SOTOGRANDE	DRINKS AT KE, SANGRIA
Research dolphins	DOLPHIN SIGHTING, LASTED FOR A WHILE, LOTS OF CLOSE-UPS	SIGHTING. VERY COOL	DOLPHINS ARE VERY TRANQUIL, BEAUTIFUL THOUGH	INTERESTING TO SEE COMMON DOLPHINS		THE DOLPHINS. AWESOME	HAD ONE DOLPHIN SIGHTING ON MY OWN			
Knowledge of the research	COOL TO LEARN NEW DATA COLLECTION TASKS	PHOTO ID. NERVOUS TO TAKE GOOD PICTURES WITH MANUAL CAMERA			THE SKIPPERS VIDEO	PILOT WHALE SIGHTING, I TOOK SOME VIDEO RECORDING	THE SKIPPER TAUGHT ME HOW TO ENTER DATA ON COMPUTER		CUTTING UP FISH FOR DNA SMAPLING. COOL TO BE DOING SOMETHING NEW	
Knowledge of local culture								TOOK A LONG WALK AROUND THE HISTORICAL PART OF RHONDA		WALKING AROUND GIBRALTAR
Encounters with new people	FOR THE FIRST DAY, WE ALL WORKED QUITE WELL TOGETHER	AT BAR WITH CREW. EMOTIONAL CONVERSATION						COOL TO GO AROUND TOWN WITH THESE FOLKS.		
Experience new & different things	FIRST DOLPHINS SPOTTED, EVERYONE SUPER EXCITED	GOT TO WORK ON GENETICS FOR THE FIRST TIME			RAISING THE SAILS	PILOT WHALE SIGHTING	I JUMPED OFF THE DINGHY INTO A HUGE MOTOR YACHT TO SECURE THE BOAT	WE FOUND SOME SMALLER LOCAL STORES	WORKING WITH FISH	
Explore new places							I WANDERED AROUND THE MARINE, CUTE CLOTHES SHOPS	TOUR OF RHONDA		
Challenge of the task	I WANTED TO SPOT A DOLPHIN	I WAS PRETTY EXCITED THAT I GOT TO DOCK THE SHIP TODAY								
Experience different cultures					FISH MARKET WAS VERY COOL, SOMETHING I HAD NEVER SEEN BEFORE	REERS AT THE FAMILY BAR, ONE WOMAN SHOW OF KARAOKE		TONS OF TAPAS AND SANGRIA		
Help the researcher		ASSISTING WITH GENETIC RESEARCH SO COOL					HELPED THE SKIPPER WITH ELECTRICAL HAPPENINGS		HELPING THE RESEARCH TEAM CUT UP FISH	
Be daring & adventurous				CROW'S NEST. SO EXCITING						
Think about my personal values			FREE TIME, SPENT JOURNALING. I AM HAPPY TO DO THIS		SOMETIMES I SURPRISE MYSELF AT HOW IMPATIENT I AM				I DEFINITELY FELT OVERWHELMED TODAY BY THE CLOSENESS OF OUR LIVING QUATERS	
Have a good time	GOOD MUSIC ON	NICE TIME TALKING AT BAR		EVERYONE HAPPY AND LAUGHING REALLY HARD		THE SHOW. SO FUNNY				REALLY NICE TIME
Meet the locals		IN ZODIAC TO FISHING BOAT								
Meet similar people	CHATTING WITH THE GIRLS. THESE GIRLS ARE GREAT									
Be close to nature	LOTS OF CLOSE-UPS TO THE DOLPHINS		FIN WHALE SIGHTING. WE WENT IN ZODIAC TO GET CLOSER	UP IN THE CROW'S NEST THE VIEW IS SO AMAZING. I SPOTTED 2 TURTLES						
Develop my personal interests										
Develop my skills & abilities		I GOT TO DOCK THE BOAT								
Take part in a rare opportunity		6 HOURS OF DOLPHIN SIGHTINGS			SAILING. I WAS REALLY HAPPY TO TURN OFF THE BOAT'S ENGINE		NAP. BEAUTIFUL WEATHER, THE SUN IS GORGEOUS AND I AM SO HAPPY AND WARM			
Be away from crowds										
Do something meaningful							GOOD TALK ON WHY WE ARE DOING WHAT WE ARE DOING HERE.		CONTRIBUTING TO RESEARCH	
Increase my knowledge of conservation	INTERESTING INFO ON THE DIFFERENT TYPES OF DOLPHIN	I LEARNED SO MUCH TODAY					THE CREW'S TALK ABOUT RESEARCH			

Jess' emotions and satisfaction levels varied quite considerably throughout the trip. She associates this variation with factors outside of the expedition. Only on the sixth day does she feel completely satisfied with her trip and does not wish to be anywhere else. On that day she is somewhat happy, optimistic and content. She describes herself as somewhat optimistic throughout the trip, and very happy, contented and fulfilled on other occasions. She experiences low, medium and high levels of feeling tense on different days throughout the expedition. Jess manages to fulfil most of her expectations and motivations throughout the trip. The only motivation that she does not explicitly fulfil is to be away from crowds of people and admits she sometimes felt crowded during the expedition. Thus, in her final assessment of the trip, she is very positive about her whole experience and states the expedition far surpassed her expectations. In particular "our real involvement in the scientific research aspect was new, exciting and inspiring". She has a lot of praise for the crew who were very "positive, patient and dedicated people". She does recommend however, that feedback is given to the volunteers if and when they request it. Overall, however, there were many positive aspects to the trip, including the food, their independence, the day trips, etc that it made the expedition a "truly wonderful experience".



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Respondent N:

Name: John

Nationality:

Age:

Occupation:

Conservation activities: some involvement, volunteer tourism and financial contributions

Volunteer tourism/travel experience: a few volunteer tourism expeditions and two overseas trips in the last two years.

Motivations: to be able to swim in the Mediterranean and to enjoy being in Spain

Despite apparently enjoying the dolphin encounters, John showed surprisingly little involvement in the research or interest in learning about the project. In fact on several occasions he mentioned being happy not to be involved, and letting others do the work. For instance on Day 2 he said *"HORIZONTAL IN-BUNK MEDITATION - VERY ENERGISING. REST OF THE CREW WORKING HARD AS USUAL. NO GUILT."* His main sources of pleasure appeared to be going to the beach, swimming, reading, and napping. He enjoyed his own company, often choosing not to accompany the group on their evening outings to the local bar. On the other hand, he frequently complained about the discomforts of living on board the ship (especially midnight trips to the marina bathrooms), of the poor quality of the food (*"BREAKFASTS ARE ALWAYS SHITTY"*), the long days and sometimes the behaviour of other crew members. A very significant determinant of his experience was his apparent lack of energy and need for sleep and naps; almost every day he mentions feeling tired, or low on energy, even saying on day 5 that he was falling asleep at the boat's wheel.

A few extracts from his diary will highlight some of the points made above.



Figure 5.32. Extracts from John's diary

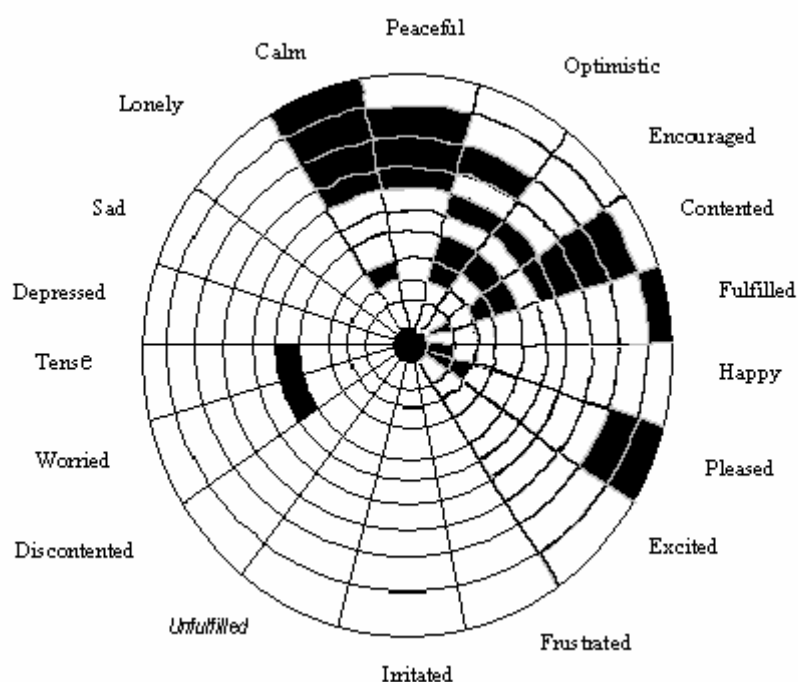


Figure 5.32. John's mood scores

Table 5.35. John's satisfaction scores

Day	Score 1	Score 2
1	4	5
2	1	5
3	2	4
4	1	3
5	2	3
6	1	5
7	1	5
8	2	4
9	1	4
10	1	5

Table 5.36. Fulfilling John's motivations and expectations

Motivation	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
Enjoy expedition	✓	✓	✓	✓	✓	✓	✓		✓	✓
Enjoy Spain		✓				✓	✓		✓	
Swim in the Med.	✓						✓	✓		✓
Help the researcher			✓			✓				
Be close to nature	✓					✓			✓	
Do something meaningful			✓			✓				
Study wild animals	✓					✓	✓		✓	✓
Support organisation			✓							

John's satisfaction levels varied throughout the trip, with a couple of low satisfaction days on days 4 and 5, when he reports feeling particularly tired. Generally he describes his emotional state as calm, contented, and optimistic, although on the fifth day he also felt tense and worried. He also managed to fulfil all his emotions during the expedition, but does not make any comment regarding the trip as a whole.

5.5. DISCUSSION

The discussion for this chapter will draw attention to the advantages of using an on-site, daily diary to collect data on volunteer tourists experiences. It illustrates how the surveys uncover some general trends which are then analysed in greater and richer detail through the diaries. The first part of this discussion will therefore be concerned with summarising and discussing the results of this study. Following on from this summary, different ways of assessing satisfaction will be examined, paying particular attention to the issues that arise from traditional, post-trip measures, and comparing these to on-site studies of experience, real-time measures of satisfaction and emotion that have been used in studies of extraordinary leisure experiences and developed here. Third, some of the broader implications of this study on tourist experiences will be discussed. In particular, the role of self-fulfilment and Eudaimonia, a state of happiness through happiness is the fulfilment of our distinctively human potentialities will be investigated and compared to the role of hedonism in tourism. Finally, the management of volunteer tourism experiences and expectations will be considered based upon the results this study and studies one and two.

5.5.1 Summary and discussion of results:

In using the two data collection methods, the results of this study have clearly highlighted several trends. The first and most important of these trends is that the volunteer tourists' general comments about their trip are positive and demonstrate the highly involved, often unique experiences that these trips offered. Overall, there did not appear to be one specific aspect of the volunteer tourism trip that stood out for the volunteers as a best experience. This may reflect the diversity of experiences that were offered by the different organisations, and the particular circumstances (weather, group, itinerary) that made up each expedition. Alternatively it may illustrate the highly personal nature of volunteer tourism, as seen in the personal development themes. The range of comments demonstrated that the volunteers appreciated the opportunities for learning, having fun and

socialising, experiencing new things, and contributing to a worthwhile project that arose from participating in this type of tourism.

The second trend is that the volunteers' highly positive trip assessment occurs in spite of the many negative incidences reported in the surveys or the diaries. For instance, volunteers reported feeling medium to low of loneliness, sadness, depression, irritation, anxiety, worry, as well as dips in satisfaction. On some days they felt that they would rather be somewhere else, and descriptions of their worst experiences reflected situations of personal discomfort, e.g. one volunteer found a leech in his mouth, some dangerous situations, e.g. a tree falling on the camp in the middle of the night, or tension within the group, where not all team members were felt to share equally in the work.

Furthermore, many volunteers reported finding that the work varied little and was not very challenging, that their free time was not stimulating or varied, and the training was not particularly useful. Their evaluations of the activities undertaken whilst on-site also revealed that the volunteers did not feel like that they benefited much from 14 of the 19 activities listed, including sightseeing, getting to know the locals, free time, and attending talks about the project or other aspects of the expedition. The activities that did benefit them were developing skills, handling the animals and plants, collecting data, and the adventure activities such as diving, sailing or hiking. The volunteers would generally like to spend more time doing each of these activities as well as having more opportunity for involvement in the local community and sightseeing.

In the face of the apparently negative evaluations of some of their daily experiences, it may be argued that the volunteers' high satisfaction scores are a result of the opportunity for experiencing the four factors described above, i.e. learning, having fun and socialising, experiencing new things, and contributing to a worthwhile project. Alternatively, using the expectation confirmation/disconfirmation paradigm, the high end-of-trip evaluation scores may be due to the volunteers' opportunities to fulfil their motivations and expectations, as well as enjoying some of the other elements of the trip, including a friendly and outgoing social group, relatively comfortable and safe surroundings, and highly qualified staff who appeared to actively contribute to the success of the trip through their knowledge,

willingness to share their experiences, careful management and outgoing and friendly personalities.

A final possibility is described by a volunteer in Wearing's study of volunteer tourism:

"I didn't get a lot from it at the time in terms of development, but you do when you take a step back from it and start synthesizing through your experience when you come home. There is just so much to take in at the time and there is so much happening, and then a couple of months down the track you start thinking through your experience and you realize what you did get from your experience"

(Wearing 2001, p. 132).

The phenomenon described by this volunteer may be due to the highly involved and extra-ordinary nature of volunteer tourism, which requires a step back in order to be fully appreciated. Alternatively, this may be due to hindsight bias, a phenomenon thought to affect satisfaction judgments in highly subjected consumption experiences where the outcome has emotional significance or when the event is subject to emotional consideration before its outcome is known (Zwick et al., 1995). Although the volunteers in this study were asked to provide an overall assessment their trip on the last day, it is possible that the "winding down" period described by many of the volunteers gave them sufficient time to re-adjust their assessment of the trip based on hindsight expectations.

A final trend that emerged from this study was the differences between volunteer daily experiences based on the diary analysis. It was found that although all the volunteers' assessment of their experiences were similar, the actual experiences themselves varied considerably. Volunteers could be grouped into 4 different categories based on their experiences; the confident and adventurous group, the more anxious group who preferred more familiar activities, the personal achievement group who focussed on their contributions to the project, and finally the remaining two volunteers who had very different experiences. These groupings appeared to be quite robust despite the small sample size used here. Perhaps a larger sample size might reveal more groups or permit more differentiation within the existing groups.

Previous studies in tourism have attempted to differentiate between tourist experiences based on different variables. The most common of these variables are socio-demographics (e.g. Gitelson and Kerstetter, 1990; Pearce and Lee, 2005), types of motivation, in particular extrinsic versus intrinsic motivation (e.g. Harackiewicz et al., 1987), or personality type and values (e.g. Frew and Shaw, 1997; Madrigal, 1995; Nickerson and Ellis, 1999; Plog, 2002). It would appear that the results of this study show the least support for the socio-demographic variable as a determinant of experience, as volunteers of different age groups, backgrounds, nationality and travel and conservation experience showed no particular trend in experience type. Furthermore, it is impossible for the results to prove or disprove the second variable, extrinsic versus intrinsic motivation type, as no direct data were collected in this area; the few motivational items in study three that do correspond to extrinsic motivations were rated as not very important by all volunteers. It is suggested that this be explored in more detail in future studies. The remaining variable, personality type, may also provide some explanation for the variation in volunteer tourist experiences.

The first author to apply personality studies to tourism was Plog with his theory of allocentric versus psychocentric tourists (Plog, 1974, 1990, 1991, 2002). In the most recent version of his theory, Plog proposed a continuum of traveller types from dependables (psychocentrics) to venturers (allocentrics), with the majority of travellers falling somewhere in the middle of this continuum with "leaning to one direction or other" (Plog, 2002, p. 245). He described venturers as travellers who:

"reach out and explore the world around them with anticipation and excitement. They constantly seek new experiences to enrich their daily lives and their strong sense of self-confidence leads them to be relatively successful at whatever they try. They will gladly adapt to the area by eating native foods and using less adequate accommodation"

Dependables, on the other hand, can be characterised by:

"a general sense of indecisiveness, a low-level feeling of dread or anxiety that may pervade much of their lives and a desire to make

safe and comfortable decisions. They especially like warm fun-n-sun spots that offer an atmosphere to what they experience at home”.

These characteristics would seem to explain some of the differences between the anxious and confident groups reported in this study. However, a slightly more sophisticated model of personality and tourist behaviour based on multiple traits might explain the differences between the four groups of volunteer tourists. For instance, Holland's (1985) personality typology may be useful as it describes six types of personality, of which some, such as the social type (lack scientific ability, values social activities and problems and is inclined to be co-operative, friendly, generous and helpful) or the enterprising types (lacks scientific ability, values political and economic achievement, and inclined to be adventurous, agreeable, ambitious, extroverted, self-confident and sociable) would appear to fit the volunteers described in groups three and four in this study. However, a study has not yet been published that would explain the different categories of volunteers based on their personalities although advances in this area have been made.

5.5.2. Advances in the study of on-site tourist experiences:

The study of tourists' experiences is possibly one of the most difficult areas of tourism research. It has traditionally been approached using one of two methods, the first measures post-hoc satisfaction, whilst the second measures the tourists' immediate conscious experience. Each method comes complete with its own methodology, paradigms and limitations, suggesting that each method may have specific applications within the study of tourists' experiences and may serve different research agendas. The two methodologies may be more suitable to answer some types of questions over others. The next section of the discussion briefly reviews both concepts and highlights how this study has contributed to the study of tourists' immediate conscious experiences.

Traditional studies of satisfaction and evaluations of tourism experiences have used static, post-hoc measures, often based on surveys. These measures are often more convenient for researchers and tourists and are useful indications of the tourist's image of their total experience. They are most effective when applied to

frequently purchased, standardised products that are familiar to the consumer, where the focus is on instrumental attributes of the product or service (Pearce, in press). These measures have been linked to concepts such as need fulfilment, expectations, experience outcomes, and experience preferences. To be operationalised, it must be assumed that subjects are able to accurately recall and evaluate the total recreation experience, the benefits of the recreation experience, the expectations one held for that experience, and other recreations experiences to use as a basis of comparison (Hull et al., 1992).

However, it may be argued that static measures of satisfaction, such as the expectancy disconfirmation paradigm, will not be so useful when the tourist has little prior experience of the good or service, when tourists are unlikely to have well-formulated pre-consumption expectations or when external, unexpected and uncontrollable forces affect the outcome of the experience (Pearce, in press). In this case, a more dynamic measure of experience and satisfaction that takes into account the circumstances under which the experience is evolving might be more useful. A real-time measure of satisfaction, traditionally used to measure the quality of daily life experiences, could therefore be applied to the study of tourism experiences. This is the type of measure used in this study, whereby an appraisal of current states and emotions can be captured with regard to the tourism activities and other influential factors.

The advantages of this type of measure is that it is able to track changes in the tourists' experiences, and offers a dynamic measure of satisfaction with its associated fluctuations in mood, engagement, and involvement (Hull et al., 1992). It enabled the researcher to identify the beneficial outcomes of the recreation experience, in particular learning, having fun and socialising, experiencing new things, and contributing to a worthwhile project. By using a dynamic measure of satisfaction these four elements could be identified as key in shaping the overall assessment of the trip, and distinguishing the experiences that contributed to overall satisfaction from the less important elements that detracted from the experience on a daily basis. It was found that the volunteer tourism experience led to episodes of learning and introspection that could not have been anticipated before the experience was complete, indicating that the expectancy disconfirmation paradigm would not have adequately captured the volunteers' true evaluation of their experience.

Furthermore, the use of qualitative data collection techniques, and in particular the critical incidence technique brought to light many of the peak or optimal experiences encountered by the volunteers during their expeditions. For instance, climbing to the top of the crow's nest, seeing the dolphins for the first time, or setting sail all appear to correspond to description of optimal experiences. An account such as this one,

"Climbing to the crow's nest was hands-down the best experience of the day. It was at the same time the most exhilarating experience of my life. My fear of heights has kept me from doing a lot, but I was determined to do this. It was all worth it, the view was breathtaking and the feeling was indescribable"

clearly demonstrates characteristics commonly associated with peak experiences: self-validating, self-justifying moments with their own intrinsic value; never negative, unpleasant or evil; disoriented in time and space; and accompanied by a loss of fear, anxiety, doubts, and inhibitions. However such an experience might not have been recalled in such detail during a post-hoc description of the expedition.

Finally, using an experience patterns measure from data collected from the diaries it was possible to identify several categories of volunteer tourist. Categorising volunteer tourists in this way is important, not only to identify general and specific patterns of experience and satisfaction but also to avoid statistical averaging of recreation outcome measures that may mask the true heterogeneity of the recreating public. When this happens, it is possible that management decisions based on averages may end up satisfying the needs of the non-existent average tourist and thus may satisfy no one (Hull et al., 1992). By identifying the different types of volunteer tourist, it is possible to suit the needs of all tourists based on their experience profile.

On-site measures of experience and satisfaction therefore proved to be a highly useful tool in understanding the expectations and experiences of volunteer tourists. The diary enabled the researcher to collect data on the volunteers' travel motivations, their daily emotions, activities and satisfaction levels, as well as their

best and worst experiences of each day. The results suggested that not only do the volunteers enjoy completing the diaries, but the diaries themselves are a rich source of information regarding the types of volunteer that participate in these expeditions, the activities and circumstances that affect their experiences, and their overall assessment of the expedition and staff. The detail and scope of these results might not have been revealed using a one-time, post-hoc questionnaire.

5.5.3. Understanding volunteer tourists' experiences

So far, it has been demonstrated that four elements are particularly important in determining a good volunteer tourism experience. These four elements are skill development and learning, having fun and socialising, experiencing new things and contributing to a worthwhile project. This raises the question of whether volunteer tourism can be described as a form of serious leisure as described in chapter 1, or pure pleasure. According to the descriptions of ecotourists provided in chapter one, it is expected that tourists are after a pleasure experience that provides opportunities for relaxation and enjoyment. As Blamey said "ecotourists display a diversity of interests not confined to nature and were above all seeking a relaxing and interesting holiday...It must be kept in mind that ecotourists are often sophisticated and educated but they are on holiday!". Ryan et al. (1999) agree with this statement saying that "tourists tour for reasons of change and relaxation, rarely are they lay anthropologists, botanists or environmental scientists".

These statements at least suggest that ecotourism is primarily a hedonistic experience, not designed to better the tourists who take part in it, but to provide them with a chance to relax, and provide them with a pleasurable experience that may include visiting new places, and learning interesting facts about those places. Other forms of tourism that may overlap to some extent with volunteer tourism, such as the adventure activities described by Arnould and Price (1993) have also been described as a special class of hedonic consumption activities. These activities are characterised as being intense, positive, intrinsically enjoyable experiences. They can be studied using concepts such as peak experience, peak performance and extra-ordinary experience, based upon their unifying characteristics such as a "merging of action and awareness, attention or clear focus, joy and valuing, and a spontaneous (uninhibited) letting-be process"

(Arnould & Price, 1993, p.25). Such hedonic experiences may be described as pleasurable and satisfying to the extent that they elicit pleasant affect as a result of satisfying physical, intellectual or social needs as well as partaking in activities that lead to being relaxed, away from problems and happiness (Ryan & Deci, 2001; Waterman, 1993).

Waterman's description of hedonic happiness certainly describes two of the volunteer tourism elements, the experiences of having fun/socialising and experiencing new things. Other authors suggest, however, that there is more to a volunteer tourism experience than hedonic pleasure. Wearing (2001), in particular, believes that volunteer tourism strives to fulfil higher order needs such as self-actualisation, enhancement of self-image, feelings of accomplishment, social interaction and belongingness. And other authors have described "a shift away from traditional forms of recreational activity which were used to restore personal energy in order to resume working, to a current form of recreation which is designed to make a positive contribution to people's lives" (Henderson, 1981). This description certainly appears to fit with the other two volunteer tourism elements of learning/skill development and contributing to a worthwhile project.

Yet another description of volunteer tourism was provided by Stebbins (1982) in his concept of serious leisure. In this concept he cites five characteristics of a recreational activity that makes it "serious". These are 1) a strong commitment to the activity, 2) a tendency to have a career in it, 3) durable benefits as a result of participation such as self-actualisation, feeling of accomplishment or enhancement of self-image that are not found in non-serious leisure, 4) a unique ethos belonging to a defined subculture with its own values, moral principles, special beliefs, norms and performance standards, and finally 5) a strong identification with the activity that makes participants talk excitedly and proudly about their activities. Whilst the results of this study and of study two do not show any support for the first, second and fourth of these characteristics, volunteer tourists do appear to enjoy benefits such as self-actualisation and personal growth as well as displaying a tendency to talk proudly and excitedly about their activities.

