EXPLORING INCLUSIVITY IN THE FAMILY THEME PARK EXPERIENCE

Megan Bryony Jones

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Declaration

"I declare that this Dissertation has not already been accepted in substance for any degree and is not concurrently submitted in candidature for any degree. It is the result of my own independent research except where otherwise stated".

Name: Megan Bryony Jones
Signed: 
Date: 
Abstract

This dissertation aimed to explore theme park inclusivity and the implications for the whole family experience. To the end, it analysed the overall principle of theme parks, family types, inclusivity, and motivational theories. The dissertation structure includes an introduction, literature review, methodology, results, analysis and discussion followed by a conclusion and recommendations.

The literature review explored extent literature on theme parks, inclusivity, family types and motivational theories. Key points identified in relation to this project included an up to date evaluation of theme parks, definitions of relevant family typologies and their needs when visiting theme parks, linked closely to a selection of motivational theories that are adapted to family motivations.

The research methodology took a qualitative approach based on primary research undertaken via semi-structured interviews with eight respondents accessed through convenience sampling. The interviews gathered the opinions of different family experiences at theme parks, then the primary data was extended by secondary research using information gathered from the websites of the theme parks mentioned by the respondents.

The data was analysed using thematic and content analysis. The results demonstrate that not all the participants primarily visited theme parks for the rides, however they still visit theme parks to enjoy the experience and they had high expectations of what facilities should be available for families, including aspects such as ride design and seating. Furthermore, it appeared that the nuclear families within the sample aspired to visit theme parks outside the UK as a focus for their main holiday, whereas single-parent family respondents mainly visited those in the UK. Moreover, it was evident that children impacted upon the decision-making process, as the main reason for visiting theme parks was to entertain the children. From the findings, the researcher concluded that new theme park projects, especially ride and facility design, must consider the overall inclusivity of families and their needs.

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Chapter 1
Introduction
1.0 Introduction

This dissertation takes a formative detailed content approach assisted by some thematic analysis, focusing on family tourism, theme park typologies, motivational theories and inclusivity, underpinning the decision-making process and experiences of families that visit theme parks. Whilst there are different definitions of a theme park (e.g. Clave 2007, others) for the purpose of this assignment project, theme parks will be referred to as ‘an inland park which is a destination in its own right, which charges an all-inclusive admission and offers’ (Oliver, 2010; 3).

This topic has been selected for this dissertation as it is of personal interest to the researcher, as she has conducted frequent personal observations of theme parks as a consumer of them in the UK and overseas. This dissertation will focus on issues concerning the inclusivity concept within the family experience at theme parks, considering their motivations and decision-making processes. There is some consideration that there may be a connection between a parent visiting theme parks whilst they are younger and for them to later take their own children to visit theme parks, as well as problems regarding the inclusivity of all family members whilst visiting theme parks. Further to this, the researcher believes there is an increasing importance of awareness of inclusivity agenda within theme parks and there is slight concern to weather they are implementing ‘Tourism for all’ within them.

This introduction chapter will cover the background and history of theme parks, theme park typologies, family types, inclusivity and motivational theories.

1.1. Theme park background

Theme parks are purpose-built attractions, with buildings, structures and sites that are constructed to engage with visitors and accommodate their needs and expectations (Cooper et al., 2005). Additionally, by stating the term ‘park’ it suggests that the attraction is on a giant, mostly outdoor scale, which may have a theme throughout all its activities. Most world-wide, theme parks include an admission fee.
that entitles the customer to access the rides and entertainment on-site although there are additional products and services that can be purchased for an additional cost (Oliver, 2010).

Furthermore, theme parks are seen as a product which is referred to as ‘anything that can be offered to a market for attention, acquisition, use, or consumption that might satisfy a want or need’ (Kotler, 2003; 48). A theme park can provide their customers with some tangible and intangible elements of a product. The tangible elements are the rides and interactive entertainment within the park and the intangible elements are the anticipation, excitement and fear experienced by the customer (Swarbrooke, 2002).

In reality, theme parks are perishable attractions; where pre-booking has only recently become commonplace, as there is the risk that if the attractions open daily; with lack of customers, there will be a loss of profit (Cooper et al., 2015). This has proven difficult to manage with the lack of control and balance between the supply and demand of customers.

As stated above, there is usually an attempt to theme throughout the park, with themed rides, activities and visual entertainment, for example, Disneyworld Florida, has several themed parks such as Magic Kingdom, Animal Kingdom and Epcot all with unique theming throughout (Oliver, 2010).