It could be suggested therefore that this form of tourism also leads to a more self-fulfilling and profound sense of satisfaction. This type of satisfaction may be encapsulated in the theory of subjective well being. Subjective well-being (SWB)

refers to how people evaluate their lives, and includes variables such as life satisfaction and marital satisfaction, lack of depression and anxiety, and positive moods and emotions. Subjective well being measures include both evaluations of a person's affect (people experiencing unpleasant or pleasant moods and emotions in reaction to their lives) and cognition (e.g., when a person gives conscious evaluative judgments about his or her satisfaction with life as a whole, or evaluative judgments about specific aspects of his or life such as recreation). Furthermore, SWB focuses on longer-term states, not just momentary moods. Although a person's moods are likely to fluctuate with each new event, the SWB researcher is most interested in the person's moods over time. Often, what leads to happiness at the moment may not be the same as what produces long-term SWB. In this context, we are looking at the cognitions and emotions that lead to subjective well being measures during the expedition.

Another interesting point regarding SWB is that researchers highlight the importance of personality when assessing "good" versus "bad" days. For instance, DeNeve (1999) conducted a meta-analysis of Subjective Well-Being (SWB) studies and personal traits and drew three conclusions of how personality might influence SWB. First, SWB is intimately tied to personality traits that focus on emotional tendencies, namely, emotional stability, positive affectivity, and tension. Second, relationship-enhancing traits are also important for SWB, including affiliation, social desirability, and sociability. This means that not only do happy people have strong relationships but they are also characteristically good at fostering strong relationships. Third, the way people think about and explain what happens in their lives is intimately tied to SWB. So repressive-defensive, control variables, hardiness and trust (trust essentially measure the tendency to make attributions of people's actions in optimistic or pessimistic fashion) are all important for SWB. This may help to explain some of the variations between the four different groups of respondents in their assessments of their volunteer tourism experiences.

The form of happiness and satisfaction that arises out of a high SWB measure might be considered to reflect a deeper sense of well-being encapsulated in the Greek term "Eudaimonia". Although few authors have so far considered Eudaimonia in a tourism context, with notable exceptions from Pearce (in press) and De Botton (2002), this form of satisfaction may be an appropriate one to consider in certain specialist tourism sectors such as volunteer tourism. As a

philosophy, it argues that true happiness is found in the expression of virtue, in doing what is worth doing and leads to spiritual and personal fulfilment, and the actualisation of human potentials. It is most commonly associated with psychological concepts such as intrinsic motivation and personal expressiveness (concepts which have been applied to both tourism, e.g. Fielding et al., 1992, or in volunteering, e.g. Bonjean et al., 1994), and is a fundamental source of well-being and life satisfaction.

Although emerging from different conceptual backgrounds, both personal expressive and intrinsic motivation imply some level of autonomy or self-determination in the decision to participate in an activity. Inherent motivation, according to Ryan and Deci (2000), is people's inherent tendency to seek out novelty and challenges to extend one's capacities (skill development), to explore (discover new places) and to learn. Intrinsic motivation exists for those activities that hold intrinsic interest for a person, usually activities that have the appeal of novelty, challenge or aesthetic value. Personal expressiveness, on the other hand, is most strongly related to activities that afford personal growth and development, that are challenging and require effort, which are most congruent with deeply held values, and which are holistically or fully engaged (Ryan & Deci, 2001). People whose motivation is intrinsic typically have more interest, excitement and confidence, which in turn leads to enhanced performance, persistence and creativity.

These two notions of intrinsic motivation and personal expressiveness obviously have important consequences for volunteer tourists' experiences and satisfaction levels. In their study of "what makes for a good day?", i.e. when are people most likely to feel satisfied, Sheldon et al. (1996) suggest that good days are those on which fundamental psychological needs are met, and personal expressiveness occurred. Their study suggested that satisfaction will only be achieved when volunteers' feel intrinsically motivated to participate in an activity, either through true intrinsic motivation or potentially through integration of extrinsic motivations. In order to understand how satisfied on any given day, it is therefore necessary to understand what activities a person undertook, and whether the person was intrinsically or extrinsically (i.e. motivated to attain some separable outcome, instead of for the inherent satisfaction of the activity itself) motivated to participate in that activity.

Furthermore, Sheldon et al. (1996) suggest that ongoing motivated behaviour will occur when psychological energies are replenished as a result of need fulfilling experiences. Thus, for ongoing motivated behaviour, the volunteer must be intrinsically motivated to undertake an activity, must feel that they have some level of self-determination in their choice to undertake the activity, as well as feel competent in that activity. When this is the case, the volunteer should feel inherent satisfaction from the activity, and any tangible rewards that depend on task performance (as well as threats, deadlines, directives, pressured evaluations and imposed goals) are expected to undermine intrinsic motivation and satisfaction. This is important in the light of the literature on ensuring volunteer motivation which suggests that the provision of rewards is an integral part of volunteer performance and motivation. It is suggested here that the dilemma of whether or not to provide rewards will depend on the motivation of the volunteer (intrinsic or extrinsic) and the balance of intrinsically and extrinsically motivated activities that the volunteer tourist undertakes in any one day.

Based on the factors discussed above it is possible to map out a possible route for the achievements of high levels of volunteer tourist satisfaction (Figure 5.37).

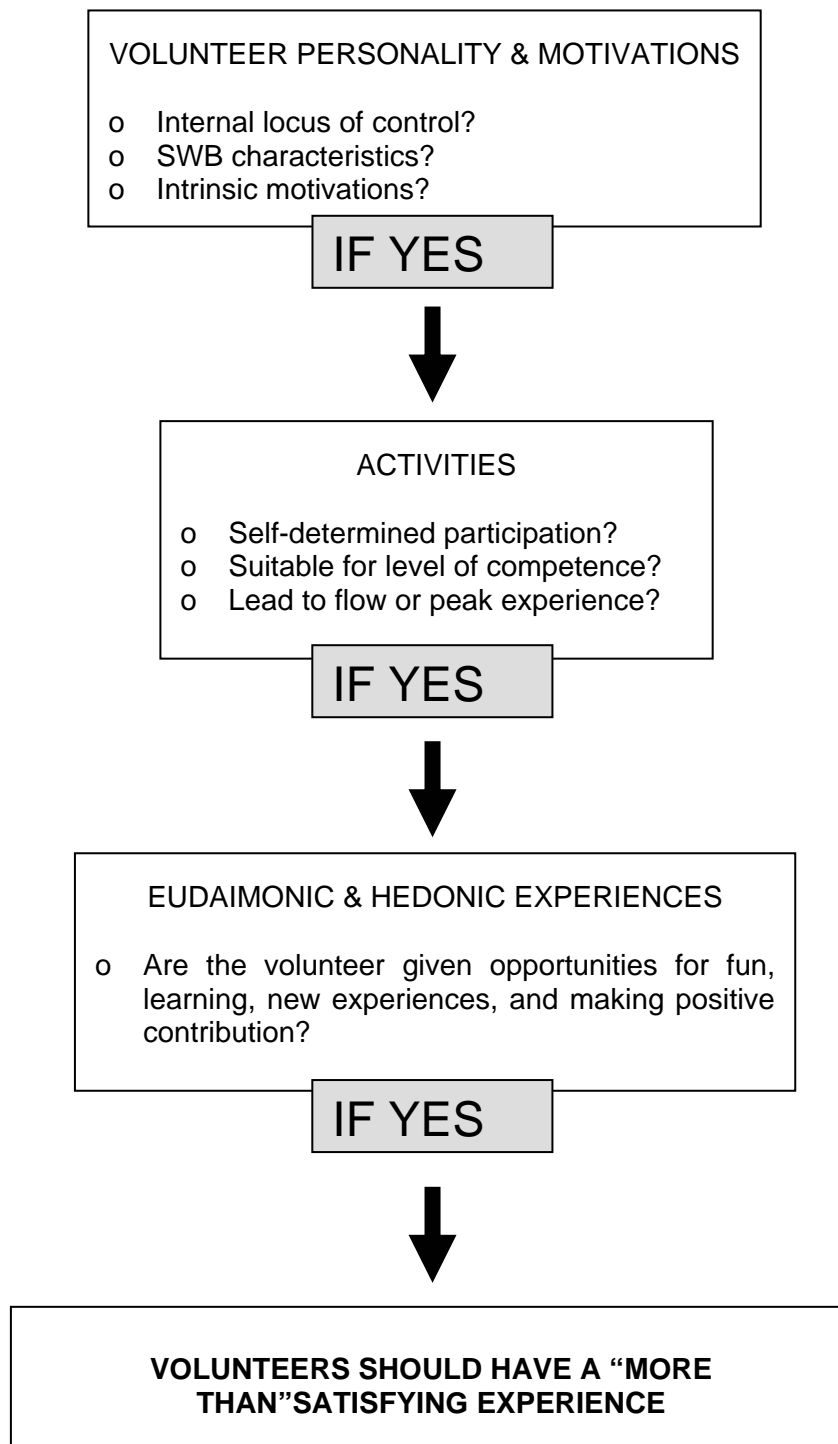


Figure 5.33. A possible map for volunteer tourist satisfaction. Factors such as personality, motivation, activities and opportunities for a balance of eudaimonic and hedonic experiences are taken into account.

5.5.4. Management implications of these results:

From the discussion provided above, several points emerge as being particularly important for the management of volunteer tourist experiences and satisfaction. In an ideal situation these could all be applied to any volunteer tourism expedition. First, the four elements identified as important to volunteer tourists must be prominent in any volunteer tourism expedition. Volunteer tourists must be given opportunities for developing their skills and learning, to have fun and interact socially, to experience new things and to contribute to a worthwhile project. Additionally, volunteers must feel competent to undertake each of these activities, either through useful training or by matching the volunteer's ability to the task. Finally and most importantly, volunteers must also be offered activities that are intrinsically motivating to them.

This has important implications for the creation of organisational image; accurate images of expedition activities must be provided in order to attract volunteers with an intrinsic interest in those activities. So for instance, a coral conservation project should not show images of fun SCUBA diving, which will attract volunteers with an interest in diving in exotic locations, but show images of research diving, which will appeal to divers with an interest in coral conservation. For activities that are not intrinsically motivating, volunteers must be given the opportunity, through education, to integrate them into their value system so that they do become intrinsically motivating to them. When participating in these activities, volunteers must feel that they are free to choose their level of involvement, including whether or not they undertake the activity at all.

Furthermore, staff must be aware of the different types of volunteers, as illustrated in the four groups shown above. Although volunteer tourists' personalities cannot be managed, some consideration might be given to the personality traits that DeNeve recognised as being important to the achievement of SWB, and those traits that lead to positive affect might be encouraged by staff. Certain volunteer tourism activities or training styles may also be better suited to some personality types over others. In this study, several of the more anxious volunteers reporting feeling more comfortable in a social moderator role than as an amateur scientist. Finally, the role and type of volunteer rewards must be carefully considered. Whilst

Dear volunteer,

Welcome to this conservation project. As a participant in this project, I would like to ask you for your help in completing some research into the motivations and experiences of conservation volunteers.

This research is briefly described on the following page. If you agree to participate, you will be asked to fill in this diary, which you may then keep as a souvenir of your trip. The diaries will be returned to you once they have been analysed, and 4 photos of your choice will be included in them. You will also be asked to complete a 2-page survey on your motivations for joining this trip. The results of the research will be made available to you upon request.

Thank you for your help.

Ali Coghlan

WHAT IS THIS RESEARCH ALL ABOUT?

As a participant in this project, you have chosen to donate your time, labour and financial resources to support the goals of scientists who may not be able to carry out their research without you.

To retain your support, we must ensure that you have the best possible experience here. To do so, we must understand your motivations for joining a volunteer expedition, your expectations of the expedition and your actual experience here.

Once we have this information, it is hoped that we can enhance your experience and that, as a result, you will continue your commitment to volunteering in conservation projects both locally and world-wide, or even better, that you may return at a later date to further your support for this project!

WHAT WILL YOU BE ASKED TO DO?

This diary contains 5 surveys concerning your motivations for volunteering and your satisfaction with this trip, as well as a record of your moods, activities and thoughts at the time of expeditions. It is divided into 3 sections, each separated by a yellow page. Section A is to be filled out upon arrival, Section B, the diary, must be completed during the trip, and Section C is to be filled out at the end of your stay.

INSTRUCTIONS FOR THE DIARY ARE PROVIDED ON PAGE 6.

HOW WILL THIS RESEARCH BE USED?

This research is part of a PhD thesis in the Tourism Program at James Cook University, North Queensland. The principal investigator is a graduate in marine biology from the University of St Andrews, Scotland. The thesis is being supervised by Prof. Philip Pearce & Dr. Laurie Murphy*

*Contact details: alexandra.coghlan@jcu.edu.au, Phone: (07) 4781 5125, or
Tourism Program, James Cook University, Townsville Qld 4810, Australia

DIARY INSTRUCTIONS:

The next section of this diary will record what activities you participated in each day, and examine how these affected how you felt during the trip. There are three parts to the diary. All need to be completed the same day on at least 5 days of your stay.

PART 1: Diary

Please complete this part at three points during the day, e.g. lunchtime, teatime and before bed, by reflecting on the activities you did during the morning, afternoon and evening and how you felt as you participated in each activity.

Please use one line for each activity that you undertook, and describe the activity as succinctly as you can. Fill in as accurately as you can the time of the activity. Then fill in the circle beneath the faces to represent your mood at the time.



very pleased



pleased



don't mind



not pleased



not at all pleased

You may also add any comments that you have about the activity.

PART 2: Your best and worst experiences of the day:

This section asks you to describe your best and worst experience(s) of the day and provides you with a space to fill in with any comments that you would like to make concerning the day in general. Please fill it in with as much detail as you wish.

PART 3: Your mood that day:

On the next page, you are asked to think about how you felt about the day as a whole, and complete the mood circle. Please fill it in at the end of the day, on the same day as the diary. Next, please answer 2 questions about how satisfied you were with the day.

PART 1: DAY 21

DATE:

MORNING

Activity (time & comments)

Feeling:



Activity (time & comments)

Feeling:



Activity (time & comments)

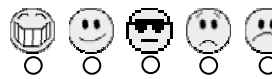
Feeling:



AFTERNOON

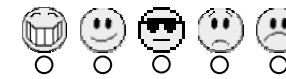
Activity (time & comments)

Feeling:



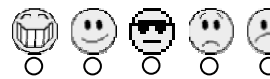
Activity (time & comments)

Feeling:



Activity (time & comments)

Feeling:



EVENING

Activity (time & comments)

Feeling:



Activity (time & comments)

Feeling:

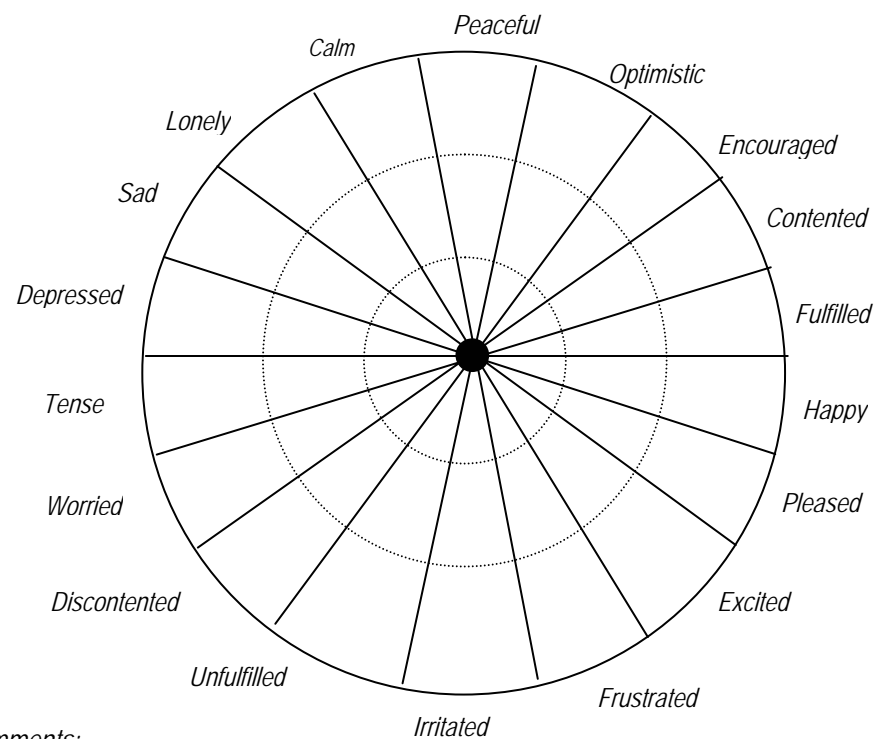


Activity (time & comments)

Feeling:



PART 3: The circle below represents a range of feelings with varying levels from low at the centre to high at the edge. Please indicate how you are feeling right now by placing a *X* in the appropriate box, e.g. if you are feeling a low level of loneliness, place a *X* in the first /inner level of the lonely segment. You may select more than one box.



Comments: _____

PART 2: Please describe today's best and worst experience(s).

BEST EXPERIENCE(S):

WORST EXPERIENCE(S):

GENERAL COMMENTS:

Please answer the following 2 questions on a scale of 1 (not at all) to 5 (very much)

	not at all				very much
	1	2	3	4	5
Would you rather be someplace else right now?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How satisfied are you with your experience right now?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now think about the following statements and indicate your level of agreement on a scale of 1 (strongly disagree) to 5 (strongly agree)

	strongly disagree			strongly agree	
During this vacation I...	1	2	3	4	5
• saw things that few other travellers are likely to see	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• tried to learn more of the host country language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• met socially with people of the country that I travelled in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• made friends with one or more people from the host country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• experienced as many of the host country customs as possible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This vacation...

• had some unique or special moments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• has some special meaning to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• was as good as I expected	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• was satisfying to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• stands out in my mind as one of the best	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate on the first scale of 1 (not at all) to 5 (very much), how much you felt that you got something out of participating in the following activities. Then on the second scale please indicate if you would like to spend less, the same, or more time doing that activity. If you did not undertake a particular activity, please tick the N/A box for that activity.

	Not at all			very much					
	1	2	3	4	5	N/A	Less	same	more
general camp duties, e.g. cooking and cleaning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
collecting data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
going on local sight seeing trips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
organised free time, e.g. BBQ's, day trips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
inputting data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
attending lectures / seminars about the project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
attending other talks, e.g. local history, etc	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
getting to know the locals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
adventure activities, e.g. diving, trekking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
equipment maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
learning field work skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
developing skills, e.g. diving, sailing, navigation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
personal free time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
learning local crafts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
analysing data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
doing physical labour, e.g. constructing paths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
producing interpretation material, e.g. posters, etc	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
presenting the project results of the to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
handling animals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This last section is to find out how you felt about other aspects of your expedition. Again please indicate your level of agreement with each of the following statements on a scale of 1 (not at all) to 5 (very much).

The group of people that I was with was:

	Not at all			very much	
	1	2	3	4	5
Dynamic:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outgoing:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interesting:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fun:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friendly:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The accommodation and other facilities were:

Practical: ○ ○ ○ ○ ○
Comfortable: ○ ○ ○ ○ ○

My free time was:

Interesting: ○ ○ ○ ○ ○
Enjoyable: ○ ○ ○ ○ ○
Stimulating: ○ ○ ○ ○ ○
Varied: ○ ○ ○ ○ ○
Relaxing: ○ ○ ○ ○ ○

The training was:

Challenging: ○ ○ ○ ○ ○
Useful: ○ ○ ○ ○ ○
Interesting: ○ ○ ○ ○ ○

The work was:

Varied: ○ ○ ○ ○ ○
Interesting: ○ ○ ○ ○ ○
Challenging: ○ ○ ○ ○ ○
Difficult: ○ ○ ○ ○ ○
Fair: ○ ○ ○ ○ ○

The weather was:

Pleasant: ○ ○ ○ ○ ○
Comfortable: ○ ○ ○ ○ ○

Finally, please tell us what you thought of the trip in general. What did you enjoy about this trip? What activities would you recommend for following trips? Is there anything that you would like to see changed?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

it is important not to undermine intrinsic motivation through the provision of rewards, the literature on volunteer behaviour suggests that rewards are an integral part of maintaining and encouraging volunteer motivation and involvement. Moreover, the results presented here also demonstrate that volunteers acknowledge the rewards provided by staff and appreciate them. It is recommended therefore that rewards are used depending on the activities offered, the types of volunteers present, and the general state of mind of the volunteers on any given day throughout the expedition.

On the role of Eudaimonia in recreation, Estes and Henderson (2003) have several recommendations for recreation managers. They suggest that recreation managers consider the following when planning their activities:

- o Recreation can educate people that the good life can be one in which a person doesn't work excessively and uses freedom to seek activities that promote excellence of character and provide intrinsic satisfaction.
- o Whether a person finds the potential for flow depends to some extent on of mind regarding how the challenge connects to skill level and perceived competence. Csikszentmihalyi (1990) suggested that enjoyment is characterised by forward movement, a sense of novelty, and accomplishment. He noted that joy comes from being fully involved and in control of a challenging situation as well as from doing one's best at a particular time
- o Think about the potential fun outcomes that might result from involvement in an activity, nothing is wrong with individuals finding uncertainty, creativity, imagination, glee, playfulness or goofiness in what they undertake in parks and recreation programmes
- o The activities that people often enjoy the most are those that they look forward to and remember fondly. The recreation experience is more than just the activity. It's the marketing, preparation and recollection of activities that provides ongoing enjoyment beyond the event. Thus recreation providers should take care to facilitate all of these aspects of recreation activities.
- o Autonomy and perceived freedom are necessary to intrinsic satisfaction. Pressuring a person can remove the fun from the activity.
- o One prerequisite for enjoyment, or flow, is that the challenges are commensurate with the abilities of the participants. Therefore, to increase the

fun of an activity, appropriate instruction as well as a variety of challenges may be necessary. Activities that facilitate expressions of competence and that challenge participants are often the most intrinsically satisfying.

It is believed that each of these recommendations could be usefully applied to volunteer tourism in order to enhance the experience and satisfaction levels of volunteer tourists. The management implications of these recommendations will be discussed in greater detail in the final chapter of this thesis.

CHAPTER SIX: Expedition staff's expectations & experiences

CHAPTER OUTLINE:

6.1. Introduction

6.2. Aims and Objectives

6.3. Materials and Methods

6.3.1. Respondents

6.3.2. Data collection materials

6.4. Results

6.4.1. General profile

6.4.2. Organisation-specific profiles

6.5. Discussion

6.5.1. The profile and role of the expedition staff

6.5.2. Staff perceptions of volunteer roles and characteristics

6.5.3. Assessment of the volunteers' performance

6.5.4. Volunteer expectations and staff expectations

6.5.5. Expedition improvements

6.1. INTRODUCTION:

The previous studies in this thesis have looked at the motivations, expectations and experiences of volunteer tourists. This chapter shifts the focus to the expectations and requirements of the expedition staff. It is proposed that volunteer tourism expedition staff perform a double role. They are both the tour guide, and responsible for ensuring the success of the volunteer project. As such they have many responsibilities, requirements and obligations towards the volunteer tourists. Furthermore, volunteer tourism staff are, in many cases, volunteers themselves, adding an extra dimension to their role and interactions with volunteer tourists.

This study will explore some of these issues and examine their impact on the volunteers' experience, and the success of the volunteering projects. The objective of this study is to understand the expectations expedition staff hold with regards to volunteer tourists. Additionally the guides' needs, motivations and expectations will be considered in order to identify any mismatches with those of the volunteers. This understanding may then be used to provide the organisations with

recommendations to reduce any tension that may arise from a mismatch in expedition staff and volunteer tourist expectations and to enhance the performance and satisfaction levels of their volunteers.

It has been noted by numerous authors that tour guides play an important role in the satisfaction of tourists (Almagor, 1985; Cohen, 1985; Haig & McIntyre, 2002). According to Geva and Goldman (1989) the tour guide is one of three elements that are most visible to tourists at the beginning of the tour, alongside the group and the tour operator. As such the guides are particularly important in shaping the pre-trip expectations of the tourists, and the guide's expertise and relations with participants form the focus of the tourists' early evaluations of a tour. Furthermore, the tourists' assessments of the tour guide's performance will become more articulate as the tour progresses and tourists become more familiar with the surroundings and more experienced with the tour itself.

These perspectives were supported by a follow-up study by these authors (Geva and Goldman, 1991) that focused specifically on the role of the tour guide in tourism. They found that the responsibility for achieving participant satisfaction is delegated to the tour guide, as he or she is in a good position to customize the tour to the individual's needs and preferences. Their study also suggested that the success of the trip was attributed to the tour guide, and not directly to the tour company itself. This is partly due to the fact that the tour guide has a long and extensive interaction with the participants and is responsible for fostering group interaction and solidarity, as well as providing security and protection in the face of difficulties encountered in the host country and mediates the tourist-host interaction.

In the tourism industry, the tour guide may have several, sometimes conflicting, roles. These roles were first described in the 1980's by authors such as Holloway (1981), Pearce (1984) and Cohen (1985), and generally include four components, each of which is aimed at providing a quality experience from the tourists' perspective. The four tour guide roles are (i) to co-ordinate organisation and management of the tour; (ii) to facilitate interaction with host populations; (iii) to provide leadership in social interaction; and (iv) to be the educator and interpreter. Cohen (1985) suggested that as a tourism venture matures, there is a shift from the leadership role towards the guide as mediator. This shift implies that as tours

become more routine and tourists become more experienced and demanding, the guide's principle role is to take "active care of the group morale" (Cohen, 1985 p.21) and the importance of interpretation increases.

By expanding upon Cohen's tour guide roles to the ecotourism sector, Weiler and Davis (1993) suggested that the eco-tour leader must perform two additional roles: to modify and correct visitor behaviour in order to ensure that it is environmentally responsible, and to enhance visitors' appreciation and understanding of their surroundings within the conservation objectives for the area. More recent studies suggest that the role of a guide will change depend on the type of ecotourism experience; an ecotour guide is expected to be more of an organiser, whilst a guide associated with an ecoresort day trip needs to fill the role of entertainer and interpreter (Haig & McIntyre, 2002).

To be successful in their many roles, guides must first be aware of the different roles they are expected to fulfill and be able to adapt themselves to these roles and changing circumstances. According to Ballantyne and Hughes (2001), ecotour guides in particular may only be aware of some of their duties during the tour, and may be neglecting others. For instance, when asked to describe their roles, responsibilities and training needs, guides focused on the provision of information and maintaining audience awareness, and paid little attention to their roles as interpreters or motivators of environmentally responsible behaviours. Some of these issues may be addressed through appropriate training, whilst others must be intrinsic to the guide. In particular he or she must possess good communication skills, enthusiasm, a sense of humour and perspective, self-confidence, warmth, credibility and a good knowledge of the natural environment and focus of the tour. It is believed by this author that many of these characteristics may also be applied to a successful volunteer tourism leader, who must display enthusiasm for the work, excellent communication and organisational skills, including an ability to delegate tasks and encourage independent work from the volunteers, and the ability to create a rewarding, positive and enthusiastic atmosphere within the group.

Due to the key nature of the guide in forming tourism experiences, some authors have also recognized that both guides and tourists may also have a bad experience when the expectation of the guide and the client are not matched (Beedie, 2003). In such cases, tension may be created as guides and clients have

different perceptions of what is possible to undertake or accomplish during the trip. One example of this is illustrated by Almagor (1985) in his appraisal of tourists and their guides in an African game reserve. Through participant observation and interviews with tourists and guides, he found a mismatch in expectations, role perceptions, knowledge and experience of the guides and tourists, which led to dissatisfaction and tension on both sides. Within the context of volunteer tourism, other factors beyond the clients' enjoyment of the trip may be come into play, emphasizing the need to match leader and tourist expectation and the importance of taking into consideration the expedition staff's needs and perceptions.

The different approaches used by volunteer expedition staff towards including and treating their volunteers was illustrated in Hartman's (1997) study. He used interviews with Earthwatch leaders combined with a content analysis of expedition briefings to categorise their expectations of volunteers and their performance during the expedition. Hartman found three distinct leader styles: (i) inviting and egalitarian approach which was inclusive and non-hierarchical, characterised by mini-scientific projects carried out by volunteers; (ii) social/adventure, where the volunteers were not encouraged to contribute in a substantive or cognitive manner; and (iii) technical or normative approach where volunteers were used as labourers and there was little emphasis on education. This study raises questions concerning differences in experience between volunteers on the three different types of trips.

Other studies have examined the leaders' assessments of their volunteers (Newman et al., 2003). In their study, the research questions looked into the volunteer leaders' assessment of the volunteers' ability to understand the principles of the task, to execute the task correctly and efficiently, and their ability to work reliably without supervision, as well as their attention to the information provided and their enthusiasm for the work. The emphasis placed here on the volunteers' performance also illustrates the dual nature of volunteer tourism and the need to consider not just the tourism experience but also the outcomes of the project that are dependent on the volunteers' behaviour. Some of these questions will be used to guide this section on expedition staff and their perceptions of volunteers.

It is expected that such differences between leader styles and expectations exist within the volunteer tourism sector as a whole and will have a significant impact on the leaders' assessment of the volunteers' performance, as well as the success of

the volunteer project and the satisfaction levels of the volunteers themselves. Thus it is important to understand the volunteer leaders' expectations, needs and requirements of the volunteers and determine whether these match those of the volunteers, and what effect this may have on the volunteer satisfaction and performance. As yet, however, very little is known about the interactions between volunteer tourism leaders and participants, or the former's expectations of the latter. This final study is therefore relatively exploratory in nature, and should be considered a basis upon which to build further studies and develop more refined data collection techniques.

6.2. AIMS AND OBJECTIVES:

The aim of this chapter is to investigate the volunteer tourism organisations' perspective of the expectations and experiences of their volunteer tourists. It seeks to understand the expedition staff's requirements of their volunteers and assess how volunteers perform with regard to those requirements. The study achieves this by investigating what makes a good volunteer, identifying some of the qualifications of expedition staff, determining what role they see their volunteers fulfilling as well as their expectations of their volunteers, and what they feel are the motivations and expectations of the volunteer tourists.

This study aims to

- (i) Provide a profile of the expedition staff;
- (ii) Investigate their expectations of the volunteer tourists on their expedition;
- (iii) Identify their requirements of a volunteer and those characteristics which make them a good volunteer in the expedition staff's opinion;
- (iv) Investigate their assessment of their volunteers' performance during the expedition;
- (v) Identify what factors expedition staff think motivate volunteer tourists and compare this to the volunteers' actual motivations (as determined in Chapter Four); and
- (vi) Identify any improvements that expedition staff feel should be made to the expedition in order to better meet the needs of their volunteers and enhance the volunteers' performance.

6.3. MATERIALS AND METHODS:

6.3.1. Respondents:

Data for this study were collected using a survey that was distributed to each organisation that agreed to participate in studies two and three. Thus, surveys were distributed to six organisations in total, at the same time as the volunteer diaries and surveys. Each organisation was given five copies of the survey, with instructions to request more copies if they were needed. In three cases, surveys were handed out directly to expedition staff, whereas in the remaining cases they were either posted to the organisations central office to be distributed by head office staff ($n = 2$), or where local postal services and expedition logistics permitted, they were sent directly to the project site ($n = 1$).

6.3.2. Data collection materials:

The survey itself consisted of two pages, and contained 15 questions, of which seven were open-ended, and three used a Likert rating scale. The survey contained six sections (see Appendix C for a copy of the survey);

- Three questions concerning the organisation and expedition, including the organisation's name, the date when the respondent completed the survey and the group size for that particular trip.
- Three questions on the expedition staff characteristics including their gender, the number of years they have been in their job as expedition staff, and their qualifications for the job;
- Three questions about their expectations of the volunteers and the role that volunteers play within the organisation;
- One question that investigated their requirements of a good volunteer;
- Two questions that investigated their assessment of the volunteers;
- One question that identified what factors expedition staff feel motivate their volunteers, based upon the 26-item motivational survey developed in study Two; and
- Two questions that identify any improvements that could be made to enhance the expedition for the volunteers.

The majority of these questions were developed within the specific context of this study. However, two of the rating scale questions were taken from previous studies or based upon previous research carried out in this area. For instance, the question that examines what factors expedition staff feel motivate their volunteers was taken from Study Two in order to allow a direct comparison with the answers provided by their volunteers, and the questions on the expedition staff assessment of their volunteers was taken from an earlier study of volunteer tourism by Newman et al. (2003).

As in the previous chapters, the results will be represented for the sample as a whole, before being analysed on a case-by-case basis. The latter analysis is again useful to highlight that some expedition staff may have quite specific requirements of their volunteers, or may have different or harsher perceptions of their volunteers' performance. The case-by-case analysis is not meant to demonstrate definitive differences between organizations. However, it does provide useful pointers which may guide future analyses. It is felt, therefore, that despite the small sample sizes, it is worth treating each expedition as one distinct unit, whilst also providing an overview of the sample as a whole.

6.4. RESULTS

The results of this chapter will be presented in a similar format as those of chapters Four and Five. For each aim mentioned on page 265, a general summary of the overall results will be presented, followed by a case-by-case presentation of the results according to each individual organisation. A total of 27 questionnaires were completed by the expedition staff. This relatively small sample represents the small number of staff working at each site, sometimes only two or three (not all of whom are able to complete a questionnaire in English). It therefore provides good coverage of the expedition staff's perspectives and further illustrates the niche market nature of the volunteer tourism sector. The largest number of surveys was collected from Organisation B (N=8), and the smallest number from Organisations A (non-English-speaking staff) and F (only 2 staff members on-site).

6.4.1. General Profile:

(i) Profile of the Expedition staff:

Three questions were asked on the survey concerning the expedition staff themselves. These questions dealt with the expedition staff's gender, the length of time that they had spent in the job, and their qualifications for the job. The latter data were collected using an open-ended question. In general, there was an even balance of male (51.9%) and female staff (48.1%), and nearly two thirds of the respondents had been in the job for less than four years (Table 6.1). The mean number of years in the job was 6.7 years.

Table 6.1: The number of years that expedition staff had been performing their job.

>1 year	1 year	3 years	4 years	6 years	7 years	>10 years	mean
13.5%	22.7%	9.1%	18.2%	9.1%	9.1%	18%	6.7 years

When asked to describe their qualifications for the job, respondents cited seven different types of qualifications. These included holding a science degree, being a professional researcher, having previous fieldwork experience, having previous

experience as trip director or expedition leader (EL) or as an adventure tour guide. Respondents also mentioned personal characteristics (as prompted by the question), as qualifications for the job. The types of personal characteristics cited often focused on how outgoing the person was, for instance one respondent said “being an open person helps, I enjoy meeting new people from different countries”, or how environmentally-committed they are: “I have a passion for conservation and the environment”. Finally, an “other” category was created for those responses that did not fit into the previous six categories. An example of an “other” response is “I have experience in logistics, food and equipment”.

The most frequently cited qualification was to hold a science degree, usually in biology, zoology or ecology (Figure 6.1.). This qualification was mentioned by over half of the respondents. Also considered important was having research experience (mentioned by 44.4%), and having previous fieldwork experience, mentioned by 29.4% of the respondents. The other qualifications such as having leadership experience and personal characteristics suitable to the job were mentioned much less frequently. Experience as an expedition leader was mentioned by only four respondents, and as an adventure tour guide by less than a fifth of respondents. Personal characteristics of the sort mentioned above were reported by a third of the respondents.

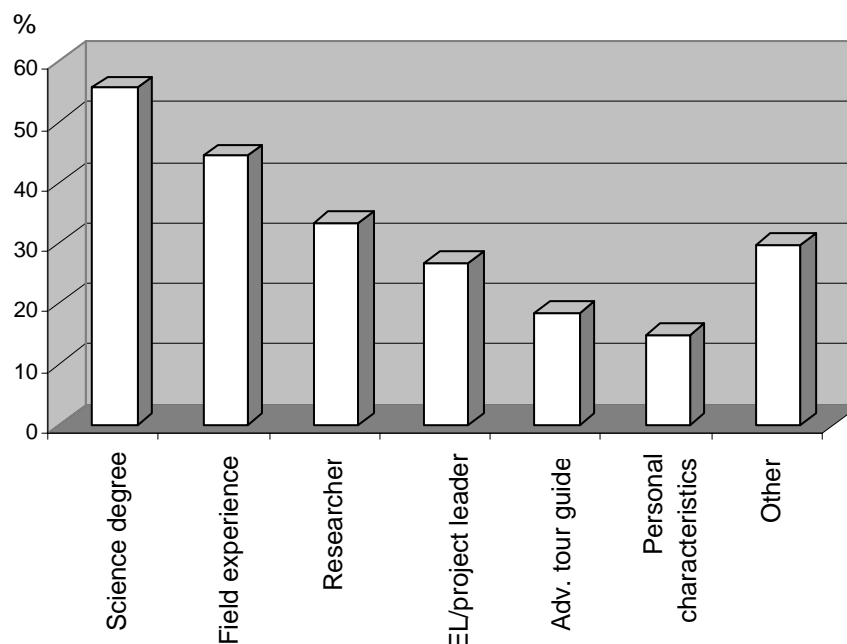


Figure 6.1.: Expedition staff self-reported qualifications for their job.

(ii) Staff expectations of volunteer tourists:

Staff were also asked to reply to two open-ended questions and one Likert scale question concerning their expectations of the volunteer tourists during the expedition. The first question was “what are your expectations in terms of volunteer commitment and performance?”. Coding of the responses revealed seven themes, focusing on their work (“perform to the best of their ability”, “enjoy the work”, “assist in other work” and have a high level of input”), their level of interest (“be interested in and support the project”) and what they could gain from the project (“develop a conservation ethic” and “learn from the project”). Of these themes, expecting the volunteers to perform to the best of their ability was clearly the most dominant theme in the minds of the expedition staff, as it was mentioned by more than two thirds of the respondents (Figure 6.2.). The second most important expectation was that the volunteers have a high level of input (e.g. that they would use their free time to work on the site or the project) was also mentioned by more than a third of the respondents. That they should enjoy the work, be interested and supportive and learn something from the project were considered secondary expectations.

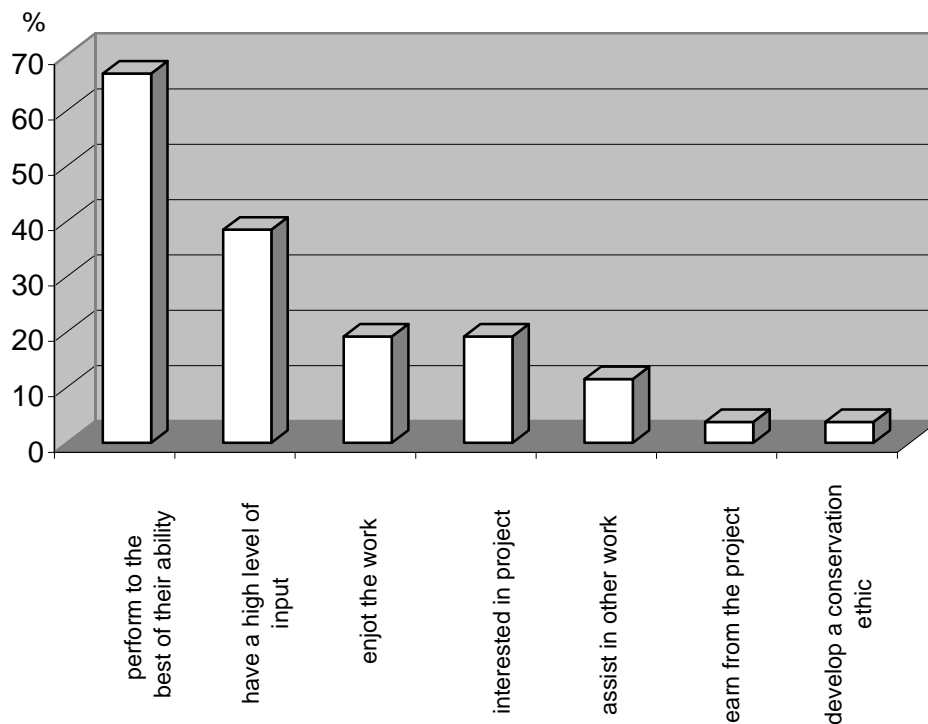


Figure 6.2. Staff expectations of volunteer tourists in the organisation

The next question asked the respondents what role they saw their volunteers playing in their organisation. Coding of this open-ended question revealed six quite diverse themes. These were first that the volunteers were the primary source of labour for the organisation, and second that they were the primary source of finance. Not surprisingly therefore, some respondents also felt that the volunteers were central to the operating of the project. Other answers included that they add a sense of fun to the project, that they bring additional skills and knowledge to the organisation, or that they are an opportunity to communicate the organisations' work to the public, either directly to the volunteers themselves, or through word-of-mouth once the volunteers left the expedition site. Table 6.2. shows the relative frequency with which each of these themes was mentioned by the respondents.

Table 6.2. The volunteers' role in the organisation according to the staff.

Theme	Ranking	Frequency (N=26)
Source of labour	1	68%
Central to project	2	34.6%
Source of funding	3	29.2%
Opportunity to communicate to public	4	16%
Add fun	5	8%
Bring extra skills and knowledge	6	8%

Finally, respondents were asked to rate their level of agreement on a scale of one (strongly disagree) to five (strongly agree) to four statements concerning the use volunteers in the expedition. The four statements were:

"Volunteers are important to the success of this project"

"Volunteers are an important source of financial revenue to this project"

"The presence of volunteers makes this project more interesting and fun"

"The benefits of involving volunteers outweigh the costs"

Each of these statements was given a high score, with the lowest mean score given to the last statement, which was given 4.11. The other three statements were given scores closer to 4.5 (4.67, 4.38 and 4.41 respectively), with standard deviations varying between 1.06 for the second statement to 0.57 for the third statement. This suggests that there is some variation in scoring across respondents for the first statement. A statistical analysis (Kruskal-Wallis test) revealed that there was indeed a difference in the level of agreement with this first

statement between respondents from different organisations. This will be discussed in more detail in the second part of this results section.

(iii) Characteristics of a good volunteer:

Next, expedition staff were asked, in their opinion and based upon their experience, what characteristics make a good volunteer for this project. Coding of this question revealed six main characteristics and other characteristics that were grouped into an "other" category as they did not occur very frequently. The relative frequency with which each theme was mentioned by the respondents is shown in Figure 6.3. It is obvious that the volunteer's attitude and ability to work is considered most important when considering what makes a good volunteer. Interestingly, one respondent had this to say about the volunteers' input:

"Given that they have paid a reasonable fee to join the expedition, I expect them to gain as much as possible out of the trip, hence high levels of input by them"

Their ability to learn quickly and to be flexible and adaptable were also mentioned by many respondents as were their social characteristics such as being good in groups or having a good sense of humour.

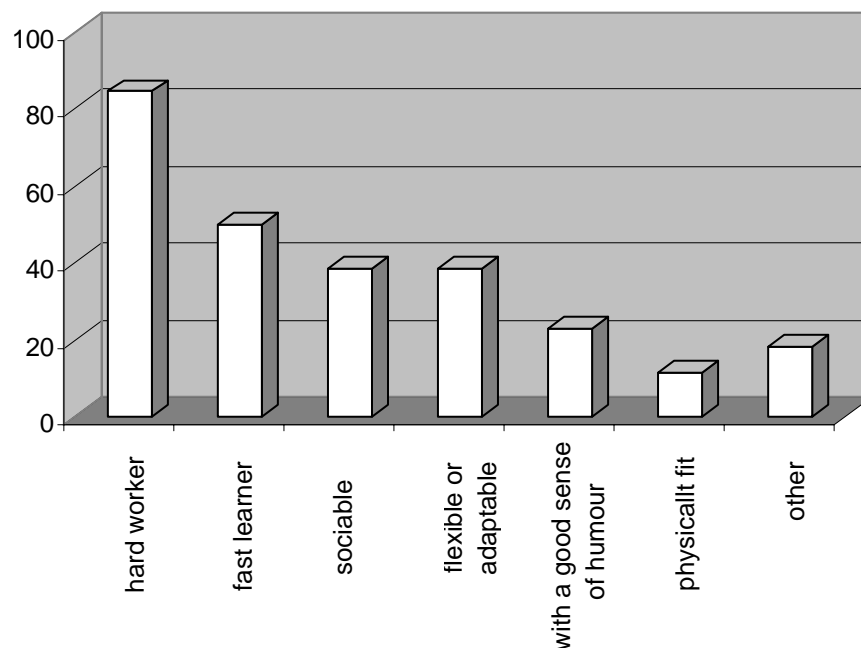


Figure 6.3. The characteristics of a good volunteer according to expedition staff.

(iv) Staff evaluation of volunteer performance:

In order to answer the question of volunteer performance, staff were asked one open-ended question concerning the volunteers' enthusiasm, commitment and involvement throughout the project, and a second question where respondents were asked to rate volunteers on a scale of 1 (poor) to 5 (excellent) on their ability to understand the principles of the task, to execute the task correctly and efficiently, to work independently without supervision, their attention to the information provided, and their enthusiasm for the work.

Coding of the answers to the open-ended question "how would you describe the enthusiasm, commitment and involvement of the volunteers on this trip?" revealed seven themes. These may vary from a simple "good/excellent" or "average", to more complex answers concerning their level of enthusiasm, their level of involvement, participation and assistance, their interest in the project, their interactions with each other, and their level of enjoyment of the work. In general, however, most respondents simply commented that the levels were good or excellent, or that the volunteers were enthusiastic. Some of the answers provided more detail, whilst still highlighting the excellent enthusiasm of the volunteers. For instance one respondent stated that:

"Almost without exception you see a huge sense of enthusiasm and commitment. The volunteers work long, hard hours if there is a clear and worthwhile goal to achieve. Without this, individuals can easily lose motivation. Fortunately, this rarely happens due to the quality of the project".

Another assessment of the volunteers was:

"Everyone is enthusiastic though initially they do seem to be a bit "un-excited" and not interested. Though feel this could be a natural reaction to such a challenge. They are all happy to get involved, though it seems the post-uni age group are slightly keener".

Other respondents note the variation in volunteers' performance, saying that

“the enthusiasm would vary greatly from volunteer to volunteer. Many were hard working, and keen to get involved in all aspects of work. Some were very reluctant to shown any initiative or involve themselves in work if it wasn't the fun diving. The commitment is hard to gauge, as many were committed whilst on site but have shown little long-term interest since returning home. A select few have shown continuing commitment”.

In general, however, nearly half (13) of the respondents simply answered that the volunteers' commitment, involvement and enthusiasm was good to excellent or that the volunteers showed high levels of commitment and enthusiasm. Only three respondents thought that their volunteers' commitment, enthusiasm and involvement was average and other themes such as their level of interest and willingness to learn, their enjoyment of the work, or the group bonding were mentioned by no more than four respondents.

The other assessment of the volunteers asked staff to rate their volunteers understanding of the work, their performance, their ability to work independently, their attention to the information provided and their enthusiasm. The scores given by the staff varied from a two (not so good) for their ability to work independently and their enthusiasm for the task to fives (excellent). The mean scores for each of the five statements were between 3.28 (SD=0.74) for their ability to work independently without supervision, to 4.22 (SD=0.94) for their enthusiasm for the work (Table 6.3.).

Table 6.3. Volunteer performance scores as assessed by staff, where 1=poor, to 5=very good.

Item	N	Min-Max	Mean	SD
Their ability to understand the principles of the task	27	3-5	4.15	0.66
Their ability to execute the task correctly & efficiently	27	3-5	3.74	0.66
Their ability to work independently	25	2-5	3.28	0.74
Their attention to the information provided	27	3-5	4.11	0.75
Their enthusiasm for the work	27	2-5	4.22	0.93

A further analysis of these results revealed that respondents from different organisations rated their volunteers' performance differently. A Kruskal-Wallis test to compare ratings showed that there significant differences in how respondents rated their volunteers for their ability to understand the principles of the task, to work independently without supervision, and their attention to the information provided. These results will be discussed further in the organisation-specific section of these results.

(v) Staff estimation of volunteer motivations:

The expedition staff were asked to imagine what they thought motivated their volunteers to join the project. In order to do this, and allow a comparison with the volunteers' stated motivations, they were asked to complete the same 26-item survey that was used in Study Two, again using a one to five rating scale, where one equaled "not at all important" and 5 equaled "very important". The complete list of ratings is provided in Table 6.4., along with a comparison with the ratings given by the volunteers themselves. It appears that for the most part the motivational scores and item rankings are relatively similar between the staff and the volunteers. In particular, the first item, "to experience new and different things" which was rated as most important for both the volunteers and the expedition staff, and the last four items, "to be away from crowds of people", "to experience peace and calm", "to meet researchers who may help me in my career" and "to collect data for my dissertation" which were ranked the same by both groups of respondents.

However, despite the overall similarity between the staff and volunteers, there are a few discrepancies that may have important implications for the volunteer experience. For instance, whilst the staff felt that the volunteers were motivated to be close to nature, the volunteers felt this was less important to them. Conversely, the staff appeared to underestimate the importance of having a good time, increasing their knowledge of ecology and conservation, helping the researcher and experiencing different cultures. Moreover, a statistical comparison of the scores given to each item by the two groups of respondents reveals some significant differences between item ratings. A Mann-Whitney test shows that at the 5% confidence level, the items "to collect data for my dissertation" ($p=0.001$), "to experience different cultures" (0.017), "to meet the locals" ($p=0.5$), and "to develop my personal interests" ($p=0.5$) are significant. At the 10% confidence level, the

items “to work with an organisation whose mission I support” ($p=0.091$) and “to meet new people” are also rated significantly differently between the staff and the volunteers (Table 6.4.).

Table 6.4. Staff estimation of volunteer motivations. Staff were asked how important they thought each motivational item was to their volunteers, on a scale of 1=not at all important, to 5=very important. The score given by volunteers is given as a comparison.