‘In recent years, theme parks and attractions have become favourite modes of entertainment’ (Milman, 2001; 139) and this has decreased the number of amusement parks and their status throughout the UK. Supporting this statement, a Mintel report shows that, there was a 4% increase between 2010 and 2014 in UK theme parks and also a 10% increase in revenue, making it the highest of all attraction sectors throughout the UK. However, in 2015 there was a drastic decline in visitor numbers because of the June 2015 Alton Towers roller coaster accident, widely reported in the media (Worthington, 2015). Although many visitors are aware of the risks that can occur at theme parks, because of the extreme thrill-factor of some rides, when an accident does happen, it can have drastic effects on the revenue and reputation of the park (Swarbrooke, 2002).

Moreover, the future of theme parks is consistently expanding, and careful planning is becoming essential to keep the flow of the customers and encourage repeat visits.
The UK are trying to compete with other rival theme parks in Europe and America and, by 2021, London Paramount plan to develop a £3 billion park in Swanscombe Peninsula in Kent. Their plan is to have over 50 rides based on films and television programmes, 5,000 hotel rooms as well as an onsite water park (Worthington, 2015). Against this backdrop of the expansion of the sector and the growing industry agenda, it is important to explore family experiences in theme parks.

1.2 Theme Park History

The theme park idea evolved from traditional amusement parks and fairs but the idea extended into a permanent, fixed park, which lead to the creation of the theme park (Riley and Young, 2002). The idea of this dates back to ancient and medieval religious festivals, where people would come to display their foods, entertainment and goods to large crowds passing by (Milman, 2010). The beginning of outdoor sites, which were full of entertainment, later developed as basic amusement rides were added and these provided the essential components that were incorporated into commercial theme parks and amusement parks (Milman, 2010).

However, Clave (2007; 3) states that ‘the starting date for the theme park industry is usually put at 1955’. He highlights that although Efteling, a Dutch theme park opened in 1952, the opening year of Disneyland California is widely recognised as the start of the industry, being based on a recreational model. Riley and Young (2002) explains that during the twentieth century, theme parks became more attractive as the ‘world became more secular, the size and complexity of societies increased, and changed become more prevalent and pervasive’ (Riley and Young, 2002; 5).

Furthermore, the theme park industry has grown tremendously over the years. In 2015, it was recorded by The Global Attractions Attendance Report, that the theme park industry in Europe increased by three percent, with a steady two percent rise in the USA but Asia increased the most by five percent. The theme park that had an
outstanding performance in 2015 was Universal Studios, with exceptional attendance throughout (Global Attractions Attendance Report, 2015). Additionally, in 2015 there were approximately 18 theme parks in the UK, all privately owned (Oliver, 2010), whose main priority is to make profit, entertain customers, maximize visitor numbers and exploit growth markets (Swarbrooke, 2002).

Nowadays theme parks in the UK are seen as a day trip which one would take with friends or family, whereas those oversea are usually visited during or as part of a holiday. In addition to this, The Themed Entertainment Association (2015; 24) reported that ‘visitation to Orlando has reportedly more than doubled over the past 20 years, growing from 32.4 million in 1995 to 66.1 million in 2015’. Although they are consistently developing their products and services to gain competitive advantage over each other, many theme parks are branching out and offering visitors the ‘staycation’ package with accommodation onsite (Oliver, 2010). Riley and Young (2002; 4) suggests that ‘theme parks attract so many people because they have become major pilgrimage sites within today’s mass culture’.

1.4 Family Types

Family types have been included in this work as the researcher believes that theme parks need to consider the changes to family-structures as they each have different needs, characteristics and principles when visiting theme parks. The theme parks will have to focus on these when considering their pricing strategies, facilities and overall family experience to meet the needs of each individual family. Furthermore, the dissertation will focus on the overall inclusivity of the family whilst visiting theme parks.

Considering this, the term ‘family’ is very broad and often difficult to define as it is exclusive and has a different meaning to everyone due to the individual’s lifestyle, values, norms and the enclosing of people’s relationships. In today’s modern society, there is a variety of family structures and there is no traditional family type however, previously many theorists developed typologies.
based on specific characteristics. These theories are discussed in the literature review (see section 2.2).