Item	STAFF		VOLUNTEERS	
	Study 4 Mean (& SD)		Study 2 Mean (& rank)	
Experience new and different things	4.37	(0.67)	4.48	(1)
Be close to nature	4.33	(0.96)	4.14	(8)
Take part in a rare opportunity	4.30	(0.87)	4.32	(3)
Do something meaningful or conservation orientated	4.15	(0.90)	4.11	(10)
Explore new places	4.15	(0.95)	4.32	(5)
To have a good time	4.15	(1.32)	4.35	(2)
Experience the challenge of the task	4.07	(0.10)	4.18	(6)
Increase my knowledge of ecology and conservation	3.96	(1.09)	4.21	(4)
Meet new people	3.93**	(0.73)	4.12	(9)
Work with an organisation whose mission I support	3.85**	(0.99)	4.14	(7)
Develop my personal interests	3.85*	(0.66)	4.09	(11)
Be with people who have similar values	3.85	(0.91)	3.88	(15)
Have the opportunity to study wild animals in the field	3.78	(1.22)	3.88	(14)
Develop my skills and abilities	3.74	(0.86)	3.99	(12)
Learn more about certain animal species	3.67	(1.00)	3.68	(18)
View the scenery	3.59	(1.18)	3.81	(16)
Think about my personal values	3.58	(1.03)	3.36	(20)
Be daring and adventurous	3.44	(1.28)	3.26	(21)
Help the researcher	3.37	(1.15)	3.92	(13)
Gain experience that will help me in my career	3.30	(1.23)	3.23	(22)
Meet the locals	3.19*	(1.00)	3.64	(19)
Experience different cultures	3.11*	(1.19)	3.74	(17)
Be away from crowds of people	3.07	(1.12)	3.11	(23)
Experience peace & calm	2.74	(1.06)	3.08	(24)
Meet researchers who may help in my career	2.52	(1.16)	2.61	(25)
Collect data for my dissertation	2.04*	(1.05)	1.51	(26)

* items that are rated significantly differently by volunteers and staff at the 5% level

** items that are rated significantly differently by volunteers and staff at the 10% level

The implications of these results will be discussed in greater detail in the last section of this chapter. However, it must be remembered that these findings represent the sample as a whole, and that Chapter Four suggested that there is some variation in motivational profile of volunteers from different organisations. This is also true of the ratings given to the items by the staff from different organisations. A Kruskal-wallis test shows that nine of the 26 items are rated significantly differently at the 10% confidence level by staff from the different organisations (Table 6.5.). The results will therefore be examined in greater detail in the second part of this results section.

Table 6.5. Differences in the way that staff from different organisations scored the motivational items.

Item	Difference between highest and lowest rating score by staff (<i>p</i> score)	
To be daring and adventurous	2.01 (0.02)	Org. F<B<D<A, C<E
To learn more about certain animal species	1.20 (0.02)	Org. A<D<E<C<B<F
To take part in a rare opportunity	1.47 (0.02)	Org. A<F<D<B<E<C
To experience peace and calm	1.82 (0.06)	Org. F<A<C<D<B<E
To meet new people	1.74 (0.07)	Org. F<A, B<D<C<E
To have the opportunity to study wild animals	1.80 (0.08)	Org. D<E<A<B<C<F
To view the scenery	1.31 (0.08)	Org. F<D<A<C<E<B
To help the researcher	1.19 (0.08)	Org. F<E<D<A, C<B
To think about my personal values.	2.02 (0.09)	Org. F<B<D<A<C<E
To explore new places	1.67 (0.01)	Org. F<A<D<B<C, E
To be away from crowds of people	1.20 (0.01)	Org. F<D<A<C<E<B

(vi) Expedition Improvements;

When asked what improvements could be made to the project, nearly half of the respondents did not provide any answer, and another four respondents replied that no improvements could be made. It is unclear whether the lack of answers indicates that no improvements could be made, that the respondents could not think of any improvements or that they were unwilling to answer the question. There were no particular trends in responses across organisations to suggest that

the lack of response may be due to one or the other reasons. Of the 13 respondents that either did not answer the question or felt that no improvements were necessary, 11 felt that the trip fully met the expectations of the volunteers.

Of the respondents that did reply to the question and felt that improvements could be made, the most commonly cited improvement was to improve communication with the volunteers and to manage their expectations of the trip (mentioned by four respondents). For instance, one staff member suggests that there should be:

“better briefing when signing up to an expedition so that people knew exactly what they were agreeing to and could decide if it was for them or not”.

Other replies given concerned the level of comfort on the trip (N=2), improving interpretive material, and providing volunteers with the opportunity of understanding how their work is being used (N=2), paying closer attention to the needs of the volunteers (N=2), having a wider variety of activities (N=1), and improving the on-site logistics and organisation (N=1). Finally one respondent commented that she thinks

“when unpaid volunteers are managing the project (and it's a 12 month of the year project) it's difficult to prioritise volunteer satisfaction any more than we do”

This response from an expedition staff member raises a very interesting point concerning the staff's approach to volunteer tourism and their role, priorities and motivation to perform well. This point will be discussed in greater detail in the final chapter of this thesis and may have important implications concerning the nature and management of the volunteer tourism sector as a whole. In general, however, even the respondents that did feel that some improvements could be made to the trip felt that the trip met the expectations of the volunteers; 11 of the 14 respondents felt that the trip fully met the expectations of the volunteers and three felt that the trip somewhat met the volunteers' expectations.

6.4.2. Organisation-Specific Profiles:

❖ Organisation A (N=2):

Organisation A is a conservation organisation with a marine expedition based in Europe. Expeditions include up to seven volunteers who stay with the expedition for two weeks. Chapters 4 and 5 suggest that the volunteer tourists are usually older, experienced travelers with previous experience of volunteer tourism, involved in conservation, and who wish to help the researcher, experience new cultures, see and learn about the animals, have fun and look for an experience that will lead to personal development.

(i) *Leader Profile:*

The two respondents that completed the questionnaire were very different from each other. The first respondent was the expedition leader, a man who had 14 years experience working with volunteers on this expedition, and who had a background as a sports instructor, adventure leader, and for whom the science was an interest developed later from a strong conservation ethic and a passion for the marine environment. Thus his answers to the open-ended question about his qualifications focused on his experience as an adventure tour guide and as project director. The second respondent was a younger woman who had joined the expedition as staff in order to collect data for her dissertation. Her background was therefore in science, along with a passion for the environment and conservation. However, her open-ended response focused on her personal characteristics (outgoing and interested in meeting new people from different places) rather than on her scientific training or fieldwork experience.

(ii) *Staff expectations of volunteer tourists:*

The respondents from Organisation A expected the volunteers to perform to the best of their ability, to be interested in and supportive of the project, to be able to assist in other work, and finally to adopt a conservation ethic as a result of participating in the expedition. Each of these expectations was mentioned by only

one of the respondents; there was no overlap between their expectations. Both respondents did agree however, that the volunteers were an important source of labour for the expedition. They did not mention any of the other roles for the volunteers that were mentioned by respondents from other organisations (see Table 6.2.). When asked their level of agreement for each of the four statements concerning the use of volunteers, both respondents strongly agreed that the volunteers were an important source of labour and finance. They also felt that the presence of volunteers makes the project more fun and interesting (mean score = 4.5, SD = 0.7), and the benefits of using them outweigh the costs (mean score = 4.5, SD = 0.7).

(iii) Characteristics of a good volunteer:

In accordance with the overall results, being a hard worker was mentioned by both respondents in Organisation A. Other characteristics that were mentioned were the social characteristics (to be good in groups and to have a good sense of humour), the volunteer's interest in the topic and willingness to learn and the volunteer's flexibility and adaptability. All four of these characteristics were mentioned by one of the two respondents. Being physically fit and wanting to make a difference were not mentioned by either respondent.

(iv) Staff evaluation of volunteer performance:

The evaluation provided by the two staff from Organisation A is representative of the sample as a whole; whilst one respondent simply said that it was "excellent", the other respondent was more elaborate in her reply (remembering that English is not her mother tongue): "nowadays it is incredible the enthusiasm that this group had with the work, and with everything. They are involving really well. They participate, they propose a lot of games and we can feel the interest of doing activities together. That's great!". The scores that these respondents gave their volunteers were slightly lower than the average for the sample as a whole. Four of the items scored an average of 3.5, whilst the fifth item, "their ability to work independently" scored a 3.

(v) Staff estimation of volunteer motivations:

According to the staff of Organisation A, the items that had the strongest motivational influence on their volunteers were “to have a good time”, “to take part in rare opportunity”, “to learn more about certain animal species”, and “to do something meaningful or conservation-oriented”, which all scored an average of 4.5. Of these only the first item, “to have a good time” (scored highest by volunteers), and to some extent the second item, “to take part in a rare opportunity” (scored sixth by the volunteers) were similar to the ratings given by the volunteers themselves. Instead, the volunteers appeared to feel more motivated by the desire to help the researcher, to experience different cultures, to be close to nature, to increase their knowledge of ecology and conservation and to develop their personal interests.

(vi) Expedition improvements:

Only one of the two respondents from this organisation suggested that some improvements could be made the trip. The suggested improvements concerned the living environment during the expedition, and providing the volunteers with more interpretive material. Despite the suggestion for improvements, this respondent felt that the trip fully met the expectations of the volunteers. On the other hand, the respondent who did not answer the first question concerning suggested improvements apparently felt that the trip only somewhat met the expectations of the volunteers. It is not clear why this respondents felt this way.

KEY POINTS:

(i) Leader profile:

- Male with 14 years experience in the job and previous as a group leader. He has a strong conservation ethic that led him to research
- Female, young researcher with a passion for the environment, she feels that personal characteristics are very important for leading.

(ii) Staff expectations: Volunteers should perform to the best of their ability, be interested and supportive of project, assist in other work, adopt a conservation ethic, as well providing labour and funding, and make the project more fun and interesting

(iii) Good volunteers: Hard workers, sociable, interested and willing to learn, and flexible.

(iv) Volunteer performance: Described as excellent, though low scores (3.5 to 3) for the four assessment questions.

(v) Volunteer motivations: To have a good time, to take part in a rare opportunity, to learn more about certain animal species, and to do something meaningful of conservation orientated.

(vi) Improvements: Improve living conditions, and provide more interpretive material

❖ Organisation B (N=8):

Organisation B is a terrestrial conservation organisation based in Australia, which takes 12 volunteers on expeditions lasting two weeks. As Organisation A, its volunteer tourists are usually older, experienced and involved in conservation. They are there to support the organisation, so something meaningful, learn about the animals, see new places and meet new people.

(i) Leader Profile:

Nearly two thirds of the respondents from this organisation were male. Only five of the respondents indicated how long they had been performing this job; however those that did reply had a substantial number of years experience working in this field, ranging from four years minimum experience to 23 years experience. The respondents from this organisation were therefore some of the most experienced in

the entire sample of expedition staff. Their qualifications for the job focused mainly on their qualifications as scientists or researchers with fieldwork experience. Over a third of the respondents also mentioned their experience as nature tour guides as qualifications for this job. Finally one respondent cited personal characteristics such as “love traveling in the Outback, camping and teaching people about our wonderful state” as qualifications for the job (Figure 6.4.).

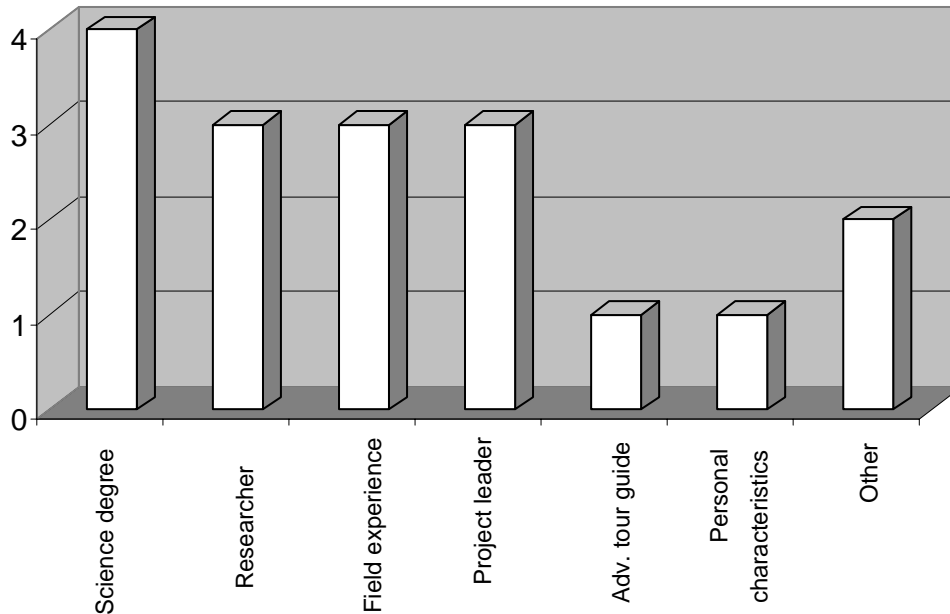


Figure 6.4. Self-reported staff qualifications for Organisation B.

(ii) *Staff expectations of volunteer tourists:*

The respondents from Organisation B also expected the volunteers to work hard, perform the designated tasks to the best of their ability (mentioned by 6 respondents), and have a high level of input (mentioned by 2 respondents), as well as be interested in and supportive of the project (2 respondents). Unlike the staff from Organisation A, however, two of the staff from Organisation B also expected the volunteers to enjoy the work that they were given, although there was no mention of learning or developing a conservation ethic. In line with their expectations of the volunteers, the respondents from this organisation also saw the volunteer tourists as an important source of labour for the project, and one respondent felt that the project would not exist without them. In addition, one

respondent answered that the volunteer tourists may also bring additional skills and knowledge to the project. No other volunteer roles were mentioned by respondents from this organisation.

When asked to state their level of agreement with the four statements, respondents from this organisation showed slightly more variation than respondents from other organisations. This was particularly true when asked to rate the statement "Volunteers are an important source of financial revenue", which was given a score of 2 (disagree) by one respondent (mean score= 4.25, SD=1.03). In general, however, the respondents agreed with the statements and gave them scores of 4 (agree) or 5 (strongly agree). The mean scores were, respectively, 4.38 (SD=0.74), 4.25 (SD=1.03), 4.25 (SD=4.6) and 4 (SD=0.76).

(iii) Characteristics of a good volunteer:

Five of the seven principle volunteer characteristics were mentioned by respondents in Organisation B. These were, in descending order of frequency: being a good worker (six respondents), being a good learner (six respondents), being good in groups (three respondents), being physically fit (two respondents), and finally having a good sense of humour (one respondent). The characteristics that were not mentioned include "being flexible and adaptable" and "wanting to make a difference". Finally, one respondent also felt that a love of difficult conditions and "roughing it" was an important characteristic for their volunteers.

(iv) Staff evaluation of volunteer performance:

In general, respondents from this organisation used no more than one line to answer the open-ended question concerning their volunteers' enthusiasm, involvement and commitment. The most common response was simply "all were enthusiastic" (five respondents), sometimes accompanied by other comments such as "enjoyed work" (two respondents), "very willing to assist at all times" (four respondents), or "keen to learn as much as possible" (two respondents). None of the respondents felt that the volunteers had only average commitment, enthusiasm or involvement levels.

The performance scores given to the volunteers by these respondents were similar to the overall scores. The lowest score given by any one respondent was 3 (given to the items “their ability to execute the task correctly and efficiently” and “their ability to work independently without supervision”). The mean scores were 4.25 (SD=0.46) for their ability to understand the task, 3.75 (SD=0.46) for their ability to execute the task, 3.5 (SD=0.55) for their ability to work independently, 4.63 (SD=0.52) for their attention to the information provided, 4.75 (SD=4.75) for their enthusiasm for the work. Of these, only the fourth item, their attention to the information provided scored significantly above the average for the sample as a whole ($Z = -2.3$, $p = 0.03$).

(v) Staff estimation of volunteer motivations:

The staff from Organisation B felt that the most important items motivating their volunteers to join the trip were a desire to be close to nature, the opportunity to study wild animals in the field, the desire to take part in a rare opportunity, to increase their knowledge of conservation and ecology, to do something meaningful and conservation-oriented, and to explore new places. This is relatively similar to the stated motivations of the volunteers, who rated the items “to do something meaningful or conservation-oriented” highest, followed by “to increase my knowledge of conservation and ecology”, “to work with an organisations whose mission I support” and “to explore new places”. Indeed the only item that showed a significant difference in scores was “to think about my personal values” ($p=0.07$) which received an average score of 4.00 by the staff and only 2.47 by the volunteers.

(vi) Expedition improvements:

The results of the two questions concerning the quality of the expedition and how it met the expectations of the volunteers were quite clear for this organisation. Seven of the eight respondents either did not answer the question or replied that their expedition is “fine the way it is”, and all eight respondents felt the trip fully met the expectations of the volunteers. The only improvement that was suggested for this expedition was a wider range of activities for the volunteers.

KEY POINTS:

- (i) *Leader profile*: Usually male, with many years experience in the job with a science or research background. Their qualifications focused mainly on research and science
- (ii) *Staff expectations*: Volunteers should work hard, perform to the best of their ability, have a high level of input, be interested and supportive of project, and enjoy the work. They are an important source of labour and may bring additional skills and knowledge to the project.
- (iii) *Good volunteers*: Hard workers, sociable, interested and willing to learn, and fit.
- (iv) *Volunteer performance*: Described as enthusiastic, keen to assist and learn. They gave their volunteers high performance scores.
- (v) *Volunteer motivations*: To be close to nature, study wild animals in the field, take part in a rare opportunity, increase their knowledge of conservation and ecology, do something meaningful and explore new places.
- (vi) *Improvements*: The trip meets the volunteers expectations and does not need to be changed.

❖ Organisation C (N=5):

Organisation C runs marine conservation expeditions in Asia. The expedition group size is varied, between five and 15 volunteers, who may stay for four to six weeks. Its volunteers are younger and less experienced, with little previous involvement in conservation or volunteer tourism. The volunteers are motivated by a desire to support the organisation and to do something meaningful, to learn about the animals and gain practical conservation skills, to see new places, and to meet new people.

(i) Leader Profile:

Four out of five of the expedition staff were male, two of which stated that they had seven years of experience in the job (although not necessarily in this job or even as a volunteer leader). The other three staff members had one year or less of

experience. In fact one staff member had been promoted from volunteer status to staff due to the shortage of staff on-site. The qualifications mentioned by the staff focused almost entirely on their science degrees, and their research experience, although two staff also mentioned other factors such as their experience of volunteering as qualifications.

(ii) Staff expectations of volunteer tourists:

The expectations of Organisation C's staff were relatively straightforward: each respondent stated that they expected the volunteers to perform the tasks assigned to them to the best of their ability. Furthermore, two of the five respondents also expected the volunteers to enjoy the work that they were given. Accordingly, their perceptions of the volunteers' role revolved around their ability to work (four respondents) and fund the project (four respondents). A couple of respondents also felt that the volunteers were central to the operation of the project and that they added a sense of fun to the expedition. None of the respondents mentioned that they felt volunteers could bring additional skills or knowledge to the project or that they provided a good opportunity to communicate their work to the public.

In response to the statements concerning the use of volunteers in the organisation, all the staff strongly agreed that volunteers were important the success of the project, and all agreed or strongly agreed to the last two statements, that the presence of volunteers makes the project more fun and interesting (mean score = 4.8, SD=0.45), and that the benefits of using volunteers outweigh the costs (mean score=4.6, SD=0.55). However, not all staff agreed about the use of volunteers as a source of financial revenue for the organisation (mean score=4.4, SD=0.89).

(iii) Characteristics of a good volunteer:

For the respondents from Organisation C, the most important characteristic that a volunteer could have is to be a good worker (mentioned by four respondents), followed by being flexible and adaptable and being interested in the topic and/or a good learner (mentioned by two respondents). One respondent also mentioned that volunteers should have a good sense of humour, and another respondent felt that it was important for volunteers to want to make a difference.

(iv) Staff evaluation of volunteer performance:

Four of the five respondents for this organisation simply described their volunteers' enthusiasm, commitment and involvement as being good/great or very enthusiastic. The remaining respondent had this to say in answer to the question:

"This set of volunteers are biologists at university, or people taking career gaps. They are all bounding with energy and highly enthusiastic"

The volunteer performance scores given by these respondents were generally higher than average. All the respondents scored the first item, "their ability to understand the principles of the task" as being excellent, whilst the other items scored between 4.2 and 4.6. Three of the items, their understanding, their work and their independence, scored significantly higher than the average scores for the entire sample ($z = -3.3$, $p = 0.001$; $z = -2.4$, $p = 0.028$ and; $z = -2.9$, $p = 0.01$, respectively).

(v) Staff estimation of volunteer motivations:

The staff from Organisation C were right to believe that the volunteers were most likely to be motivated by the desire to experience new and different things, to be close to nature, to explore new places, to increase their knowledge of conservation and ecology and to do something meaningful or conservation-oriented. However, the staff rated the motivational items "to have a good time" and "to take part in a rare opportunity" as not very important although they were also considered very important by the volunteers. The latter of these items was rated significantly differently at the 10% confidence level by the staff and the volunteers, the first only giving it a 4.00, whilst the volunteers gave it an average score of 4.67 ($p=0.82$). The other item to be scored significantly differently was "to experience new cultures" which was given an average score of 3.00 by the staff and 4.17 by the volunteers ($p=0.5$).

(vi) Expedition improvements:

Unlike Organisation B, only two of the five staff from Organisation C did not make any comments concerning possible improvements to the expedition. Of the three respondents that did answer the question one felt that there should be better briefing for the volunteers, one felt that there should be better overall communication (it was not specified whether this was communication with the volunteers or with the office-based organisation staff), and one felt that there should be better organisation in terms of camp logistics. Three of the five respondents felt, however, that generally the trip fully met the expectations of the volunteers.

KEY POINTS:

- (i) *Leader profile:* Mostly male, with varying levels of experience. Their qualifications focused on their research experience or previous volunteering experience.
- (ii) *Staff expectations:* Volunteers should perform to the best of their ability, enjoy the work and provide labour and funding, and add a sense of fun.
- (iii) *Good volunteers:* Hard workers, flexible, interested in the project and willing to learn with a good sense of humour and the desire to make a difference.
- (iv) *Volunteer performance:* Described as excellent, with higher than average assessment scores.
- (v) *Volunteer motivations:* To experience new and different things, be close to nature, explore new places, increase their knowledge of conservation.
- (vi) *Improvements:* Improve volunteer briefing, better overall communication and organisation of camp logistics.

❖ **Organisation D (N=3):**

This organisation runs marine conservation expeditions to Africa. The expedition size is relatively large with up to 20 volunteers on site. As in Organisation C, the volunteers usually stay with the expedition for up to 6 weeks, and are looking to have fun, discover new things, meet new people, learn about the animals and

conservation, gain practical experience, help the researcher and do something meaningful.

(i) Staff Profile:

Two of the three respondents for this organisation were male, and all three staff had less than one year of experience working in this area. Their responses to the open-ended question regarding their qualifications for the job as volunteer tourism staff were somewhat similar to the respondents of Organisation C. Their responses focused almost exclusively on their science degrees and their experiences as researchers. Two of the respondents also mentioned personal characteristics such as extensive travel experience in the area, or street fundraiser (customer service skills) as qualifications for the job (Figure 6.5.).

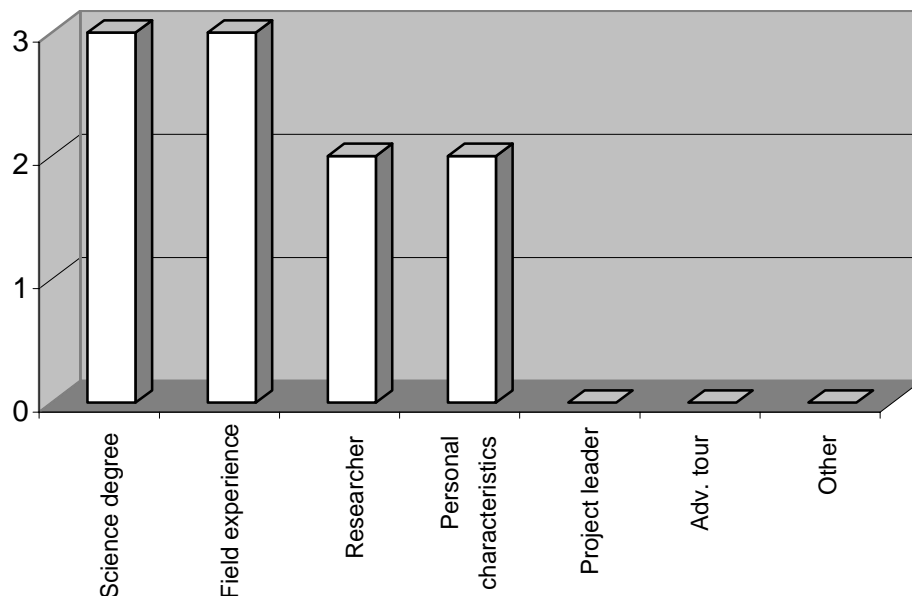


Figure 6.5. The staff profile of respondents from Organisation D.

(ii) Staff expectations of volunteer tourists:

The staff from Organisation D displayed a much greater range of expectations than the staff from the other organisations. All the expectations shown in Figure 6.2, except “enjoy the work” and “develop a conservation ethic” were mentioned by

these three respondents. All three respondents agreed that they expected the volunteers to have a high level of input, and two respondents expected the volunteers to be interested in and support the project. Only one respondent mentioned that he expected the volunteers to perform to the best of their ability, and only one mentioned that he expected the volunteers to be able to assist in other work or to learn from the project. All the respondents also agreed that the volunteers provide a valuable workforce for the organisation. Two of the three respondents felt that the volunteers provided an important source of funding and that they wouldn't be there without the volunteers. Only one respondent felt that volunteers brought additional skills and knowledge to the project or that the volunteers provided an opportunity to raise public awareness.

When asked to state their level of agreement with the four statements concerning the use of volunteers in the organisation, there appeared to be slightly more variation than recorded for the other organisations. For statements one ("important to success") and four ("benefits outweigh costs") the respondents rated their level of agreement slightly lower than the respondents from the other organisations. The mean score for the former was only 3.67 (SD=0.58), and for the latter 3.33 (SD=0.58). However, all the respondents strongly agreed that the volunteers are an important source of financial revenue for the organisation and agreed that the presence of volunteers makes the project more fun and interesting.

(iii) Characteristics of a good volunteer:

The staff from this organisation were unique in that they mentioned all five of the characteristics shown in Figure 6.3. as being important in a good volunteer. As in the other organisations, they all agreed that being a good worker was important. Furthermore, two out of the three respondents also felt that having a good sense of humour, being good in groups, being flexible and adaptable and being interested in the topic were important, whilst one respondent believed that having a desire to make a difference and being physically fit were also important characteristics for a good volunteer. These respondents also mentioned other characteristics such as the volunteer's ability to create and undertake his or her own project without supervision and, interestingly, having realistic expectations as being important to being a good volunteer.

(iv) Staff evaluation of volunteer performance:

The staff from this organisation were somewhat more expansive in their assessment of the volunteers' involvement, commitment and enthusiasm. Their comments focused principally on the volunteers willingness to become involved. The comments they made include: "many were hardworking and keen to get involved in all aspects of work" or

"usually very enthusiastic. Mostly keen to learn about ecology, conservation and identification of species. They all try hard to pass the tests set for them and on the whole carry out the jobs that they are assigned. The level of involvement varied from people who are willing to help out with any job on camp, no matter how mundane, to people who do the least amount possible (...) then spend the rest of the time in the hammock".

Interestingly, one of the respondents recognizes the need to match volunteer expectations with experience in order to get the best performance from them. His comments were:

"Good for all, though the quality of every expedition varies depending on the people and their expectations. A realistic expectation combined with a hard-working person is the best combination for a research volunteer to have"

Their performance scores were somewhat lower (although not significantly so) than the sample as a whole. The lowest score was given to their ability to work independently (mean=2.67, SD=0.58), followed by their ability to execute the task correctly (mean=3.33, SD=0.58), and their ability to understand the principles of the task and their enthusiasm for the task which both scored 4 (SD =0 and 1.73, respectively). Finally the highest scoring item was "their attention to the information provided" (mean=4.33, SD=0.58).

(v) Staff estimation of volunteer motivations:

A comparison of the rating of the motivational items reveals first of all that the staff rated the motivations slightly lower than the volunteers. Only two items were given scores of 4.00, the remainder being equal to 3.67 or less. According to the staff the two most important motivational items were “to be with people who have similar values” and “to develop my personal interests” which both scored 4.00. The volunteers, however, only reported average scores of 3.22 and 3.56 respectively. Instead, the volunteers felt that having a good time, experiencing new and different things, experiencing new cultures, and meeting new people were important motivational forces. Of these only “to experience different cultures” was ranked within the top four motives according to the staff. Despite this, the only item to be scored significantly differently by staff and volunteers was “to learn more about certain animal species” ($p=0.036$) as this was given an average score of 3.33 by volunteers and only 2.67 by staff.

(vi) Expedition improvements:

Despite all believing that the trip fully met the expectations of the volunteers, two of the three respondents from this organisation had something to say regarding improvements to the trip. The first respondent felt that the number of dives should be increased for the volunteers, and that volunteers should be shown how their work is being put to use in order to keep them “excited” about their work. This was echoed to some extent by the second respondent who suggest that

“perhaps a pre-departure briefing outlining all the various aspects of the project could be given as to engage volunteers before they have even left for the site. Equally so, upon returning, a reunion could be held as a debriefing to cover all that has been accomplished by that particular expedition”.

KEY POINTS:

- (i) *Leader profile:* Mostly male, with low levels of experience. Their qualifications focused on their research experience and previous travel experience.
- (ii) *Staff expectations:* Volunteers should have a high level of input, interested and supportive of project, perform to the best of their ability, enjoy the work, assist in other work, provide labour and funding, bring additional skills and knowledge and add a sense fun.
- (iii) *Good volunteers:* Hard workers, sociable, flexible, interested in the project and willing to learn, fit, able to work supervision, have realistic expectations and with the desire to make a difference.
- (iv) *Volunteer performance:* Described as excellent, highly involved, despite lower than average assessment scores.
- (v) *Volunteer motivations:* To be with people who have similar values, and develop their personal interests.
- (vi) *Improvements:* Increase the number of volunteer SCUBA dives, and show volunteers how their work is being used.

❖ Organisation E (N=7)

Organisation E runs personal development and adventure expeditions, with some conservation elements, to Asia. The group size is large, with 20 volunteers on site who all stay for three months. The volunteers are looking for personal development, as well as the opportunity to discover new things, places and people, develop their skills and abilities and gain practical experience, and contribute to the project.

(i) Staff Profile:

Just over half of the respondents from this organisation were female and at least six respondents had at least one year of experience working in this job (one respondent did not answer this question). The longest period spent working as volunteer staff was four years. The respondents from this organisation also mentioned science degrees and previous fieldwork experience as qualifying them

for this job, however many of them also had experience as expedition leaders or tours guide, and cited other personal characteristics as qualifying them for this job. Again the “other” qualification was their experience as a volunteer, whilst the personal characteristics mentioned were an enthusiasm for the job, a love of traveling, and experience working with a diverse background of people (Figure 6.6.).

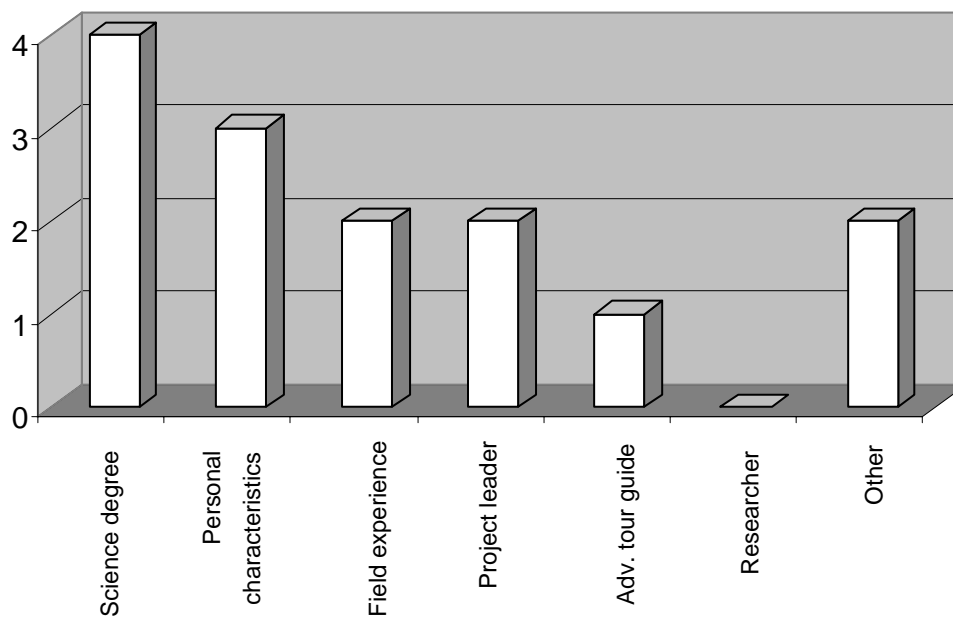


Figure 6.6. The staff profile of respondents from Organisation D

(ii) Staff expectations of volunteer tourists:

The respondents from Organisation E appeared to be somewhat similar respondents from Organisation B in their expectations of their volunteers. The most frequently cited expectation was that the volunteers should perform the tasks assigned to them to the best of their ability (four respondents) and that the volunteers have a high level of input (three respondents). Other expectations that were mentioned by these respondents include that the volunteers enjoy the work (one respondent) and that they are able to assist in other work (one respondent). None of the respondents mentioned the expectation that the volunteers should be interested in or support the project, or that they should learn from the project or

develop a conservation ethic as a result of participating in the project. In response to the second question regarding the volunteers' role, they did, however, feel that the volunteers were central to the operation of the project (mentioned by six respondents), and that the volunteers are an important source of labour, and of funding. Furthermore, one respondent felt that the volunteers provided an opportunity for raising public awareness regarding the organisation's project.

The staff's responses to the four statements showed some interesting variations, in particular when asked to agree with the statement that "volunteers are an important source of financial revenue". It appears that most respondents agreed or strongly agreed with this statement, and yet one respondent strongly disagreed with it, and one respondent did not answer that question. This resulted in a mean score of 3.83 (SD=1.6) for this statement. The other statements were given relatively high scores by the respondents, varying from 5 for the first statement ("volunteers are important to the success of this project"), to 4.43 (SD=0.79) for the last statement ("the benefits of involving volunteers outweigh the costs").

(iii) Characteristics of a good volunteer:

In accordance with the overall results, these respondents also believed that being a hard worker is an important characteristic in a good volunteer. This characteristic was mentioned by six of the seven respondents. The second most frequently mentioned characteristic was the volunteer's ability to be flexible and adaptable (mentioned by five of the respondents), followed by being good in groups (mentioned by four respondents). Three respondents also thought it was important for the volunteer to want to make a difference, and only one respondent felt that volunteers should have a good sense of humour. Other characteristics that were mentioned by respondents from this organisation include the volunteers' willingness to involve locals in the project and encourage cultural exchange, to be open-minded and to desire a new experience.

(iv) Staff evaluation of volunteer performance:

Only two respondents from this organisation gave short “very enthusiastic” or “good, high level of all” answers to this question. Four of the respondents recognize that there is some variability in the volunteers’ levels of commitment, involvement and enthusiasm. One respondent put this down to the volunteer’s background or experience (pre- vs. post-university), whilst another two mention personality or confidence as factor that influence the volunteers’ commitment, involvement and enthusiasm. Other interesting points to emerge from the answers to this question was the need to have clear and worthwhile goals in order to maintain volunteer enthusiasm, and the initial apprehension that a volunteer may have to overcome when faced with this kind new and challenging experience. For instance, one respondent had this to say about the volunteers’ performance:

“great determination. Desire to overcome fears and weaknesses, willing to try something new and different. Quick to integrate with other volunteers from different backgrounds”.

Maybe due to the variability in volunteer performance noted in the open-ended questions, the scores given to the volunteers by these respondents are lower than for volunteer from any of the four previous organisations. The item “their ability to work independently without supervision” received the lowest average score, scoring only a 3 (SD=0). The highest scoring item was their enthusiasm for the work which scored a 4 (SD=0.58). The other scores varied between 3.43 to 3.86, of which the score for their attention to the information provided was significantly lower than the score for volunteers of any other organisation ($z=-2.8$, $p=0.008$).

(v) Staff estimation of volunteer motivations:

The staff from Organisation E correctly identified “to experience the challenge of the task”, “to have a good time” and “to explore new places” as being three of the important motivational forces for their volunteers. However, whilst, the staff felt that rated “to have a good time”, “to take part in a rare opportunity”, “to be daring and adventurous” and “to explore new places” as being very important to their volunteers, the volunteers, on the other hand, were also strongly motivated by the

desire to experience new and different things, meet new people, to experience different cultures, and to develop their skills and abilities. Furthermore, three other items were rated significantly differently by the staff and the volunteers. These were “to be daring and adventurous” which was given an average score of 4.21 by the volunteers and 4.71 by the staff ($p=0.05$), “to increase my knowledge of ecology and conservation” which was given an average score of 4.11 by the volunteers and only 3.43 by the staff ($p=0.06$) and “to work with an organisation whose mission I support” which was given an average score of 4.21 by the volunteers and only 3.43 by the staff.

(vi) Expedition improvements:

Although all the respondents felt that the expedition fully met their volunteers' expectations, the staff from this organisation had the most to say regarding improvements that could be made to the trip. Only one respondent did not answer the question and two felt that no improvements were necessary (although one of these respondents did feel that whilst no improvements were necessary for the volunteers, the staff's conditions could be changed). The remaining respondents suggested that the creature comforts could be increased ($N=1$), that the volunteers' expectations could be better managed ($N=1$), that more could be done to respond to the volunteers' needs ($N=1$), and finally one respondent felt that

“the projects do not always allow an unskilled volunteer get 100% involved in the work. Sometimes there is not enough time to allow for all the training necessary. This can lead to lulls in the workload for the volunteers”.

KEY POINTS:

- (i) *Leader profile:* Mostly female, with one to four years of work experience. Their qualifications focused on their research experience, or previous guiding/leadership experience, and personal characteristics.
- (ii) *Staff expectations:* Volunteers should perform to the best of their ability, have a high level of input, enjoy the work and provide labour and funding.
- (iii) *Good volunteers:* Hard workers, flexible, interested in the project and willing to learn, sociable and wanting to make a difference.
- (iv) *Volunteer performance:* Described as variable, usually improving with time, with lower than average assessment scores.
- (v) *Volunteer motivations:* To experience the challenge of the task, have a good time, and explore new places.
- (vi) *Improvements:* Improve creature comforts, increased management of volunteer expectations, respond more to volunteer needs, allow the volunteers to become more involved in work.

❖ Organisation F (N=2)

Organisation F operates in Australia, involving small groups of volunteers (two or three) in terrestrial conservation projects. Most volunteers stay two to four weeks, and wish to increase their knowledge, help the researcher, do something meaningful, and gain practical experience with animals.

(i) Staff Profile:

Both respondents from this organisation were female, and both had four or more years working in the job. Both mentioned personal characteristics, such as being able to work with people, as qualifications for the job, whilst one of the respondents also mentioned extensive knowledge of the study subject as well. Neither respondent focused on science or research qualifications.

(ii) Staff expectations of volunteer tourists:

Both respondents agreed that they expect the volunteers to have a high level of input during their time at the project site. However, only one respondent expected

the volunteers to perform the tasks assigned to them to the best of their ability, whilst the other respondent expected the volunteers to be interested in and support the project. Neither respondent mentioned the other four themes, i.e. to enjoy the work, to be able to assist in other work, to learn from the project, or to develop a conservation ethic as a result of participating in the project. Both respondents saw the volunteers as an important workforce for the project, and they both strongly agreed that the volunteers are important to the success of the project, and that they are an important source of revenue for the project. Only one respondent strongly agreed that the presence of volunteers makes the project more fun (the other respondent scored that statement as a four) or that the benefits of involving volunteers outweigh the costs (again the other respondent gave that statement a four).

(iii) Characteristics of a good volunteer:

Only one of the two respondents answered this question. This person believed that an essential characteristic for a good volunteer in this project was “wanting a total immersion experience with the (animals)”.

(iv) Staff evaluation of volunteer performance:

The respondents from this organisation appeared to be slightly more critical of their volunteers than respondents from other organisations. The first respondent simply said that the volunteers' commitment, involvement and enthusiasm was “average but adequate”, whilst the other respondent elaborated a little more by saying that the volunteers were “fairly enthusiastic, but lacked initiative. Commitment level was quite good and they took a good level of involvement with guidance”. Accordingly, the performance scores were slightly lower than the average scores for the entire sample. Four of the items scored 3.5 (SD=0.7), whilst the remaining item, “their ability to work independently without supervision” scored a lower 2.5 (SD=0.7).

(v) Staff estimation of volunteer motivations:

The staff's opinion concerning the motivations of their volunteers and the actual volunteer motivations are closely related. Of the top 10 motivations ranked by volunteers, seven overlap with the top 10 ranked by staff. These are “to have a

good time", "to be close to nature", "to experience new and different things", "to have the opportunity to study wild animals in the field", "to increase knowledge of ecology and conservation", "to learn more about certain animal species", and "to do something meaningful or conservation-oriented". The items that did not overlap were "to develop my personal interests" and "to gain experience which might help me in my career" which were ranked higher by volunteers than by staff, and "to take part in a rare opportunity", "to meet new people", "to work with an organisation whose mission I support" and "to help the researcher" which were ranked higher by staff than volunteers. The last item and the item "to have the opportunity to study wild animals in the field" showed some differences in average scores between staff and volunteers.

(vi) Expedition improvements:

As in Organisation A, only one of the two respondents from this organisation answered the question concerning improvements. However, this respondent did not suggest that improvements should be made, but rather felt that as an unpaid volunteer managing the project, there was little incentive to prioritise the volunteers' satisfaction levels over the work that actually needed to be completed. This point will be discussed in further detail in the final chapter of this thesis. Both respondents felt that the trip only somewhat met the expectations of their volunteers.

KEY POINTS:

- (i) *Leader profile:* Both female, with four or more years work experience. Personal characteristics were considered most important.
- (ii) *Staff expectations:* Volunteers should have a high level of input, perform to the best of their ability, be interested and supportive, important labour and funding source, and make project more fun.
- (iii) *Good volunteers:* Keen to work with the animals.
- (iv) *Volunteer performance:* Described as average, or good but lacking initiative. The assessment scores were fairly low.
- (v) *Volunteer motivations:* To be close to nature, to have a good time, to experience new and different things, study wild animals in the field, learn more about conservation and ecology and to do something meaningful.
- (vi) *Improvements:* No suggestions.

Table 6.6. A summary of the results for each organisation

	Respondent profile	Expectations	Good Volunteers	Performance	Perceived Motivations	Improvements
<i>Org. A</i>	Mixed but with a passion for the environment	Perform to best of ability, interested & supportive, assist in other work, make project fun & interesting	Hard workers, sociable, interested & willing to learn	Excellent, but low performance scores	Have a good time, take part in a rare opportunity, learn about animals, do something meaningful	Better living conditions & more interpretation
<i>Org. B</i>	Male, many years experience, science-focus	Work hard, perform to best of ability, high level of input, enjoy work	Hard workers, sociable, interested, willing to learn & physically fit	Enthusiastic, keen to assist & learn. High scores	Close to nature, study wild animals, take part in a rare opportunity, do something meaningful & explore new places, increase knowledge	None
<i>Org. C</i>	Male, mixed experience, science-focus	Perform to best of ability, enjoy work, provide labour & funding, add fun.	Hard workers, good sense of humour flexible, interested & willing to learn, & want to make a difference	Excellent, higher than average scores	Experience new & different things, be close to nature, explore new places, increase knowledge of conservation	Improve volunteer briefing, better communication & organisation.
<i>Org. D</i>	Male, little experience, science focus	have a high level of input, interested & supportive of project, perform to the best of ability, enjoy the work, assist in other work, & add fun skills & knowledge	Hard workers, flexible, sociable, interested in the project & willing to learn, fit, want to make a difference & have realistic expectations	Excellent, highly involved, despite lower than average assessment scores	Be with people who have similar values, and develop their personal interests.	Increase the number of fun SCUBA dives, and show volunteers how their work is being used.
<i>Org. E</i>	Female, some experience	Perform to the best of their ability, have a high level of input, enjoy the work	Hard workers, flexible, interested in the project & willing to learn & make a difference, sociable	Variable, usually improving with time, with low performance scores	Experience the challenge of the task, have a good time, and explore new places.	Manage volunteer expectations and needs.
<i>Org. F</i>	Female, experienced	Have a high level of input & perform to best of ability, be interested & supportive, make project more fun	Keen to work with animals	Average to good but lacking in initiative	Be closer to nature, have a good time, experience new and different things, study wild animals, learn and do something meaningful	No suggestions.

6.5. DISCUSSION

This final study has completed the investigation of the main stakeholders' views of volunteer tourism. Whilst the first study looked into the organisations' desired marketing image, and the second and third study examined volunteer tourism from the volunteer tourists' perspective, this chapter looked at what the expedition staff had to say. Some interesting points emerged from adopting this approach and some new light may be shed on the volunteer tourism sector as a whole and volunteer tourist experiences. Five central points will be discussed in this section, based upon the study aims described on page 265. These are (i) the profile and role of expedition staff, according to aim one on page 265, (ii) the role of the volunteer tourist, based upon the results of aims two and three, (iii) the assessment of the volunteers' performance, according to aim four, (iv) the matches between volunteer and staff expectations and its implications of the study for the volunteer tourism management, based upon the results from aim five and (v) expedition improvements, according to aim six of this study and aim six of Study Three.

6.5.1. The Profile and Role of the Expedition Staff:

As shown in Table 6.6., there is no typical volunteer tourism expedition staff. They varied in gender, experience, age and background, both within and between organisations. All had some background in conservation, generally combined with a passion for the environment, some research experience, and in a few cases, experience with leading adventure or nature tours. A few also mentioned personal characteristics, such as getting on well with people, enjoying meeting new people, or being an experienced traveler, or having past experience as a volunteer. On the other hand, most of the respondents placed little emphasis on qualifications that related to Cohen's mediator role. Those respondents that did mention their qualifications as adventure leaders or interpreters were from organisations that have been established for some time, and have slightly older and more experienced markets, i.e. Organisations A and B. Respondents from Organisations E and F also cited personal characteristics, such as being good with people, as qualifications for the job, perhaps suggesting a transitional stage between the leadership and mediator roles. Finally, the remaining two organisations, which were

established within the last two decades, and appeal to younger, less experienced travellers focused principally on their science and fieldwork experience.

Bearing in mind the relative newness and complex nature of the volunteer tourism sector,

it is important to understand how the expedition is organised and led within the context of the expedition staff. Volunteer tourists are looking for personal development opportunities, to improve skills, to have fun, to discover new places and to contribute to a worthwhile project. Furthermore, the organisation must meet its conservation, scientific and educational goals. This places the expedition staff in a perhaps difficult position of having to perform many roles at one time; he or she must be the organiser, the scientist, the educator, the animator and the cultural broker. However, it may be that the volunteer tourist sector has not yet matured to the level where expedition staff are performing the latter three roles, but instead is still in the earlier stages where staff are more concerned with organising the logistics of the trip. This is supported by the results of this study which suggest that many of the staff considered their training as scientists and their fieldwork experience were sufficient qualifications to fulfill their position as expedition staff.

Another important point to be considered when making comparisons between organisations are some of the structural properties of social situations that may influence tourist-guide interactions. Pearce (1984, based on Argyle et al., 1981) describes eight elements that may be considered here. Some of the more arguably relevant ones to this research are the participants' (i) goals (i.e. the purposes that direct social behaviour), (ii) rules (i.e. the shared beliefs that regulate behaviour), (iii) roles (i.e. the duties and obligations which attend the social positions that people occupy), (iv) the concepts and cognitive structures (i.e. the shared definitions and understandings needed to operate in the social situations) and (v) the environmental setting (i.e. the props, spaces and barriers that influence behaviour). The last of these elements certainly varies between organisations as participants in Organisations C to F were principally based in one location, whilst the staff from Organisations A and B led an expedition with an itinerated route. It is possible that this may also affect the leadership styles and experience of the expedition staff and explain the differences in cited qualifications between staff from these organisations and other organisations.

6.5.2. Staff Perceptions of Volunteer Roles and Characteristics:

The staff's perceptions of volunteer roles and ideal characteristics showed less variation between organisations than the cited leadership qualifications. When describing their expectations of the volunteers, most respondents focused primarily on the volunteers' work performance and interest in the project. The volunteers are expected to perform the tasks given to them to the best of their ability, be interested and supportive of the project, and have a high level of input into the project. An ideal volunteer was therefore expected to be hardworking, interested in the project and willing to learn, flexible and adaptable. Other elements that were also mentioned, particularly by respondents from Organisations C and D, were the sense of fun that the volunteers may add to the project, and the volunteers' sense of humour. Furthermore, two staff from Organisation B expected their volunteers to enjoy the work that they were given. Very few respondents felt that the volunteers could bring additional skills and knowledge to the project, and the volunteers were primarily perceived as a source of labour and funds.

Results such as these not only call into question the volunteering nature of this tourism sector, with its elements of empowerment and independence (Bonjean et al., 1994), but also the tourism or recreational elements of volunteer tourism. As many academics have stated with regards to extreme ecotourism, such tourists "are often sophisticated, educated, but they are on holiday" (Blamey, 1997, p.30) and "tour for reasons of change and relaxation" (Ryan et al., 1999). The staff's focus on work and learning may conflict with organisations' images of fun, relaxation, adventure, discovering new places and meeting the locals. It certainly challenges the volunteers' reported expectations of fun, personal development, socializing and discovering new places and cultures. Where this mismatch between the staff's view of the volunteers' roles and the volunteers' expectations is not carefully managed, it may create some tension between the two parties. This would explain one staff's comment that a good volunteer is one who arrives with realistic expectations.