1.5 Inclusivity

Inclusivity has been included in this dissertation as the researcher believes it is an important element concerning family tourism in theme parks, as it is essential for all members of the family to feel included in the experience. Due to changes in the industry and society, the researcher believes that ‘Tourism for all’ agendas should be included within all theme parks worldwide as it is important for consumers and from an industry perspective. The United Nations World Tourism Organisation (UNWTO) explains how visitor attractions should implement a universal design where ‘the designs of products, environments, programmes and services are to be usable by all people’ (UNWTO, 2013; 3). Inclusivity is usually associated with the accessibility of disabled tourists however in the literature review, the subject will be analysed on a broader spectrum with regards to all aspects of inclusivity for example; non-riders, tourists of special needs, tourists with behavioural issues and the elderly.

1.6 Motivations

Motivational theories have been included in this dissertation, as the researcher believes that each family will have a motivation of some sort to underpin their decision to visit a theme park, however these will differ in each family. Nowadays in the changing economy (for example; some individuals will have less disposable income which might affect holidays or visits to theme parks), the awareness and understanding of tourist behaviour is essential for this industry; ‘Influenced by a variety of factors, tourists tend to change their behaviour in time’ (Mahika, 2011; 1). This is due to individual changes in motivation, which can establish the tourist’s desires and can foretell the major elements in constructing the
Pearce (2005) states that it is straightforward to describe the who, when and where but often more difficult to describe why—‘a crucial factor underlying all tourist behaviour’ (Pearce, 2005; 226).

There are different types of motivational theories that can be applied to individuals although they vary from person to person (Swarbrooke, 2002) and a variety of these will be explained in the literature review (see section 2.4).

1.8 Research Aims and Objectives

The aims and objective are stated below;

1.8.1 Aims

The aim of this research is to explore the inclusivity of theme parks in regards to family motivations and experiences

1.8.2 Objectives

The objectives of the research project are;

1. To critically review the literature of theme park typologies, family types, inclusivity and motivations.

2. To explore family motivations for visiting theme parks in relation to the parent’s personal view and their experiences, with some reflection on the inclusivity of theme parks.

3. To use content and thematic analysis to examine family experiences at theme parks in relation to motivations, family types and the overall inclusivity of the theme parks

4. To develop explanatory theory regarding inclusive family tourism at theme parks
1.9 Summary

The dissertation is divided into several chapters that are displayed below.

**Chapter 1** – The Introduction outlines the main topics discussed throughout the dissertation, giving the reader a brief understanding of the context of the research and the nature of the research problem, along with a description of the main points to be considered.

**Chapter 2** – The Literature Review will analyse and discuss the existing research related to the project aim, helping to develop explanatory theory regarding inclusivity in family tourism at theme parks.

**Chapter 3** – The Methodology will discuss and explain the relevant research methods used to gather the qualitative information within both primary and secondary research to complete the dissertation.

**Chapter 4** – The results, discussion and analysis, will identify themes and patterns which occurred within the primary research and illustrate their connection with relevant literature.

**Chapter 5** – The conclusion finalises the overall project, highlighting the key findings, project limitations and suggestions for future research.
Chapter 2
Literature review
2.0 Introduction

Oliver (2012) states how important it is to have a literature review in any research study and especially in a dissertation. The overall aim of a literature review is to analyse and research previous work published by other theorists and writers to help ‘the reader to understand how your study fits into a broader context’ (Oliver, 2012; 5).

This chapter will critically review the current and relevant literature related to theme parks, family types, inclusivity and motivations. The findings from the critical review will help the researcher conduct the in-depth interviews and help to structure the questions and findings when the primary data is collected.

2.1 Theme Parks

Egglestone et al. (2010; 2), emphasises the importance of theme parks and how they are a mode of entertainment, ‘with a long history and a substantial economic impact’. In addition to this, Kotler (2003) explains how the product delivered to customers can be divided into three different elements. The first is the core product, (as seen in Table 2.0) the core product for a theme park is excitement and atmosphere.
(intangible but highly subjective attributes). The product then develops with the inclusion of tangible products, giving the theme park five characteristics (including features, brand name, quality, styling and packaging). Lastly, the product is augmented with services which have tangible and intangible elements. The augmented product is the overall package of the product, although the customer has some control of the products available, the weather and the opening time for example are uncontrollable by the customer. In addition to Kotler’s model, there could be some criticism with regards to the augmented product and more specifically the services for visitors with special needs. Firstly, the wording is vague, in terms of the scope of ‘special needs’, and should include both physical and mental health and their needs. There is also no element of inclusivity within this model, and it is lacking consideration to those who don’t like rides and the needs of different family types.

Additionally, Brown et al. (2013) draws attention to the issue of crowding throughout theme parks and how it is important to re-direct visitors (using different systems) to less crowded parts of the park as it has been identified that it is a major source of dissatisfaction amongst visitors.

In addition to above, the TEA (Themed Entertainment Association, 2015) explains that theme parks like Alton Towers need to keep a consistent balance of components such as; accommodation, food and beverages, retail and entertainment. All of which can help create a unique experience for the visitor and have an impact on the type of experience they have e.g. multi-day experience, single or multi-gated. Furthermore, Egglestone et al. (2010) explains that, typically, when visitors arrive at a theme park they are overwhelmed with the variety of attractions, such that they cannot experience all of them in the limited amount of time available and, in some cases, due to the long length of queues, therefore, choosing the right attractions is an important factor in the overall experience. Brown et al. (2013) explains this process as the ‘load balancing’ and it can be resolved by implementing various systems throughout the park including the use of geo-tracked mobile devices which can help ‘mitigate the crowding problem, both to increase visitor satisfaction and intent to visit and revisit’ (Brown et al., 2013; 426). As well as this system,
mobile apps, company websites with helpful information on pre-visit and during the visit, as well as advice on TripAdvisor and word of mouth can all have an impact in ensuring a positive visitor experience at the theme park. 

Worthington (2015) supports this statement by emphasising that those visitors who use a mobile app as an interactive guide for example, are more likely to be engaged with their visit than those who do not. However, there is an issue with this statement, as those individuals who are not ‘mobile savvy’ may not feel included in the whole experience of the visitor attraction and potentially miss out on some activities or shows. An example of this would-be ‘My Disney’ App, where Fast Pass tickets can be booked prior to the visit. However, those who do not have smartphones could miss out on the popular time slots, etc. Although not all UK theme parks are as advanced in technology as Disney parks such as, Oakwood and Drayton Manor which have all social media platforms and a website but no mobile App.

According to the TEA (Themed Entertainment Association, 2015) the ‘resort model’ can be integrated into theme parks, which encourages visitors to continue their visit within the organisations terrain, remaining in their experience bubble. This encourages visitors to extend their stay, increase spending and maximise a holistic guest experience, which transforms a theme park into a multi-day destination. Egglestone et al., (2010,2) explains that Walt Disney Attractions are the biggest ‘theme park group in the world’ with over 137 million visitors recorded in 2015, shortly followed by Merlin Entertainment with over 62 million visitors in 2015 (Themed Entertainment Association, 2015) with both groups demonstrating the resort model throughout most of their theme parks.

The visitor attractions market is divided into three components; day visitors, domestic tourists and inbound tourists (Swarbrooke, 2002) although it is argued by Fyall (2008) that theme park visitors are made up of day visitors only and these are mostly domestic tourists. This statement might be applicable to theme parks within the UK, however, there are larger competitors outside the UK, for example Disneyland Paris and Disneyworld Orlando, and Universal Studios in Orlando, where many tourists would choose the destination purposely to visit those parks during their holiday, purchasing more than a day ticket to gain the ultimate guest experience.

Commented [CH11]: An interesting point – especially for visitors unable to engage digitally – how inclusive is their experience?
experience. It is more likely that these larger overseas theme parks have greater facilities and services to offer their mass of customers. One example is in Disneyworld Orlando, where they have introduced a ‘parent swap’ facility on most rides where one parent can wait with the baby in a room near the ride whilst the other parent takes the children on the ride and once finished, the parents can swap. In addition, implementing crowd management policies (which is included in the admission price unlike many UK theme parks) with FastTrack passes helps eliminate large queues, in addition, the ‘My Disney’ App allows the visitor to monitor the waiting times for all rides as well as parade and show times.

Overall, it is clear from the research that customers need a variety of components from the three different elements of Kotler’s (2003) model to ensure their visit to the theme park is satisfying and that all their needs are met. Although from research there a many other components that aren’t mentioned in Kotler’s model that could be added in for example, value for money etc.