Certainly this is an area where Argyle et al.'s notion of features of social situations may be helpfully explored in order to understand whether a potential source of conflict exists. The first feature according to these authors is the goals of the participants. It may be suggested that whilst the goals of the staff are to ensure that the conservation objectives are met through hard work and application, the goals of the volunteers are to have an experience of a lifetime, which may include the four elements described in the previous

chapter, i.e. developing skills and learning, having fun and socializing, experiencing new things, and contributing to a worthwhile project. The second feature is the rules that regulate social behaviour. Again, if the goals are different, it may be supposed that the staff and volunteers may be applying different rules to their behaviour, so that staff may be adopting a work ethic, whereas volunteers may be more concerned with a holiday ethic. It has already been suggested that the staff and volunteers' respective roles may be considered differently. Whilst the staff may perceive themselves as scientists, and see the volunteers as a source of funding, labour, and entertainment, the volunteers may see themselves as holiday-makers/clients and the staff may be expected to fulfill any or all of the roles described by Cohen (1985).

6.5.3. Assessment of the volunteers' performance:

According to the expedition staff from the first four organisations (the conservation-oriented organisations), there was a general consensus that the volunteers performed well. Most staff felt that the volunteer's performance was excellent, and some added that the volunteers were keen to learn, become involved and assist. However, despite the apparent good will of the volunteers, there was some variation in their actual performance scores. Staff from Organisations B and C felt that their volunteers were highly enthusiastic towards the work, good at paying attention to the information provided and understanding the task assigned to them, though slightly less able to execute the task and work independently. Staff from other organisations rated their volunteers performance much lower and, in the cases of Organisations E and F, felt that overall, the volunteers showed varying levels of performance, sometimes lacking initiative, or motivation.

From the results it appears that the staff are more likely to recognize the volunteers' efforts in terms of hard work and enthusiasm than their actual skills, knowledge or qualities. The staff do not mention taking a lead in the development of the volunteers' performance through training, example or feedback. Instead, where volunteer performance has changed, generally improving, it is as the volunteers have "found their feet" and learnt the daily routines and chores of the expedition. Instead the staff appear to consider themselves responsible for the daily running of the expedition, deciding on volunteer duties in the form of rosters, and reminding the volunteers to complete the

tasks assigned to them, thereby fulfilling Cohen's first tour guide role: to provide organisation and management of the tour.

The volunteer's responsibility in creating their own experience echoes results of other studies on volunteer tourism. For instance, Wearing (2001, p. 70) reports one volunteer on a community project in Costa Rica saying that

"we were thinking "oh my god, this is just manual labour, we've come from all the way around the world and raised all this money and we're going to be lugging sand up a hill for the next month". Once we saw that it was basically up to us to do what we could do, to look at and problem solve ourselves, it allowed a lot of scope or thinking about what is required as well".

Obviously, this self-reliance is a very important aspect of personal development for the volunteers. However, the diaries from the third study have also shown a need for expedition staff leadership in training, encouraging and motivating the volunteers. For instance, Lucy writes that she was

"feeling better with the researcher's [in this case the author of this thesis] help in helping me understand what I was looking at and understand what and why I was taking specific data. Feeling more in the groove, and understanding process much better- getting into the swing of the project. Realised that I needed slower explanation of instructions";

whilst Jess reports that after asking the principal investigator how the volunteers were doing, and not receiving an answer that she feels *"these comments could only be beneficial and wish we received them"*. Another volunteer, Kate, whose expectations of her trip were to gain more confidence in and learn about new things and to get an opportunity to experience new things, felt that she must ask the staff to give her more tasks to do, and to read/practice knots in order to meet her trip expectations.

The results of Study Three indicate that, on the whole, the volunteers were satisfied with their experiences, and that they had an excellent trip. They mainly enjoyed the new and different experiences that they had the opportunity to be involved in, as described in their best experiences ("swimming with and releasing baby turtles", "finding elephant poo",

“seeing a megapod or dolphins”), the social elements of the trip, meeting new people and sharing in the camaraderie of expedition life, and the opportunity to discover a new and often exotic place. The volunteers also reported enjoying the work, finding it interesting and appreciating their opportunities to help out. Skill development was important to them, especially fieldwork skills and the expedition training was interesting for them.

On the other hand, the volunteers did not appear to find the work particularly challenging or varied, and the training was not very useful or challenging. This is important as the volunteers need to stay motivated if they are to perform well (Pearce, 1993). One staff member feels that “the volunteers will work long, hard hours if there is a clear and worthwhile goal to achieve. Without this, individuals can easily lose motivation”; a statement backed up by a volunteer from the same organisation whose worst on-site experience was “being involved in a project that I didn't think was worthwhile for the community”. The need to keep volunteers motivated through varied and interesting work, and potentially rewards, is highlighted by past studies on volunteer tourism and volunteer behaviour.

The issue of ensuring volunteer motivation and interest has been raised by several authors (Darwall & Dulvy, 1996; Halusky et al., 1994; Mackney & Spring, 2003; Newman et al., 2003). Newman et al. (2003) warned that long hours of arduous or repetitive work may be problematic when volunteers are involved. In their study where volunteers were asked to monitor and survey mammals in the UK, they noted that a “degree of nonchalance develops, and survey times, along with survey accuracy decrease” so that “experienced volunteers carried out the tasks significantly faster than did novices; (we) judged that their experience brought overconfidence, and a lower threshold of boredom” (2003;195,196). Furthermore, Darwall and Dulvy (1996) found in their study that changing study sites regularly and going to unknown sites was enough to maintain a high level of interest. This is important, as they also found that “the repetition of detailed studies in single areas leads to a drop in the level of interest which is likely to lead to a loss in the quality of data collected” (Darwall & Dulvy,1996; 230).

Furthermore, the results of study three also suggested that some added diversity, not only in the work itself, but also in the daily expedition life may be beneficial. Many volunteers from Organisation A felt like the day trips away from the project were important for them to remain focused and motivated, to enhance their trip experience and to bond in new ways with the group. They also recognized the “reward” nature of these trips and

were appreciative of them. Many other volunteers suggested that a greater emphasis on intercultural activities might be beneficial and the results of Study Three indicated that the volunteers would like to spend more time getting to know the locals, developing other skills, learning local crafts and sightseeing, all of which were important motivational factors for the volunteers when choosing their volunteer tourism expedition. It may be therefore that a greater match in volunteer motivation and experiences may improve volunteer performance.

6.5.4. Volunteer expectations and staff expectations:

Studies One and Two have already highlighted some differences in the organisations' promotional images and the expectations and motivations of their volunteers. This study has demonstrated that there are also differences between what the volunteers expect to get out of their expedition and what the staff think that their volunteers expect, as well differences in perception of volunteer tourist roles. It appears that whilst the staff acknowledge that the volunteers are likely to be motivated by a need to have a good time, to explore new places, learn and experience new and different things, they nevertheless view their volunteers as a source of funds and labour, and focus very little on the fun elements of the trip. This difference in views between the staff and the volunteers may lead to some of the tension reported by earlier authors between tourists and guides and the internal role conflict that some guides may experience (Pearce, 1984; Cohen, 1985; Beedie, 2003).

According to Cohen (1985) the tour guide's role should be changing and developing as the tourism activity becomes more established and the tourists become are more experienced. Thus, a guide in a well-established tourism industry should play a role of group mediator, establishing group morale, being the entertainer and educator. Volunteer tourism staff are not yet making the switch away from their leadership role to that of mediator, perhaps without regard for their clients' needs and desires. However, this statement is also likely to vary between organisations depending on the length of time that they have been established, and perhaps the experience level of their volunteers; staff from Organisations A and B must fulfill their mediator role, and appear to be doing so through various activities such as their sightseeing trips, the high level of interpretation they provide. Furthermore, whilst it might still acceptable for staff from Organisations C,

D, E and F to have focus more on their leadership roles, staff from these organisations may have to be reminded of the dynamic and multi-faceted nature of their job. This may pose difficulties due to the high turn-over rate and voluntary nature of the job, but these difficulties may be overcome through staff training of the sort proposed by Ballantyne and Hughes (2001).

However, there are some additional mismatches which must also be addressed within the volunteer tourism sector. These are the differences between what the volunteers are motivated by and what the staff think that their volunteers are motivated by. The staff appeared to ignore the more tourism-oriented element of volunteer tourism, focusing instead on the volunteering aspects such as doing something worthwhile, learning about flora and fauna, and taking part in a rare opportunity. Whilst these were very important motivations for the volunteers, the respondents from Study Two showed a greater diversity of motivations than are being recognized by the staff, including the social aspects of the trip, developing practical skills and the cultural exchange as well as opportunities to go sightseeing. It may be suggested that reducing the discrepancy between volunteer expectations and staff expectations, may lead to a more successful volunteer tourism experience. It is proposed that the staff should be made more aware of the leisure and tourism nature of the volunteer tourism experience, so that as Henderson (1981) said "when volunteers feel that volunteering is a leisure experience, they will continue to be motivated".

6.5.5. Expedition improvements:

The expedition improvements can be seen from two differing points of view. The first is the one emerging from this study, which is that of the expedition staff. The second is that of the volunteer tourists, as shown in study three, and which may then be compared to the former. In general, the staff appeared to be reluctant to answer the question about expedition improvements. Most felt that the expedition either fully, or at least somewhat met the volunteers' expectations and a quarter of the staff surveyed felt that no improvements could be made. Of those that did answer the question and suggested improvements, the most commonly reported improvement was to improve communication between volunteers and staff in order to manage the former's expectations of the trip. This may help to avoid issues such as those reported in previous studies by scientists who have dealt with volunteers "who quickly become disillusioned with the reality of

scientific fieldwork" (Basinger, 1998) or who "turn out not to be as excited as they thought they would be about bugs, heat and humidity and the communal living conditions necessary for field research" (Buikstra in Basinger, 1998: A15).

Other improvements that were suggested by staff included developing more effective interpretation, teaching and training tools for the volunteers, increasing the level of comfort at the expedition site, and improving on-site logistics and trip management. They also felt that giving the volunteers opportunities to understand how their work is being used was important, echoing research carried out in the field of volunteer behaviour, and the comments made in the previous sections by volunteers themselves. Finally, some staff members also recommended having a wider variety of activities available to the volunteers and being more responsive to the volunteers' needs and issues. These last points reiterate the findings of many scientists who work with volunteers and researchers in the field of volunteer behaviour who suggest that constant recognition and communication may become substitutes for rewards and ensure that the volunteer feels that their input is taken seriously. Setting goals for volunteers, specifying terms of job commitment and providing clear instructions and thorough training also improve volunteer motivation and satisfaction levels (Goodale, 1995). These last points are not only not discussed by the expedition staff, but, in some cases are actively discouraged by staff who feel that as volunteers themselves they cannot be expected to play too great a role in the development of the volunteer tourists.

The volunteers appeared to agree in most instances with the staff. They also had very few recommendations to make regarding the expedition, focussing instead on what an "amazing experience" they had had. The expedition elements that were particularly important in shaping this amazing experience were varied and included the different activities undertaken and their opportunities to experience new things and to increase their knowledge, for adventure and cross-cultural interaction and the social elements that they experienced. They also appreciated the opportunity for personal growth, another very important aspect of volunteering which has been discussed at length in the volunteering literature, as volunteering is believed to fulfil higher level needs such as self-esteem, belonging and self-actualisation as volunteers seek to gain personal benefits from their activities including self-satisfaction, social and personal well-being (Wearing & Neil, 1997). It appears that these benefits, in particular the facilitation of understanding and the friendships, are frequently considered more important than the activity itself (Wearing and Neil 1997),

The volunteers' recommendations bore some resemblance to those of the expedition staff. They also wanted to become more involved in the research, again illustrating points made in the volunteering literature, through better communication between staff and volunteers with regards to expedition goals and volunteer roles. Additionally, the volunteers would like to be better informed concerning the data and its subsequent use, and perhaps be updated on project results. They did not however, suggest that they be given more autonomy in the project and more opportunities to work without supervision using their own initiative. This contradicts Wearing and Neil's (1997) belief that allowing individuals to be independent, creative and in control as well as letting them devise and execute successful plans also leads to feelings of personal success and increases in self-esteem, which will in turn make volunteers increase their commitment.

On the other hand, the volunteer tourists appeared to desire the opportunity to increase the holiday or tourism element of their trip. For instance, they suggested that the on-site comfort be enhanced, and that they should be more free time for the volunteers to explore and interact with the locals. They felt that more time should be spent getting to know the locals, engaging in adventurous activities, learning local crafts and sightseeing, as well as participating in the immediate conservation project related activities. Furthermore, the volunteers appeared to be fairly unanimous in their suggestion that the time spent on camp duties such as clean up and cooking be reduced. Again, this last point highlights the complex nature of the volunteer tourism sector, and illustrates the need for a balance between volunteering and tourism components. This may be achieved through a good understanding of the nature of volunteer tourism, and careful management. This will form the topic of the following and concluding chapter to this thesis.

CHAPTER SEVEN: Thesis Implications And Conclusions

CHAPTER OUTLINE:

7.1. *Key Findings*

7.1.1. *Summary of key findings*

7.1.2. *Management recommendations*

7.2. *Contributions to the existing knowledge*

7.2.1. *Advances in volunteer tourism studies*

7.2.2. *Advances in tourism studies*

7.2.3. *Advances in volunteer behaviour studies*

7.3. *Volunteer Tourism and Equity Theory*

7.4. *Study Limitations*

7.4.1. *Sample size*

7.4.2. *Methodological considerations*

7.4.3. *The exploratory nature of the research*

7.5. *Future Research*

7.5.1 *Management issues*

7.5.2. *Interpersonal variations in volunteer tourism experiences*

7.5.3. *Other impacts of volunteer tourism expeditions*

7.5.4. *Organisations' perspectives*

7.6. *Conclusions*

The aim of this thesis was to gain a better understanding of the underlying structure and factors in volunteer tourism that affect the experience and satisfaction of volunteer tourists. In Chapter One it was proposed that volunteer tourists can make an active contribution towards nature conservation efforts, through participation fees and the time and effort that they invest in the project. It was also suggested that volunteer tourism will be most effective as a conservation tool when the volunteer tourists themselves remain motivated and involved in the project, and are ultimately satisfied with their volunteer tourism experience. For this to occur, several factors must be considered; the first is the organisation's approach to volunteer tourism (Study One), the second is the volunteer's expectations and motivations for joining a volunteer tourism expedition (Study Two), the third is the volunteer's actual experience and his or her assessment of the expedition

(Study Three), and finally, the fourth is the staff's perceptions of the volunteer's experiences (Study Four).

This final chapter will integrate the findings from these four studies and highlight some of the key factors that affect volunteer tourists' satisfaction and motivation. The management implications of the results will be discussed both for the sector as a whole, and for each individual organisation. The contributions that this thesis has made to the field of tourism studies, both in terms of new concepts that may be applied to specialist tourism sectors and volunteer organisations and, more generally, alternative methodologies that may be used to study tourist behaviour. Following on from this, the role of Equity theory in volunteer tourism will be examined in greater detail. Finally, the limitations of the study will be considered and future research directions will be discussed.

7.1. KEY FINDINGS

7.1.1. Summary of key findings:

Some of the key findings in this study focus on the contradictions and dualities within the volunteer tourism sector. These dualities are related as much the nature of the sector itself (both a holidaying and working experience), the images of volunteer tourism organisation, the motivations and expectations of volunteer tourism, the experiences, satisfaction levels, and staff views on volunteer tourism. Each of these contradictions will be discussed in this final section of the thesis.

The first contradiction encountered in this research was that of the nature of volunteer tourism itself. From the results of Study One it is apparent that it is a highly diverse sector, offering a wide variety of different destinations, projects, time and financial investments. It appeals to a range of people from different backgrounds, different ages, nationalities, education and social status. Furthermore, the organisations themselves can be large multi-national placement agencies (such as Earthwatch), or medium-sized non-profit conservation groups that send their volunteers abroad, or yet again smaller scale, local research groups.

As a result, each volunteer tourism organisation might be expected to create a clear image in order to position itself within this diverse sector. It was demonstrated that a typology of this tourism sector could be developed from the promotional material of volunteer tourism organisations. It was also apparent that many organisations had indistinct images, with potential volunteer tourists perceiving an organisation in opposing ways (c.f. Chapter Three). Furthermore, many organisations themselves added to this confusion by using “holiday” images of deserted beaches, beautiful land or seascapes, or volunteers relaxing amongst palm trees, before commenting that volunteers must remember that they are not on holiday, that they are there to work. The respondents in this study recognised this duality, and frequently distinguished between the more “holiday”-like organisations, those organisations that offered opportunities for skill development, learning or other benefits, and finally the potentially “exploitative” organisations.

The effect of such images on volunteer expectations and motivations was assessed. Not surprisingly, it was found that volunteer tourists frequently had no clear expectations of the expedition, and furthermore that their motivations varied depending on the question format; an open-ended question led to motivations of a volunteering nature (help the researcher, learn), whilst the Likert-scale revealed motivations that were more of a recreational nature, such as to have fun, meet new people, see a new place. The former point concerning volunteer expectations reinforces the notion put forward by Arnould and Price (1993) that some forms of tourism do not lend themselves to the expectancy disconfirmation paradigm, and volunteer tourist satisfaction must therefore be measured and analysed in a different way. The latter point raises some issues concerning the reliability of each motivation measurement, and serves to illustrate one of the major contradictions and possible sources of tension in this tourism sector between the recreational elements and volunteering elements.

Certainly, from the socio-demographic and motivational profiles described in the second study, there is little support for Stebbins (1982) concept of “serious leisure” as applied to volunteer tourism; of the five characteristics listed by Stebbins, volunteer tourists met only two- the tendency to talk excitedly and proudly and undertaking the activity for its durable benefits such as self-actualisation, feelings of accomplishment, or enhancement of self-image. They fail to fulfil Stebbins other criteria of having a strong commitment to the activity, the tendency to have a career in it, and a unique ethos belonging to a defined subculture. Furthermore, from both Chapters Three and Four, there appears to be only

moderate support for Wearing and Neil's (1997) role of altruism in volunteer tourism. On the contrary, of the four elements that were noted as critical in forming volunteer experience and satisfaction, only one of these was related to altruism, i.e. to contribute to a worthwhile project. The other three corresponded to the fields of recreation and tourism, i.e. learning, experiencing new and different things, and having fun.

Nonetheless, Chapter Five revealed that for the most part, the volunteer tourists' motivations and expectations were almost always fulfilled during the trip. It is suggested, therefore, that variations in tourist satisfaction and involvement levels may be attributed to other factors. Four factors may be identified. These are the opportunity to participate in activities that involve learning, having fun, experiencing new and different things, and contributing to a worthwhile project. Other factors that were important include other expedition elements such as the group, the free time, training and work which was not always stimulating or interesting, the volunteers' personality, that lead to different types of experience, and whether their motivation for participating in an activity was intrinsic or extrinsic. It is suggested that the balance of these four elements would determine whether the volunteer tourists would have a hedonic or eudaimonic experience.

The last element to be considered in this thesis, and again one that showed several contradictions was the staff assessment of the volunteer tourists' experience. Firstly, the staff's focus was evidently on the volunteering and work aspect of the expedition. This was apparent not only in their own qualifications for the job, but also their expectations of the volunteer tourists, their perception of what constitutes a good volunteer tourist, and the role of the tourist within the volunteer tourism organisation. The staff placed little emphasis on learning, having fun or experiencing new things, three of the key characteristics that make up a successful volunteer tourism expedition. And, whilst they acknowledge that volunteer commitment and satisfaction does vary, many staff felt that this was due to the volunteers' personalities. They did not appear to appreciate their own part in forming volunteer tourists' experiences. In many cases staff were only fulfilling the first two of Cohen's (1985) four tourist guide roles, i.e. co-ordinating the management of the tour and facilitating interaction with host populations, and ignoring the latter two, i.e. providing leadership in social interaction and being the educator and interpreter. The exceptions to this were Organisations A and B, where staff fulfilled all four roles. This last point may have important consequences for Organisations C, D, E & F, as the volunteer tourism sector matures and volunteer tourists expect staff to fulfil all four roles.

7.1.2. Management recommendations:

Based on the literature reviewed throughout this thesis and these key findings, a series of recommendations can be made for the sector as a whole as well as for each organisation in turn.

The most important points stressed in the literature on volunteer satisfaction are that

- o Volunteers must remain excited about the organisation's mission (Goodale 1995; Wearing and Neil 1997);
- o Volunteers need encouragement, so it is crucial to compliment them, recognise and celebrate their success (Wearing & Neil, 1997). Constant recognition and communication may become substitutes for rewards and ensure that the volunteer feels that their input is taken seriously;
- o Allowing individuals to be independent, creative and in control as well as letting them devise and execute successful plans also leads to feelings of personal success and increases in self-esteem, which will in turn make volunteers increase their commitment (Wearing & Neil, 1997);
- o Setting goals for volunteers, specifying terms of job commitment and providing clear instructions and thorough training also improve volunteer motivation and satisfaction levels (Goodale, 1995);

Some of the more common and generic recommendations to ensure the successful use of volunteers in conservation projects are that

- o The field work methodology should be highly structured and easy to replicate;
- o Data sheets need to be standardised and simple to complete;
- o Tasks reduce opportunities to make interpretations or adjustments during data collections;
- o Task loading be minimised so that basic data are not pre-empted, forgotten, or noted down from memory at a later stage;
- o Volunteers' interests and skills be matched to the tasks that they are given; and
- o Daily debriefs and assessments be used to reinforce earlier training and maintain and high standard of data collection (Foster-Smith & Evans, 2003; Halusky et al., 1994; Mackney & Smith, 2003).

And finally, some recommendations for ensuring volunteer tourist satisfaction and involvement include:

- o Four key elements must be present in volunteer tourism expeditions in order to create a satisfying experience: the opportunity to have fun and socialise, to experience new and different things, to develop skills and knowledge and to contribute to a worthwhile project;
- o Volunteers should be encouraged to enjoy optimal experiences, by participating in activities that are intrinsically motivating, and lead to opportunities for self-fulfilment and Eudaimonia;
- o And finally, tour guides and staff are often not aware of the multiple roles that they must fulfil to ensure tourist satisfaction. Training is often needed to ensure that they understand what is expected of them, and help them meet these expectations.

Recommendations may also be made for each individual organisation. These are listed below.

❖ ORGANISATION A:

Organisation A distinguishes itself from most of the other organisations analysed in this study by its well-educated, professional and experienced market. As such, it is particularly important for its expeditions to ensure high standards in one or more of the four elements that volunteers have highlighted as particularly important to them. These elements include learning, skill development, personal development, having fun, experiencing new and different things, and exploring new places.

The expedition investigated here scored highly on the personal development and experiencing new and different things, as can be seen in the diary extracts from the volunteers. Each volunteer appeared to have learnt something new about themselves on this trip, usually through the medium of the sailing or the research. As a result, satisfaction scores were high, and in general, the volunteers felt that their motivations and expectations had been met. It is suggested that these high satisfaction scores are a result of excellent trip management. The volunteers recognised this in their praise of the crew, whom they found to be knowledgeable, dedicated, willing to share their experiences and

generally very friendly and fun. The volunteers also acknowledged the Principle Investigator's skill in balancing work and play and appreciated the small rewards that he provided throughout the trip, encouraging continued motivation from the volunteers.

The few recommendations that may be made concerning this trip would be to develop a more clearly defined image, focussing on the research and learning/skill development elements, to increase creature comforts on board (or manage volunteer pre-trip expectations), and finally to consider ways to create more opportunities for the volunteers to meet their learning and skill development motivations, and exploring new places.

❖ ORGANISATION B:

The results of this study and the comparison with other organisations suggest that very little improvement to these expeditions is necessary or possible. Organisation B has succeeded in integrating the volunteering and travel/tourism elements of learning, discovering a new place, personal development, and being social were strong and matched the volunteers expectations and motivations. As a result, the satisfaction questions were generally high, although it might be worth investigating why the score for "this holiday was satisfying to me" was low.

Organisation B's success as an operation may be linked to several factors:

- o Its market is well defined,
- o Its image is strong,
- o There is a strong relationship between its image and the volunteers' on-site experiences,
- o Volunteer expectations are also well defined, and
- o Staff are aware of volunteer motivations and expectations, and furthermore acknowledge the additional skills and knowledge that the volunteers may contribute.

The only improvements that may be recommended based on the volunteers' and staff suggestions are to improve volunteer training which the volunteers did not feel was particularly useful or challenging. Furthermore, some rewards could be added-in throughout the trip, to recognise the input and quality of volunteer work.

❖ ORGANISATION C:

Volunteers were generally satisfied with their experience and the emphasis placed on the learning components appears to be a particularly successful strategy. The volunteers were motivated to join the expedition in order to learn more about reef conservation and ecology, found that the training provided was very useful in that respect and enjoyed putting that knowledge to use and learning more as the expedition progressed. This learning element could therefore provide a foundation for defining Organisation C's image within the volunteer tourism sector. Currently, Organisation C appears to project mixed images, centred around one of three features: (i) its research content, (ii) its potential to develop conservation research skills and diving skills and (iii) its holiday aspect. Emphasising one of these three features would permit Organisation C to clearly define its image, manage volunteer expectations (an issue raised by staff on-site), improve the information provided in its promotional material, and differentiate itself from other organisations.

It is also suggested that Organisation C consider its current market and how this market is likely to develop over the next few years. Organisation C's market is currently based upon relatively young and inexperienced volunteer tourists. It is proposed that as the volunteer tourism sector matures, volunteers are likely to arrive with more clearly defined expectations and different types of motivations, which will in turn affect their motivations and satisfaction levels. Understanding the different requirements of a maturer market (e.g. research shows that more experienced travellers seek higher natural and cultural interactions whilst on holiday) will help Organisation C position itself competitively in the future.

Furthermore, the volunteers' stated motivations to do something worthwhile and to support the organisation, as well as their desire to explore new places may be harnessed in order to expand Organisation C's work into new areas such local public awareness campaigns. Finally, it is recommended that Organisation C installs a mechanism that allows effective communication between site staff and office staff in order to address staff concerns regarding improved communication, better volunteer pre-trip briefing, and organisation of camp logistics.

❖ ORGANISATION D:

Organisation D has several clear strengths that emerge from the volunteers experiences. First and foremost, as an organisation, Organisation D received very high satisfaction scores from its volunteers. Furthermore, its staff are unique in acknowledging that volunteers are able to contribute their own skills and knowledge, and also are able to add a sense of fun. The cultural interaction was a very important aspect for the volunteers and should continue to be encouraged. The volunteers appeared to recognise and appreciate the unique opportunity that they were given to learn about local culture and traditions.

Because of these various strengths, it is proposed that Organisation D would provide a good basis for exploring Bonjean et al.'s (1994) proposal of self-expression in volunteers, allowing the higher levels of involvement for highly motivated volunteers, and perhaps on-going involvement after the volunteers have left the research site. Some recommendations that emerge from the study on potential volunteer perceptions of Organisation D are that it could reinforce its image as research or holiday expeditions, and manage expectations based on that image (as recommended by staff). Additionally some respondents suggested that it could provide more information about project.

❖ ORGANISATION E:

Organisation E has achieved a good, clear image based on personal development and adventure. There is, however, room for improvement in terms of the information provided in the promotional material. There is scope for more cultural interaction. This would help to meet the volunteers' motivations and expectations and may lead to increased satisfaction scores.

There could also be a stronger focus on the projects to be completed. The volunteers felt that "contributing to the project" was an important motivation, and both staff and volunteers recommend involving the volunteers' to a greater extent in the projects. Furthermore, volunteers did not feel that the work was particularly varied. This issue could also be managed through changing volunteer expectations. And finally, staff could be used to manage group tensions, by making staff aware of all the different roles they are expected to fill, especially their role as social mediator.

❖ ORGANISATION F:

Firstly, the image created through Organisation F's promotional material is a good image for attracting hard working volunteers, but may be deterring other types of volunteer tourists from joining and benefiting from the project. However, this may be an advantage to the organisation. In this case, it is recommended that the organisation recognises its volunteering/work image, which may not carry the same kinds of intrinsic benefits found in the holiday/enjoyment organisations. Organisation F therefore needs to take into account issues of working with volunteers. In particular the two issues encouragement and rewards need to be considered to retain volunteer motivation and involvement.

Furthermore, there is a need to consider what is at the base of lower satisfaction scores, and some of the negative emotions (lonely and sad) recorded by the volunteers. This result may be linked to relatively monotonous nature of the work, the isolated position of the project, the small work group (two to three volunteers and two staff) and the relatively infrequent opportunities for outings and new and different experiences. For instance, free time is not considered varied and stimulating. Could this be a cause, and can this be changed?

7.2. CONTRIBUTIONS TO EXISTING KNOWLEDGE

Due to the multi-disciplinary and multi-method nature of this thesis, contributions to the existing knowledge of volunteer tourism, tourism studies and volunteer behaviour have all been made. Each of these areas will be covered in turn.

7.2.1. Advances in volunteer tourism studies:

The main contributions to the field of volunteer tourism made by this research concentrate on four areas: (i) introducing a typology of volunteer tourism organisations, (ii) highlighting the four key elements that make up positive volunteer tourist experiences, (iii) suggesting a best practice for volunteer tourism organisations, and (iv) identifying

differences between tourist and staff expectations. Each of these has important consequences for future studies of volunteer tourism.

The first contribution to the existing literature was to develop a typology of volunteer tourism organisations. This had not yet been carried out in the field of volunteer tourism, although both Hartman (1997) and Wearing (2001) made some initial progress in that direction. Most authors, however, have tended to describe the volunteer tourists of one organisation, whether focussing on their motivation, performance or experience and satisfaction. The results from this study showed that organisations themselves may have very different characteristics, emphases and markets, whilst participants in different expeditions may have very different socio-demographic and motivational profiles, may perceive expeditions differently and benefit in different ways from the expedition. In this case, the validity of extrapolating from one volunteer tourism study to another is called into question, and the importance of acknowledging the specific context of each study is reinforced.

Whilst it is true that different organisations present different challenges and experiences, it was also found that some volunteer tourism elements appeared to be ubiquitous in creating a positive and satisfying experience. One of the major findings of this study is the importance of four key elements in ensuring volunteer satisfaction and commitment. These elements, i.e. having fun and socialising, experiencing new and different things, developing skills and knowledge and contributing to a worthwhile project, appear to be present to a greater or lesser extent in the motivations and positive experiences of all volunteer tourists, regardless of their background or expedition choice. Results such as these challenge the role of altruism in volunteer tourism and suggest that volunteer tourists are seeking personal benefits and a fun experience, as much as they wish to contribute to a worthwhile project.

Furthermore, using the dimensions of an ecotourist presented in Chapter One, it may be proposed that volunteer tourism is an extension of ecotourism. In their model, Acott et al. (1998) suggested three dimensions of an ecotourist; their level of commitment to being environmentally responsible, the level of intensity of interaction with the environment, and the level of physical difficulty or challenge. A fourth dimension, the level of financial commitment by donating large sums of money to environmental protection may be added to the previous in order to distinguish volunteer tourists from ecotourists. The combination of these four dimensions of a volunteer tourist and the four elements leading to a

satisfactory experience allows managers to develop a best practice for the management of volunteer tourism expeditions.

Based on the results of this study a series of recommendations were made for the management of volunteer tourism expeditions. These recommendations, discussed in this chapter and throughout the thesis, were both sector- and organisation-specific, and covered a range of topics such as staff training, the development of promotional material, the use of volunteers in science and the satisfaction of tourists on a volunteer tourism expedition. This range of topics had been previously noted in different academic fields, such as volunteer behaviour, destination imagery, tourist motivation and satisfaction, conservation biology and environmental education and citizen science, however, they had never been collated into a single study of volunteer tourism behaviour. Issues such as staff roles, the relative importance of enjoyment, learning, personal development and altruism in volunteer tourism, and the images of volunteer tourism organisations have been explored and found to be important to the management of volunteer tourism expeditions.

The final contribution this study has made to the field of volunteer tourism, and that has been touched upon in the previous section, is the disparity between volunteer tourists' and staff expectations and perceptions of the expeditions. Whilst volunteer tourists appeared to place equal if not greater importance on the recreation and leisure aspect (c.f. "serious leisure") of their expedition, staff were much more focussed on the work elements, often disregarding the tourism-side to volunteer tourism. This issue was first raised by Hartman (1997) in his study of leadership styles, and this study has developed it further, highlighting a need to alert leaders to the "fun" elements of their trips.

7.2.2. Advances in tourism studies:

The advances made to the field of tourism studies focus on three major areas. The first two arise from the methodological approach used in this thesis and concern the study of a specialist interest form of volunteer tourism whilst the third suggests new patterns of tourism experiences and satisfaction.

The methodology used throughout attempted to validate each study through the results of other studies in the thesis. In Study One the projected image of volunteer tourism

organisations was compared to the perceived images as reported by potential volunteer tourists. The motivations of actual volunteer tourists were analysed based on previous literature on volunteer tourism studies, tourism motivation studies and volunteer behaviour as well as the organisation's promotional images themselves. A comparison was then possible between the expectations of potential and actual volunteer tourists. Next, the motivations of actual volunteer tourists and the organisational images were used in the analysis of volunteer tourists' experiences, again allowing comparisons to be made and inconsistencies to be identified. Finally, the results of Study Two were also used in Study Four in order to isolate any discrepancies between staff and volunteers. The approach was further strengthened by a multi-method approach including content analysis of brochures, a multiple sorting procedure, surveys, a diary, and some participant observation. It is believed that this triangulation of methodological approaches and stakeholder views is one of the major research strengths of this thesis and contributes to the overall study of a particular tourism sector (in particular a specialist tourism sector).

Second, the use of a daily diary as a data collection tool provided a remarkably rich source of information to understand volunteer tourism experiences. In particular, the daily questions on mood and satisfaction with each activity and overall daily satisfaction allowed the analysis of a mood updating process that was very useful in understanding fluctuations in experiences. Additionally, the recording of different activities on an appropriate scale (morning, afternoon, evening) and the daily best and worst experiences allowed correlations between mood, satisfaction and other aspects of the trip to be analysed, again highlighting information that could have easily been missed had the data not been collected in this way. Moreover, the presentation of the data as series of tables and figures, tying in activities, mood, satisfaction and motivations and expectations allowed rapid cross-comparisons that further strengthened the analysis of volunteer tourism experiences on an individual and group level.

Another interesting development in the field of tourism studies to come out of this study was the application of life satisfaction theories to tourism experiences. Whilst the study of tourism as hedonic experience is not new (De Botton, 2002; Pearce, in press), the concept of Eudaimonia and how it might apply to tourism experiences has not been widely investigated. In this thesis, it was demonstrated that certain tourist experiences do have both eudaimonic and hedonic elements, suggesting that the tourism venture must offer opportunities for recreation, pleasure and fun, as well as self-fulfilment. This

perspective has been raised in ecotourism, where some researchers argue that whilst ecotourists may be educated and environmentally responsible, they are nonetheless on vacation and looking for a fun experience. Furthermore, it has been completely disregarded in certain challenging, skill- and personal development tourism experiences such as white water rafting or hiking and mountaineering trips, which, surprisingly, have been described in purely hedonic terms (Arnould & Price, 1993; Beedie, 2003; Chhetri, Arrowsmith et al. 2004). There is certainly scope for studying tourism experiences from the point of view of life satisfaction and personal well-being.

7.2.3. Advances in volunteer behaviour studies:

Volunteering has traditionally been considered within the field of serious leisure, and therefore been defined within the parameters established by Stebbins; that there is a strong commitment to the activity, that volunteers tend to have a career in the same field, that they are seeking durable benefits, that volunteers belong to a sub-culture that shares values, moral principles, norms, and performance standards. This research challenges these assumptions and suggests that the volunteers in this case may have little prior experience of the activity (both volunteer tourism and conservation activities), may have very different backgrounds, and show no common beliefs or moral principles. Instead, these volunteers were looking in part to have fun, and, in particular, experience new and different things. In consequence, volunteers may not be seeking the networking or power-seeking opportunities suggested by Bonjean et al. (1994) and may not even be motivated by a sense of altruism, as suggested by Wearing and Neil (1997).

Two further questions are raised by these conclusions. The first concerns the role of self-expression in volunteer tourism: if volunteer tourists do not possess the characteristics of serious leisure participants as described above, are they looking for or capable of using this volunteering experience as a medium for self-expression? Secondly, supposing volunteer tourists are seeking new and different experiences, will they necessarily be intrinsically motivated to participate in expedition activities that may appear mundane or repetitive? The literature on subjective well-being suggests that where people are intrinsically motivated, offering rewards or coercion will lead to decreasing motivation, however the literature on volunteering states that rewards are an integral part of maintaining volunteer satisfaction and motivation. This disparity was raised through this

study, and future studies should attempt to analyse in what types of situations are rewards most conducive to continued volunteer motivation.

7.3. VOLUNTEER TOURISM & EQUITY THEORY

One of the major issues in this thesis to be examined indirectly was equity. In Chapter Two it was suggested that Equity theory may provide a useful conceptual framework to understand volunteer tourists' experiences. This is because Equity theory is able to predict behaviour between donors and recipients based on each participant's inputs and outputs. It is hypothesised that where the volunteer tourists' outputs divided by their inputs was equal to the organisation's outputs over their inputs, both the volunteer tourists and staff would feel satisfied with the exchange. It is suggested that inputs of volunteer tourists' may include the number of hours worked, the undertaking of additional work, whereas their outputs may be conceived as the benefits in they received in terms of fun, increased skills and knowledge. On the other hand, the organisation's inputs may be to make the expedition fun and rewarding and their outputs to complete the expedition successfully and efficiently.

It is believed that Equity theory provides a new and promising framework to examine the relationship between volunteer tourists, the donors, and conservation organisations, the recipients, and to predict both the attitudes and behaviour of both participants in the relationship. By measuring the inputs and rewards or benefits that each party receives according to Equity theory, it should be possible to determine whether distress is expected to be experienced by each participant and what actions, either actual or psychological, are being, or should be, undertaken to reduce this distress.

Throughout the thesis the beneficial images, expectations and positive elements of experiences were identified, whilst the last study identified some of the staff's perceptions of volunteer inputs and outputs. A general overview of the results show that the volunteers' inputs focus mainly on their labour and the time they put into the tasks assigned to them, as well as the financial contribution they made in order to participate in the expedition. Their outputs are the knowledge that they gain whilst on-site, the skills that they develop, the access that they have to local culture and above all the new experiences they enjoy. The staff's inputs are to keep the volunteers motivated, to

conduct the training, supervise the volunteers' work, and to be responsible for resolving any safety or logistical issues that may arise during the expedition.

The inputs and outputs of each participant are very important issues in volunteer tourism. As one staff member stated "when unpaid workers are managing the project, it's difficult to prioritise volunteer satisfaction any more than we do". The volunteers' outputs are experiences, a sense of comfort in an unfamiliar country or interesting projects in a safe touristy environment, new and often specialised knowledge, development of new skills, access to local culture and certain specific benefits such as cheap diving. Again, however, the contributors are divided between those who feel that a volunteer is helping to make a difference, and those who feel that volunteer tourism is about having a "sexy" experience, accumulating cool stories, and an excuse to travel. Some of the follow extracts from the Lonely Planet's Thorntree forum illustrate these points.

"What are your priorities when you talk about volunteering? Do you want to help and make a difference, or do you just want cool stories and excuse to go travel? If your answer is the former of the two then the money shouldn't be the central issue"

akgrown25 (2005)

"there is a reason why these companies are so popular and well-heeled. They do not require very much from the volunteer and offer the 'experience of a lifetime'"

Katiebell (2005)

The contributions also acknowledge the organisations' inputs when considering the money issue: the organisations are providing training which is time-consuming, in particular for volunteers with no skills who only stay for a short period of time. They also ensure volunteer motivation and satisfaction, and feed and house the volunteers. The organisations' outputs according to these people are a people-friendly image for the organisations which in turn keeps their donors happy, and the research data which allow them to achieve their conservation goals.

A simple way in which equity theory may be applied to volunteer tourism and some of the possible results of various relationships between volunteer tourists and conservation organisations are represented in Table 7.1. According to this table, it would be useful to

measure the outputs and inputs of both the volunteers and the organisations through a series of interviews with different participants (volunteer tourists, expedition staff and office staff). Once outputs and inputs have been qualified and quantified, they could be manipulated in order to test how each affects the satisfaction levels of volunteer tourists and staff. Furthermore, additional outputs could be introduced (such as small or larger rewards) in order to determine the effects of rewards and increased outputs on volunteer satisfaction. A contribution of this thesis is in preparing for equity studies by highlighting the input and output variables for future research.

Table 7.1. An overview of how Equity theory may be applied to volunteer tourism. The inputs of volunteer tourists appear to include the number of hours worked & the undertaking of additional work, their outputs are the benefits they receive in terms of fun, increased skills and knowledge, personal development and new and different experiences. The inputs of an organisation include making the expedition fun and rewarding, their outputs are to complete the expedition successfully and efficiently. The outcome of the balance will determine volunteer and expedition leader satisfaction and the success of the project.

Volunteer tourist		Organisation		Outcome
Outputs / Inputs	=	Outputs / Inputs	⇒	Satisfied volunteers & leaders
Outputs / Inputs	>	Outputs / Inputs	⇒	Dissatisfied volunteers, poor performance
Outputs / Inputs	<	Outputs / Inputs	⇒	Dissatisfied leaders, limited progress

7.4. STUDY LIMITATIONS

As with any study, this study had some limitations imposed by the research topic and the research conditions. Overall, the limitations of this study can be divided into three major categories. The first of these was the small sample size, the second was some elements of the methodology and finally, the third concerned the exploratory nature of this research. Each of the limitations will be discussed in turn, with a particular focus on how they affected the research as well as how such limitations may be overcome in the future.

7.4.1. Sample Size:

Throughout the study, small sample sizes were obtained, thus limiting the level of statistical analysis that could be carried out on the data. In the first study, a total of 29 organisations were recorded, due to the fairly restrictive criteria that were used to include organisations in this study. Only organisations which offered elements of conservation research were analysed, as the primary focus of this research was on using volunteer tourism as a conservation tool and a way of bringing scientists and researchers together. Although a small number in itself, these 29 organisations did give rise to an analysis of 1744 photographs and 188 volunteer testimonies, and an apparently relatively robust organisational typology. The sample size could be increased by including a wider range of volunteer tourism organisations, shifting the focus of the research, and possibly creating additional or different organisational categories.

In the second and third study, a small sample of 77 volunteers was also recorded. Under the circumstances, this sample size represented the largest sample size that this researcher was realistically able to obtain under the circumstances. These circumstances included the small group sizes and infrequent trips noted in Chapter Four, logistical problems in getting the surveys to the expedition site (expedition sites were often remote, usually reliant on the organisation's headquarters for the import of most items, and usually requiring difficult travel arrangements to arrive there). Finally the distribution and completion of surveys and diaries was dependent on the encouragement of volunteer tourism staff who did not always see the benefit of the research. Again this did appear to limit the investigation to the extent that the effect of some variables such as gender, age, travel or conservation experience could not be investigated. It is unclear whether these variables would have a strong impact on the research findings, in particular for volunteer tourism motivation and experiences, although previous research by authors such as Pearce and Lee (2005) suggest that it is likely that they would. It is recommended therefore that a larger sample size be acquired through direct distribution and collection of surveys by researchers, over an extended period of time, and covering a greater number of expeditions.

Similarly, the number of diaries collected in this study was small, only 20 diaries were collected in total (15 from Organisation A, 1 from Organisation B and 4 from Organisation F). The final sample included all the diaries from Organisation A, minus one which was incomplete, as the other two samples were considered too small to draw out any useful

patterns. As it stands, however, the analysis of the diaries did provide some useful and qualitatively rich data, that both supported and expanded on the survey results. As above, however, the small sample size did prevent certain variables from being investigated in greater detail and possibly restricted the categorisation of the volunteer tourists according to experience type. A larger sample size may have revealed distinctions within the existing tourism groups, or additional groups, and may have allowed other segmenting variables to have been identified. It is recommended as above that the sample size be increased by participating in more expeditions, and by providing younger and/or male volunteer tourists with an additional incentive to complete the diary.

7.4.2. Methodological considerations:

As well as the small sample sizes, some elements of the methodology could be considered as study limitations. The principle limitation in this sense is in the use of diaries, which is commonly believed to subtly change the respondent's experiences as they become more aware of their own activities, affective states, and cognitions. Additionally, the role of the author as a staff member may have created some reactivity issues by potentially altering normal interactions between staff and volunteers (c.f. Lucy's diary extract, p. 307). Furthermore, diaries are often time-consuming and cumbersome for the respondent, possibly leading to lower response rates, and possibly inaccurate data if the volunteer does not complete the diary as instructed. It has also been noted by some researchers that women are more likely to fill in diaries (Markwell & Basche, 1998), and the results of this research suggest that older respondents were more likely to consistently complete the diary. This may lead to a certain bias in the data, which must be overcome perhaps by using alternative incentives. Nonetheless, the diaries did provide rich and detailed data with regards to the volunteers' daily experiences.

It is also suggested here that although the use of postgraduate biology, tourism and tropical science students in Study One was justified through their enduring involvement in travel, research and conservation and their interest in the research topic (volunteer tourism), a more accurate analysis of perceived organisational images might have been acquired through the use of respondents who had actually requested the promotional material of volunteer tourism organisations. This could only be achieved through the co-operation of a range of volunteer tourism organisations, in order to capture all market

segments interested in volunteer tourism. It is suggested that this be attempted in future studies that examine organisational images.

7.4.3. The exploratory nature of the research:

The final set of limitations in this study were somewhat unavoidable and concerned some of the new concepts applied to this study. In particular, it was suggested that volunteer tourist satisfaction may be more usefully studied using real-time measures rather than a post-hoc measure. It was also uncertain if and how the expectancy disconfirmation paradigm could be applied to this study. As a result both sets of measures were used in order to gain a complete overview of tourist experiences. It is proposed that as an outcome of the results of this study, particularly concerning the ambiguous role of expectations in volunteer tourism, that the analysis of volunteer experiences and satisfaction be based on on-site, real-time measures, through diaries, participant observation, interviews, and space-time analyses.

Secondly, Equity theory was not yet well understood as conceptual framework that may underpin research into volunteer tourism experiences. A preliminary understanding of volunteer tourists' motivations and experiences as well as staff perspectives is necessary before Equity theory may usefully be applied and successfully operationalised. Now that some of these initial questions regarding volunteer tourism motivations and experiences (in particular the need for certain learning, skill development and experiential benefits) have been answered, it is proposed that more time be spent on developing questions that might directly assess equity as perceived by participants. These questions should be incorporated into daily measures for both volunteer tourists and staff (on-site and in the office), as well as at the end of the trip once an overall assessment of the expedition could be made. Accordingly, different measures could be used, including the diary, informal conversations, and interviews that might used the laddering technique, similar to the hierarchical values analysis (Reynolds & Gutman, 1988).

Finally, the study of staff experiences and perceptions was also highly exploratory in nature. No other study has looked at the role of volunteer tourism staff (although Hartman's (1997) study was instructive in illustrating differences between project leader styles). The staff were given little opportunity in the surveys to express their feelings with regards to their role, or the use of tourists in their project. The results of Study Four, and

informal conversations with expedition leaders, suggested that there are some areas within staff assessments of volunteers that should be investigated in more detail. For instance, the staff statement that they cannot prioritise volunteer satisfaction raises questions about the service nature of volunteer tourism which was only superficially investigated, as was the perception of their role within the volunteer tourism industry (potentially an issue, given their focus on research and academic qualifications for the job). Another point which was made by staff was that volunteer expectations need to be better managed before the volunteer arrived on site. This indicates the likelihood of staff experiencing difficulties with their volunteers whilst on-site, and hints at some of the issues of volunteer commitment and involvement raised in the introduction to this research. It is suggested, based on the results of Study Four, that in-depth interviews with staff be used to investigate these issues.

7.5. FUTURE RESEARCH DIRECTIONS:

The research and results presented throughout this thesis have raised a number of other questions in the field of volunteer tourism, and in particular volunteer tourist behaviour. Broadly, the areas that would benefit from greater examination include some management issues within volunteer tourism, the interpersonal variation in experiences, other impacts of volunteer tourism, and finally a more detailed study of the organisations' points of view to complement those of potential and actual volunteer tourists and staff that were analysed in this thesis.

7.5.1. Management issues:

There are two major points arising out of this research that concern the management of volunteer tourism expeditions. They are each concerned with ensuring volunteer tourist satisfaction and the successful completion of the conservation projects. First of all, the role of rewards has still to be investigated. Whilst the literature on volunteer behaviour states that rewards play a vital role in ensuring continuing volunteer motivation and involvement, the literature on subjective well-being and life satisfaction suggests just the opposite: that providing rewards may decrease performance and motivation where activities are undertaken from intrinsic motivations. It is proposed that rewards do have a role to play in volunteer tourism expeditions, as it is unlikely that all volunteers will be

intrinsically motivated for all activities. However, further research is recommended to determine just what type of rewards are most effective and under which circumstances these should be used.

In a similar vein, the results showed that the volunteer tourism staff have an important role to play in any expedition, although staff are not always aware of their many roles, and how they may create positive experiences for the volunteers. It is recommended that this is an area which merits greater investigation. First it is necessary to understand staff perceptions of their role within the organisation. Then, based on these results, it may become possible to highlight areas where staff may benefit from training in order to enhance their skills as volunteer tourist leaders. Two areas that become immediately apparent from this research is that staff do not always appreciate the “fun” element of these trips, nor do they appreciate the skills and knowledge that volunteers may bring to each expedition. Ways to rectify these shortcomings may be investigated, as well as their effects on volunteer tourism experiences.