2.2 Family Types

Family types are important when focusing on family tourism, as each family is different, has different needs and each has a different expectation of the theme park (Swarbrooke and Horner, 2007). However, it is essential that theme parks take into consideration the different types of families and their potential needs and implement these into their products and services throughout the park to ensure a pleasant visit that could lead to repeat custom and fulfilment of a good reputation and to ensure the fulfilment of the Kotler model (section 2.1). Schanzel and Smith (2011; 144) states that ‘the family, including children, represents one of the largest markets for the tourism industry’, and further to this, Johns and Gyimóthy (2003) indicate that ‘groups, and particularly family groups, form the customer base of most tourist attractions, and the dynamics of such groups must play a key part in the motivations and behaviour of tourists’ (Johns and Gyimóthy, 2003;8). It is estimated that 25 per cent of domestic leisure travellers in
the UK and 26 per cent in the US is conducted by adults travelling with children (Camargo and Fernanda Temez, 2015). Below are definitions and descriptions of the different family types and the considerations the theme park will need to make when planning the scope of facilities to provide their potential customers.

During the pre-industrial period in Britain, Murdock (1949) presented a functionalist theory and it was likely that the majority of families were of a nuclear kind (Anderson, 1998). This type of family can be referred to as a conjugal family, where the family is a self-contained unit, likely to assist each other socially, economically and psychologically. The nuclear family typically consisted of two generations of family members; two adults (one female and one male) and two or more children, living in the same household (Klever, 2001). Also, the postmodernist view believed there was no traditional family such as the nuclear and that the theory was not relevant in today’s society because there are a variety of family types. In addition, Yeoman (2008) emphasises that the family holiday experience no longer focuses on the nuclear family due to family structure consistently changing (Camargo and Fernanda Temez, 2015). Parson (1955) explains that the extended family is much more multi-functional than the nuclear family. The extended family consists of additional family members of three generations, which can be split into two segments; vertically and horizontally extended. Vertically extended consists of grandparents, parents and the grandchildren, whereas horizontally extended consists of relations from the same generation as the parents for example aunts and uncles (Klever, 2005). Camargo and Fernanda Temez (2015) explains how the PANK (Professional Aunt, No Kids) segment is rising, due to the stronger involvement in their nieces and nephews lives and they are having a huge impact in relation to consuming a product within the tourism and leisure industry. Another family type are single-parent families, which are usually (but not always) broken nuclear families and they consist of one adult and dependent children. Typically, in this type of family the parent is female, although there are a significant proportion of male parents (Lampard, 2012). Such (2009) explains that the mother demonstrates consistent physical and emotional care at home and extends this whilst travelling, so, therefore,
Lucena et al., (2015) suggests that the mother would typically prefer less energetic activities. However, Such (2009) later emphasises that fathers in general, are usually unseen in tourism although it is highlighted that they ‘use sport and leisure not only to enact their fathering ideology but increasingly as a strategy to express their masculinities’ (Schanzel and Smith, 2011; 143). In contrast to this, Lucena et al. (2015; 277) states that fathers are typically motivated by ‘the excitement of leisure and recreation with their children’ and can be seen taking the primary role when demonstrating a leisure activity.

Seen much more nowadays in society are reconstituted families that are more commonly known as step-families (Farrell et al., 2012). These types of families are a result of a break-up of a family (e.g. divorce or death) and consists of two families forming one by re-marriage or cohabitation. Nowadays in modern society, it has become legal for same sex couples to get married and have children. They are referred to as homosexual families, which are similar to the nuclear family however, it consists of two adults of the same sex, with own or adopted children (Lampard, 2012). Furthermore, Ryan (2003) emphasises how the demand for family holidays and activities has increased and its main principle is to create essential and stronger family relationships that are much more important than the economic encounters of tourism (Schanzel and Smith, 2011).

Similarly, McClung (1991) argues that a theme park ‘provides a pleasurable day out for the family and is founded on resolving a long-established market research outcome, that families cannot stay together for more than two to three hours without bickering, unless a variety of distractions are provided’ (McClung, 1991; 59). However, Schanzel and Smith (2011) states that by combining family time with independent time there could be scope for conflict, compromise and cooperation within the family group. Additionally, much research has proven that during family leisure experiences the mother has dominated the decisions which are made, representing the parents overall and leaving the fathers opinions unheard (Schanzel and Smith, 2011), whereas the children’s voice/opinion is neglected altogether (Lucena et al., 2015). However, disagreeing with this, Decrop (2006) highlights that whilst children may not have a voice in the decision-making, they do have an effect
on the final parental choice. In addition, Schanzel, Yeoman and Becker (2012) emphasise how important it is for organisations to consider the future involvement children have in the decision-making process due to their effective communications through social media and smartphones.