7.5.2. Interpersonal variations in volunteer tourism experiences:

One key area that was illustrated in Chapter Five was the variation in experiences that different volunteers on the same expedition recorded. Whilst some volunteer tourists seem to adapt very quickly to expedition life, others did not, suggesting that some people were better suited to volunteer tourism expedition activities than others. This leaves plenty of scope to examine the role of personality on volunteer tourism experiences. It is suggested that the role of intrinsic and extrinsic motivations be explored, as well as the role of personality. Furthermore, Equity Theory may have important contributions to make here, as it was highlighted in this chapter that there are two quite different approaches to volunteer outputs and inputs; whilst some people believe that the volunteer, who is already contributing their time, efforts and enthusiasm should not have to pay for their experience, others believe that the participation fees are an integral part of the experience, demonstrating their support for the project, and their appreciation for the organisation's costs in supporting unskilled volunteers. It is believed that these two different approaches may lead to quite different experiences and raise different management concerns. A good understanding of interpersonal variation in volunteer tourism experiences would therefore be beneficial for the success of volunteer tourism expeditions.

7.5.3. Other impacts of volunteer tourism expeditions:

Whilst the on-site experiences of volunteer tourists were examined in detail in this thesis, there was no analysis of post-trip experiences. Most volunteers felt that their trip had been a “once-in-a-lifetime” experience, with plenty of opportunities for personal development and self-fulfilment as well as skill development and learning, it would be useful to examine the long-term impacts of volunteer tourism expeditions on the participants and in particular on their understanding, interest and involvement in conservation issues. A similar study was undertaken by McGehee in 2002, looking at social movements as a results of participation in an Earthwatch expedition. She found that the volunteers were more likely to set up social networks that facilitated involvement in social movements. This type of study may be developed based on the volunteer’s experience type and their overall assessment of the expedition, to determine factors that are more likely to lead to long-term commitment to conservation activities.

Another aspect of volunteer tourism that may be usefully explored is its impact on the local communities. Whilst definitions such as Wearing’s implicitly suggest that volunteer tourism will be beneficial for the local communities, others disagree. This extract from the Lonely Planet’s forum illustrates this point:

“I think that 90% of the time it’s the volunteer who benefits most from the experience. But I also think it’s not totally clear cut. If rich kids from the West are volunteering in the Third World, at least they are beginning to develop an awareness of the problems of international poverty”.

Strangelove (2005)

This extract suggests that the volunteer tourism experience might not always be so beneficial for the local community. It would be of use therefore, to examine the community’s perceptions of volunteer tourism, perhaps using some of the approaches developed in community tourism studies.

7.5.4. Organisation perspectives:

The final area which could be investigated in more detail is the organisation's approaches to volunteer tourism. Whilst this may seem similar to the study of staff views, there is actually a large distinction between on-site expedition staff and office staff. Whilst the former are responsible for co-ordinating the logistics and management of the expedition itself, the latter are responsible for marketing the expeditions, recruiting volunteers, and promoting the organisation to other NGOs and interested parties. It is important that there is good communication between on-site and off-site staff and that the two groups are in agreement concerning the aims, objectives, and management of the expeditions. Whilst some attempt at understanding the organisations' attitudes towards volunteer tourism was made in the first study of this thesis, it is recommended that this be followed up by a more direct measure of their views, possibly through interviews with key office staff. Again this understanding would complete the image of the volunteer tourism experience and help to identify any discrepancies that may occur between on-site, and off-site staff and explain any mismatches between on-site staff and volunteer expectations.

7.6. CONCLUSIONS:

This thesis has explored a relatively new form of tourism, illustrating the diversity of the sector and demonstrating how volunteer experiences are shaped. It found that the presence of four key characteristics, i.e. having fun, experiencing new and different things, skill and knowledge development and contributing to a worthwhile project, appeared to be sufficient for any volunteer tourist to enjoy and benefit from their experience, despite the inter-personal variation that exists between volunteers and how they adapt to the expedition lifestyle. It also highlighted several areas that could benefit from future research including many management issues, and impacts of volunteer tourism on other stakeholders. Finally, it made several contributions to the field of volunteer behaviour and tourism studies. In the former case, it questioned the role of rewards and self-expression in volunteering, and suggested the new and different experiences may be very important for volunteer satisfaction and motivation. In the latter case, the application of an on-site measure of tourists' experiences, the importance of expectations in satisfaction formation and the relative roles of hedonism and Eudaimonia were noted.

It is hoped that as a result of this research volunteer tourism organisations may benefit from some of the findings in each of the four studies as well as react to some of the issues raised in the introduction, literature review and conclusion. It was found that in most cases, organisations could improve the management of their volunteer tourism expeditions, or improve their image within the sector. As the volunteer tourism sector matures, careful management of the expeditions will become increasingly important, and any discrepancies between staff (on-site and off-site) and volunteer expectations will need to be resolved. For the present, however, it is believed that volunteer tourism does provide an effective means to involve the general public in worthwhile conservation projects around the world.

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APPENDIX A The volunteer survey:

Dear volunteer,

Welcome to the expedition. As a participant in this expedition, I would like to ask you for your help in completing some research into the motivations and experiences of conservation volunteers. This research is briefly described below. If you agree to participate, you will be asked to fill in these surveys. The surveys take about 20 minutes to complete

Thank you for your help

WHAT IS THIS RESEARCH ALL ABOUT?

As a participant in this expedition, you have chosen to donate your time, labour and financial resources to support the goals of scientists who may not be able to carry out their research without you.

To retain your support, we must ensure that you have the best possible experience here. To do so, we must understand your motivations for joining a volunteer expedition, your expectations of the expedition and your actual experience here.

Once we have this information, it is hoped that we can enhance your experience and that, as a result, you will continue your commitment to volunteering in conservation projects both locally and world-wide, or even better, that you may return at a later date to further your support for this project!

WHAT WILL YOU BE ASKED TO DO?

On the following pages you will find a range of surveys concerning your motivations for volunteering and your experiences during this trip. It is divided into 2 sections. Section A is to be filled out upon arrival. Section B is to be filled out at the end of your stay.

HOW WILL THIS RESEARCH BE USED?

This research is part of a PhD thesis in the Tourism Program at James Cook University, North Queensland. The principal investigator is a graduate in marine biology from the University of St-Andrews, Scotland. The thesis is being supervised by Prof. Philip Pearce & Dr. Laurie Murphy*

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Any questions or complaints concerning ethics approval for this research may be addressed to the Human Ethics Sub-Committee by contacting Tina Langford, Ethics Administrator, Research Office, James Cook University, Townsville Qld 4811. Phone: (07) 4781 4342. Fax: (07) 4781 5521. Email: Tina.Langford@jcu.edu.au.

SECTION A: MOTIVATIONAL SURVEY

To be completed at the start of your trip

PART I. Personal details

Please complete the following information (note: contact details are only required if you would like to receive a summary of the results of this research)

Name: _____ **Nationality:** _____ **Gender:** ☐ M ☐ F
Age: _____ **Occupation:** _____
Contact Details: _____

Approximately how many overseas trips have you taken in the past 2 years? _____

How many trips similar to this one have you been on? _____

Please briefly describe these trips (dates, location, activities, organisation, etc):

How involved you are in conservation work: ☐ Very ☐ Somewhat ☐ Not very

Please explain how you are involved in conservation work: _____

PART II. Reasons for participating

Please explain in your own words what made you decide to participate in this project

Please describe in your own words what you expect to get out of this experience

PART III. Motivations for participating

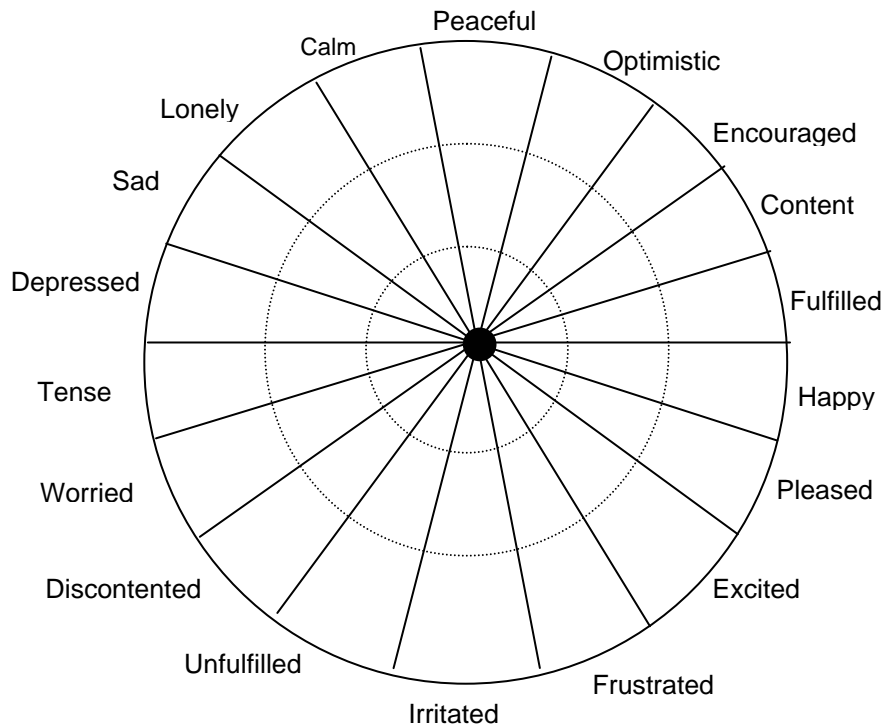
Please indicate how strongly you agree with each of the following elements on a scale of 1 (strongly agree) to 5 (strongly disagree) by filling in the appropriate circle.

	Strongly agree			Strongly disagree	
	1	2	3	4	5
One of the reasons I chose to come on this trip was....					
to view the scenery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to experience peace and calm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to meet researchers who may help me in my career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to collect data for my dissertation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to be daring and adventurous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to think about my personal values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to have a good time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to meet the locals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to help the researcher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to be close to nature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to gain experience and skills that will help me in your career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to experience new and different things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to be with people who have similar values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to explore new places	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to experience the challenge of the task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to develop my personal interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to experience different cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to develop my skills and abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to be away from crowds of people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to have the opportunity to study wild animals in the field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to take part in a rare opportunity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to increase my knowledge of ecology & conservation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to meet new people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to learn more about certain animal species	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to do something meaningful or conservation oriented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to work with an organisation whose mission I support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION B: YOUR EXPERIENCES

To be completed at the end of your trip

The circle below represents a range of feelings with varying levels from low at the centre to high at the edge. Please indicate how you are feeling right now by placing a X in the appropriate box. For example, if you are feeling a low level of loneliness, place a X in the first/inner level of the lonely segment. You may select more than one box.



Comments: _____

Thinking back over the trip as a whole, please describe your best and worst experience(s).

BEST EXPERIENCE(S):

WORST EXPERIENCE(S):

Now think about the following statements and indicate your level of agreement on a scale of 1 (strongly disagree) to 5 (strongly agree)

During this vacation I...	strongly disagree				strongly agree	
	1	2	3	4	5	
• saw things that few other travellers are likely to see	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
• tried to learn more of the host country language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
• met socially with people of the country that I travelled in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
• made friends with one or more people from the host country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
• experienced as many of the host country customs as possible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

This vacation...

• had some unique or special moments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• has some special meaning to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• was as good as I expected	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• was satisfying to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• stands out in my mind as one of the best	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate on the first scale of 1 (not at all) to 5 (very much), how much participating in the following activities benefited you. Then on the second scale please indicate if you would like to spend less, the same, or more time doing that activity. If you didn't participate in an activity, please tick the N/A box that corresponds to that activity.

	Not at all		very much						Less	same	more
	1	2	3	4	5	N/A					
general camp duties, e.g. cooking and cleaning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
collecting data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
going on local sight seeing trips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
organised free time, e.g. BBQ's, day trips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
inputting data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
attending lectures / seminars about the project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
attending other talks, e.g. local history, etc	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
getting to know the local	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
adventure activities, e.g. diving, trekking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
equipment maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
learning field work skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
developing skills, e.g. diving, sailing, navigation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
personal free time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
learning local crafts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
analysing data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
doing physical labour, e.g. constructing paths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
producing interpretation material, e.g. posters, etc	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
presenting the project results of the to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
						<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

handling animals or plants

○ ○ ○ ○ ○

This last section is to find out how you felt about other aspects of your expedition. Again please indicate your level of agreement with each of the following statements on a scale of 1 (not at all) to 5 (very much).

The **group of people** I was with were:...

	Not at all				very much
	1	2	3	4	5
Dynamic:	○	○	○	○	○
Outgoing:	○	○	○	○	○
Interesting:	○	○	○	○	○
Fun:	○	○	○	○	○
Friendly:	○	○	○	○	○

The **work** was:

	Not at all				very much
	1	2	3	4	5
Varied:	○	○	○	○	○
Interesting:	○	○	○	○	○
Challenging:	○	○	○	○	○
Difficult:	○	○	○	○	○
Fair:	○	○	○	○	○

My **free time** was:

	Not at all				very much
	1	2	3	4	5
Interesting:	○	○	○	○	○
Enjoyable:	○	○	○	○	○
Stimulating:	○	○	○	○	○
Varied:	○	○	○	○	○
Relaxing:	○	○	○	○	○

The **training** was:

	Not at all				very much
	1	2	3	4	5
Challenging	○	○	○	○	○
Useful:	○	○	○	○	○
Interesting:	○	○	○	○	○

The **accommodation & other facilities** were:

	Not at all				very much
	1	2	3	4	5
Practical:	○	○	○	○	○
Comfortable:	○	○	○	○	○

The **weather** was:

	Not at all				very much
	1	2	3	4	5
Pleasant:	○	○	○	○	○
Comfortable:	○	○	○	○	○

Finally, please tell us what you thought of the trip in general. What did you enjoy about this trip? What activities would you recommend for following trips? Is there anything that you would like to see changed?

Thank you for your help with this research. If you would like a summary of the results of the study, please ensure that you have filled in your contact details and tick YES below.

I would like a summary of the results:

☐ **YES**

☐ **NO**

Dear volunteer,

Welcome to this conservation project. As a participant in this project, I would like to ask you for your help in completing some research into the motivations and experiences of conservation volunteers.

This research is briefly described on the following page. If you agree to participate, you will be asked to fill in this diary, which you may then keep as a souvenir of your trip. The diaries will be returned to you once they have been analysed, and 4 photos of your choice will be included in them. You will also be asked to complete a 2-page survey on your motivations for joining this trip. The results of the research will be made available to you upon request.

Thank you for your help.

Ali Coghlan

WHAT IS THIS RESEARCH ALL ABOUT?

As a participant in this project, you have chosen to donate your time, labour and financial resources to support the goals of scientists who may not be able to carry out their research without you.

To retain your support, we must ensure that you have the best possible experience here. To do so, we must understand your motivations for joining a volunteer expedition, your expectations of the expedition and your actual experience here.

Once we have this information, it is hoped that we can enhance your experience and that, as a result, you will continue your commitment to volunteering in conservation projects both locally and world-wide, or even better, that you may return at a later date to further your support for this project!

WHAT WILL YOU BE ASKED TO DO?

This diary contains 5 surveys concerning your motivations for volunteering and your satisfaction with this trip, as well as a record of your moods, activities and thoughts at the time of expeditions. It is divided into 3 sections, each separated by a yellow page. Section A is to be filled out upon arrival, Section B, the diary, must be completed during the trip, and Section C is to be filled out at the end of your stay.

INSTRUCTIONS FOR THE DIARY ARE PROVIDED ON PAGE 6.

HOW WILL THIS RESEARCH BE USED?

This research is part of a PhD thesis in the Tourism Program at James Cook University, North Queensland. The principal investigator is a graduate in marine biology from the University of St Andrews, Scotland. The thesis is being supervised by Prof. Philip Pearce & Dr. Laurie Murphy*

*Contact details: alexandra.coghlan@jcu.edu.au, Phone: (07) 4781 5125, or
Tourism Program, James Cook University, Townsville Qld 4810, Australia

DIARY INSTRUCTIONS:

The next section of this diary will record what activities you participated in each day, and examine how these affected how you felt during the trip. There are three parts to the diary. All need to be completed the same day on at least 5 days of your stay.

PART 1: Diary

Please complete this part at three points during the day, e.g. lunchtime, teatime and before bed, by reflecting on the activities you did during the morning, afternoon and evening and how you felt as you participated in each activity.

Please use one line for each activity that you undertook, and describe the activity as succinctly as you can. Fill in as accurately as you can the time of the activity. Then fill in the circle beneath the faces to represent your mood at the time.



very pleased



pleased



don't mind



not pleased



not at all pleased

You may also add any comments that you have about the activity.

PART 2: Your best and worst experiences of the day:

This section asks you to describe your best and worst experience(s) of the day and provides you with a space to fill in with any comments that you would like to make concerning the day in general. Please fill it in with as much detail as you wish.

PART 3: Your mood that day:

On the next page, you are asked to think about how you felt about the day as a whole, and complete the mood circle. Please fill it in at the end of the day, on the same day as the diary. Next, please answer 2 questions about how satisfied you were with the day.

PART 1: DAY 21

DATE:

MORNING

Activity (time & comments)

Feeling:



AFTERNOON

Activity (time & comments)

Feeling:



EVENING

Activity (time & comments)

Feeling:



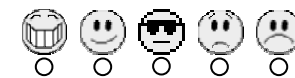
Activity (time & comments)

Feeling:



Activity (time & comments)

Feeling:



EVENING

Activity (time & comments)

Feeling:



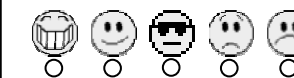
Activity (time & comments)

Feeling:



Activity (time & comments)

Feeling:



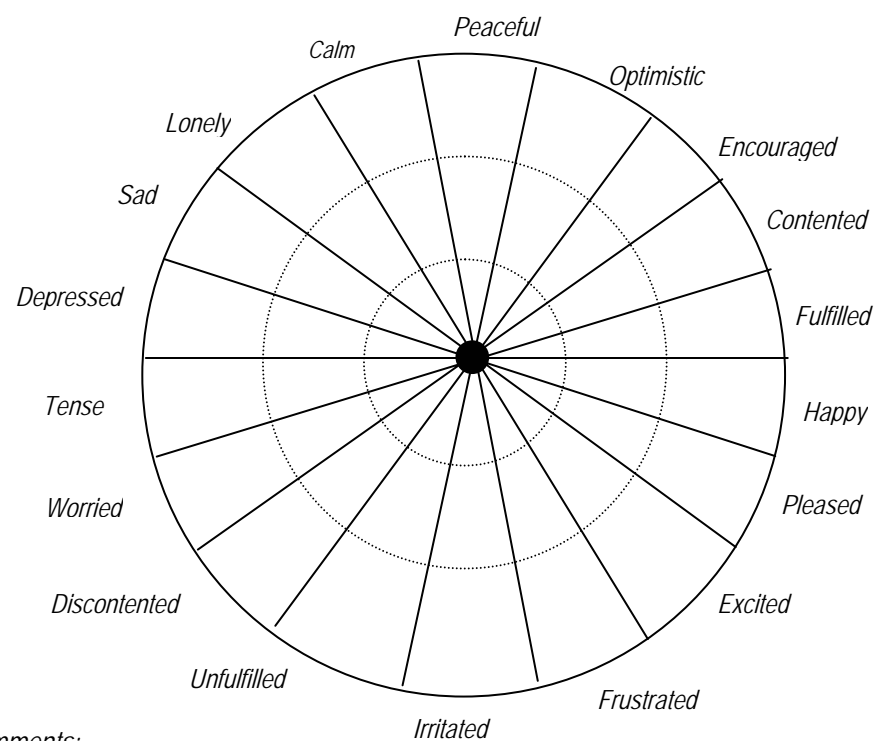
EVENING

Activity (time & comments)

Feeling:



PART 3: The circle below represents a range of feelings with varying levels from low at the centre to high at the edge. Please indicate how you are feeling right now by placing a *X* in the appropriate box, e.g. if you are feeling a low level of loneliness, place a *X* in the first /inner level of the lonely segment. You may select more than one box.



Comments: _____

Please answer the following 2 questions on a scale of 1 (not at all) to 5 (very much)

	not at all			very much	
	1	2	3	4	5
Would you rather be someplace else right now?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How satisfied are you with your experience right now?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART 2: Please describe today's best and worst experience(s).

BEST EXPERIENCE(S):

WORST EXPERIENCE(S):

GENERAL COMMENTS:

Now think about the following statements and indicate your level of agreement on a scale of 1 (strongly disagree) to 5 (strongly agree)

	strongly disagree			strongly agree	
During this vacation I...	1	2	3	4	5
• saw things that few other travellers are likely to see	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• tried to learn more of the host country language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• met socially with people of the country that I travelled in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• made friends with one or more people from the host country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• experienced as many of the host country customs as possible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This vacation...

• had some unique or special moments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• has some special meaning to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• was as good as I expected	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• was satisfying to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• stands out in my mind as one of the best	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate on the first scale of 1 (not at all) to 5 (very much), how much you felt that you got something out of participating in the following activities. Then on the second scale please indicate if you would like to spend less, the same, or more time doing that activity. If you did not undertake a particular activity, please tick the N/A box for that activity.

	Not at all			very much					
	1	2	3	4	5	N/A	Less	same	more
general camp duties, e.g. cooking and cleaning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
collecting data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
going on local sight seeing trips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
organised free time, e.g. BBQ's, day trips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
inputting data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
attending lectures / seminars about the project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
attending other talks, e.g. local history, etc	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
getting to know the locals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
adventure activities, e.g. diving, trekking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
equipment maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
learning field work skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
developing skills, e.g. diving, sailing, navigation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
personal free time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
learning local crafts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
analysing data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
doing physical labour, e.g. constructing paths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
producing interpretation material, e.g. posters, etc	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
presenting the project results of the to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
handling animals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This last section is to find out how you felt about other aspects of your expedition. Again please indicate your level of agreement with each of the following statements on a scale of 1 (not at all) to 5 (very much).

The group of people that I was with was:

	Not at all			very much	
	1	2	3	4	5
Dynamic:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outgoing:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interesting:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fun:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friendly:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The accommodation and other facilities were:

Practical: ○ ○ ○ ○ ○
Comfortable: ○ ○ ○ ○ ○

My free time was:

Interesting: ○ ○ ○ ○ ○
Enjoyable: ○ ○ ○ ○ ○
Stimulating: ○ ○ ○ ○ ○
Varied: ○ ○ ○ ○ ○
Relaxing: ○ ○ ○ ○ ○

The training was:

Challenging: ○ ○ ○ ○ ○
Useful: ○ ○ ○ ○ ○
Interesting: ○ ○ ○ ○ ○

The work was:

Varied: ○ ○ ○ ○ ○
Interesting: ○ ○ ○ ○ ○
Challenging: ○ ○ ○ ○ ○
Difficult: ○ ○ ○ ○ ○
Fair: ○ ○ ○ ○ ○

The weather was:

Pleasant: ○ ○ ○ ○ ○
Comfortable: ○ ○ ○ ○ ○

Finally, please tell us what you thought of the trip in general. What did you enjoy about this trip? What activities would you recommend for following trips? Is there anything that you would like to see changed?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

APPENDIX C The leader survey:

The aim of this survey is to understand your requirements of your volunteers and to assess how the volunteers perform in regards to these requirements.

ORGANISATION:

Expedition leader: gender:

TRIP DATE:

Number of years in job:

Group size:

Please describe your qualifications for this job. These may be both formal and informal and reflect your personality, previous work experience, training, etc.

How would you describe the enthusiasm, commitment and involvement of the volunteers on this trip?

What are your expectations in terms of volunteer work performance and commitment?

In your opinion and based upon your experience, what characteristics make a good volunteer for this project?

What role do you see your volunteers playing in your organisation?

On a scale of 1 to 5, where 1 = poor and 5 = excellent, please rate this group of volunteers on the following criteria:

	1	2	3	4	5
Their ability to understand the principles of the task:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their ability to execute the task correctly and efficiently:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their ability to work independently without supervision :	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their attention to the information provided:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their enthusiasm for the work:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following statements represent some of the benefits and achievements volunteers might expect to get out of being here. Please indicate on a scale of 1 to 5, where 1 = not at all important and 5 = very important, how important you think each of the following elements is to your volunteers.

One of the reasons your volunteers chose to come on this trip was....

	1	2	3	4	5
to view the scenery:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to experience peace and calm:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to meet researchers who may help them in their career:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to collect data for their dissertation:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to be daring and adventurous:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to think about their personal values:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to have a good time:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to meet the locals:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to help the researcher:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to be close to nature:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to gain experience and skills that will help them in their career:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to experience new and different things:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to be with people who have similar values:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to explore new places:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to experience the challenge of the task:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to develop their personal interests:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to experience different cultures:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to develop their skills and abilities:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to be away from crowds of people:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to have the opportunity to study wild animals in the field:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to take part in a rare opportunity:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to increase their knowledge of ecology & conservation:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to meet new people:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to learn more about certain animal species:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to do something meaningful or conservation oriented:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to work with an organisation whose mission they support:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please state your level of agreement to the following using a scale of 1 (not at all) to 5 (very much):

	1	2	3	4	5
Volunteers are important to the success of this project:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer are an important source of financial revenue to this project:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The presence of volunteers makes this project more interesting and fun:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The benefits of involving volunteers outweigh the costs:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What aspects of this project , if any, do you think that you could improve on in terms of volunteer satisfaction, enjoyment and commitment ?

Finally, to what extent do you feel that this trip met the needs and expectations of the volunteers? A lot, somewhat or not at all?