Overall, the theme park industry has to adapt to all aspects of change within the family environment including the increased role of grandparents within families and the needs of the extended family. In addition, understanding the requirements of different family types is important to accommodate families such as single-parent, ethnic and LGBT with more products and services, e.g. changing rooms in both gender toilets and prayer rooms. To further this, Swarbrooke and Horner (2007; 130) state how important it is for the tourism industry to adapt to the needs of the ‘lucrative family market, particularly through discounts for children and free child places’. Although these types of offers are usually of no use to single-parent families as they are typically based on nuclear family types something which is at odds with the inclusivity agenda. Additionally, understanding who their customers are and ‘the development of multigenerational products and services to accommodate the needs of the family market is imperative’ (Schanzel, Yeoman and Backer, 2012; 62).

2.3 Inclusivity

Inclusivity is the overall focus of this dissertation, throughout tourism and more specifically within theme parks. In addition, ‘Ensuring access to travel and tourism opportunities for people living with disability as well as for the entire population requires knowledge and design structures that are inclusive for all citizens’ (Buhalis and Darcy, 2011; 46). Further, Schanzel, Yeoman and Backer (2012) states that much research of family behaviour as a group requires a more in-depth inclusive approach instead of the individual perspective that has dominated research in the past. Clave (2007) supports the above statement by stating that all visitors have special needs that are required to be met and this is not just for disabled visitors, in addition to the feeling of inclusivity that may be derived from the company’s augmented product. One major issue within inclusivity and ‘Tourism for all’ is those individuals who are
potential visitors with special needs. With this issue in mind, theme park design should be designed accordingly to accommodate those who are visually impaired, those who have mobility issues, those with behavioural issues and those with hearing difficulties (Swarbrooke, 2002). Supporting this, Buhalis and Darcy (2011; 51) explain that ‘Aspects of limited physical access include inaccessible transportation, accommodation facilities and attractions which leads to oppression in the built environment’ will prevent some individuals from visiting, make some peoples experience unenjoyable and result in a loss of income overall. Swarbrooke (2002) agrees and suggests that wheelchair access, walking aids, graphic displays of information, artificial sounds and smells, braille information plaques and meeting points should be incorporated throughout the design of theme parks and information of all should be widely accessible for those who need it. Demonstrating the provision of these needs more recently is Drayton Manor Park (the second theme park in the UK to supply this facility), where they have installed a new accessible changing room that includes a toilet, wash-hand basin, shower, hydraulic bed and hoist (The Tamworth Herald, 2016).

Some examples of good practise within the theme park industry include Morgan’s Wonderland in San Antonio, which was specifically built and designed for guests with special needs. The park includes; a braille-decorated jungle gym, a sensory village, multiple attractions to suite all including easy-going attractions to active ones, and radio frequency wristbands for all family members – if anyone is lost, they are found by scanning the wristband. Similarly, Sesame Place near Philadelphia, hold special events several times throughout the season called ‘The Sesame Place Challenge for Variety’ where the park is adapted and accommodates those with special needs, in particular autism (Feldscher and Stein, 2008).

Some family members, who attend theme parks, are not necessarily thrill-seekers and therefore do not primarily visit the parks to go on the rides but to enjoy a day out and feel included in the whole family experience. This can be related to the person’s individual motivation rather than the motivation of the whole family. Further to this, an individual could display Crompton (1976) push and pull factors of
motivation but in a slightly different way. The push factor could be that the individual wants their children/grandchildren to experience theme parks and rides, whereas the pull factor could be the specific theme park that the children want to attend (influenced by peer pressure/word of mouth/advertisement). In addition, even though the rides are not the main attraction for some, it is the overall quality time spent with family.

Worthington (2016) highlights that due to the consistent increase in lifespans, the senior market within tourism is increasing due to interest in travelling and also with many more grandparents being involved in family leisure activities, such as attending visitor attractions. He suggests that the strong involvement of grandparents is also due to the ‘sandwich generation’, with care responsibility for children and parents. Oliver (2015) reported that 8% of adults participated in a family leisure activity as part of a multi-generational group consisting of their children and parents. With this in mind, theme parks need to take the needs of senior markets into consideration when planning and meet their needs by supplying them with the essential products or services they need to make their visit enjoyable. In addition, Cooper et al. (2008) justifies how it can be difficult for any tourism organisation to meet the needs of three or more generations. Others explain that ‘as each generation grows within a particular social and environmental system their behaviour is shaped by media, culture and world events’ (Schanzel, Yeoman and Backer, 2012; 62). Glover and Prideaux (2009) highlights that good planning and close modification of tourism products and services will be essential to prevent the ‘product gap’ between generations. Further to this, Lehto et al. (2008; 237) suggest that it would be unwise to assume that people in similar chronological age and life-stages will always have similar travel preferences from generation to generation. Although, contemporary society typically stereotypes the older generation as non-active and less adventurous, Boksberger and Laesser (2009) state that there has been a change in travel within the senior market as they are shifting towards active holidays and activities including those with health and fitness. Furthermore, they also emphasis how ‘the feeling of rejuvenation of older people’ makes them feel intrinsically ten years younger (Boksberger and Laesser, 2009; 213). Schanzel Yeoman and Backer
(2012) supports this as they emphasise that the elderly are generally more capable (physically and mentally) for participating in family travel and tourism, despite the several who are immobile and unwell.

2.4 Motivations

Motivations ‘are the mental preparation for human activities and linked to an individual level of optimal arousal’ (Boksberger and Laesser, 2009; 312). They will have a major influence on what theme parks appeal to families and whether they will make a visit, as well as the stage in the life cycle and the facilities provided by the theme park. Below is a selection of motivations linked to families and, in particular, the tourists’ decision-making process that will be discussed and analysed later on in the results and findings.

One type of motivation adopted in tourism theory is the concept of push and pull factors (Crompton, 1979). The push factor is the general internal forces or motivation of an individual, for example, it could be the feeling of escape or excitement of visiting the theme park. On the other hand, the pull factor is what influences where the consumer goes by the external forces or motivators, for example the attractions itself or the marketing of the theme park (Uysal and Jurowski, 1994). Dan (1981) later developed this theory further and emphasised the push factors that in this case the parents will feel, for example; ‘the means of daily life that drives people to escape chaos’ and ‘the need for prestige and status’ (Lucena et al., 2015; 274). However, Lucena et al. (2015) reports that this type of motivational theory is based on an individual, for example, the parent, and lacks connection to groups and in particular families.

Moreover, Plog (2001) created a theory that demonstrates how people’s motivations and characteristics constantly change based on their personality and curiosity, which drives their typology category to change also. The three classifications are Allocentric; individuals who seek adventure and new experiences, in this case adrenaline junkies visiting a theme park for the new ride; Mid-centric; individuals

Commented [CH13]: This is an interesting point and worth expanding. Do our motivations and activities change as we get older? Do we follow a stereotype?
who fall into both categories, for example, they are not distinctly adventurous although they are willing to try new experiences and; Psychocentric; individuals who have no desire to explore new attractions and experiences, who would return to an attraction instead of trying a new one (Mckercher and Du Cros, 2003).

Another theory that is relevant to this dissertation is Maslow’s (1943) Hierarchy of Needs. This theory, focuses on the theory of human motivation, as Maslow states that each individual has five sets of needs, which came in a specific order; shaped like a triangle. The stages of the hierarchy are; physiological needs such as eating and drinking, safety needs, social needs, esteem needs and finally self-actualization (Griffin, 2006). Also, Beard and Raghob (1983) created their own model (based on Maslow) called The Leisure Motivation Scale. This model consists of four types of motivators, and they are; the Intellectual component, for example the need to learn explore and discover; the Social component, for example the desire of friendship and inter-personal relationships; the Competency-mastery component, for example those activities which are physical in nature and; the Stimulus-avoidance component, for example to escape and reduce the over-stimulating life situations (Swarbrooke and Horner, 2007).

In addition to this model, Pearce (2005) developed another theory based around Maslow’s Hierarchy of Needs, called The Travel Career Ladder (TCL). Similarly, to Maslow’s theory, The Travel Career Ladder has five different hierarchical levels which has an effect on the individual’s tourist behaviour. The levels in the model are; 1: relaxation needs, 2: safety/security needs, 3: relationship needs, 4: self-esteem and development needs, 5: self-actualisation/fulfilment needs (Pearce and Lee, 2005). Williams and McNeil (2011; 3) states that Pearce ‘advocates that these travel goals may be self-directed or other-directed given that travel may be a solo or group experience’.

Similarly, Herzberg (1968) introduced a theory known as the two-factor motivational theory (although it is also referred to as motivation – hygiene theory), that is a similar content theory of human motivation as Maslow’s. The theory is based on two factors; hygiene factors and motivators. Hygiene factors are dissatisfactions and sometimes include; pay, quality of supervision and company rules. Whereas
motivators are satisfactions and include things such as responsibility etc. (Herzberg et al., 2010). More specifically they can be categorised into intrinsic and extrinsic motivations.

Grays (1979) came up with a travel motivation theory that included two essential and distinct purposes for travel and they were; Sunlust and Wanderlust. He defines wanderlust as the necessary trait in humans, which inspires some individuals to want to leave what they are familiar with and explore different countries, cultures and experiences. On the other hand, Sunlust focusses on a more typical ‘British’ desire where the individual seeks amenities such as sun, sand and sea or others that are unavailable locally. Although this motivational theory is likely to be used by international travellers (Mansfield, 1992).

Overall, Lucena et al. (2015: 276) states that the traditional family travel motivation examines three main concepts; ‘togetherness, family bonds and social interaction’. And as well as these motivations other influences that helps an individual decide whether they will visit the park or not; ‘crowding ranked fifth in importance as an influencing factor, behind climate, park type preference, children’s desire to visit and cost’ (Brown et al., 2013; 427). Also, Swarbrooke and Horner (2007) state that there are two types of determinants that assist motivations which are; issues which impel whether or not an individual or family are able to participate in the activity, and the issue that decide the types of trip they are going to take if the first determinant is allowed.

2.6 Summary

The researcher has critically reviewed a variety of current literature that is relevant to the overall research aim which has explored a selection of theories and models. A discussion of theoretical topics applied within the theme park industry has been provided, together with an exploration of family typologies and inclusivity issues, motivational theories, which all have in impact in shaping the overall inclusivity of
the family experience whilst visiting theme parks.

The next chapter presents the Methodology, which will review the research methods adopted in order to help the researcher achieve the aim and objectives.
Chapter 3
Methodology
3.0 Methodology

This chapter will analyse and discuss the different methods of research that were used to conduct the overall dissertation and to meet the needs of the aims and objectives set.

Seale (2012; 37) states ‘a methodology is a general approach to studying a research topic’ and this research is conducted with both primary and secondary research. Further to this Taylor et al. (2015) emphasise that a methodology is used to problem solve and seek answers.

The methodology is assisting the researcher to investigate the inclusivity of theme parks in regards to family motivations and experiences, with the main unit for analysis being families.

3.1 Primary research

Primary research is ‘the generation of new data in order to address a specific research question’ (Jupp, 2006; 238). Further to this, Crowther and Lancaster (2012) suggests that primary data can be used in both qualitative and quantitative research using direct methods such as interviews and indirect methods such as questionnaires. Collins (2010) explains that primary research is done to assist a project such as a dissertation to gather information that you cannot find during the secondary research, making the information unique, and private unless published.

This dissertation includes primary research using the method of interviews. More specifically the interviews are semi-structured, because by using this type gives both the interviewer and the participant more flexibility to gather in-depth information throughout the limited time together. This helps answer the research question and fill the gap within the secondary research. In this dissertation, the researcher wanted to find out how inclusive theme parks are within the family experience.
3.2 Secondary research

Lancaster (2005; 66) describes secondary data as the ‘information which already exists in some form or other but which was not primarily collected’. Confirming this, Collins (2010) goes on to explain that secondary research is cheaper and easier to access than primary research, and this type of information will typically underpin the overall research question.

The dissertation includes secondary data so the researcher can process and re-right existing information to help assist and develop the evident gap within the industry which is now the research question. Within the dissertation, the types of secondary data used are; books, journals, reports, databases such as Mintel and theme park websites, all of which are reliable sources to assist with the detailed project.

3.3 Qualitative and Quantitative Research

Both types of research methods can be used within research projects however they have different purposes and findings.

Qualitative research is described as ‘a research strategy that usually emphasizes words rather than quantification in the collection and analysis of data’ (Bryman and Bell, 2011; 26). In addition, Punch (2014) explains that qualitative research is typically used for a study to analyse human behaviour within a social life and within a natural setting. Furthermore, when using qualitative research, it is important to establish a natural setting for the interviewee to trust the researcher and participate fully in the interview, helping the researcher access meaningful information and gain a deeper understanding of the topic and opinions (Saunders et al., 2016). Qualitative research methods that can be used to gather information include; interviews, focus groups and observations, which provides the researcher with real, rich data that’s descriptive and holistic (Tracey, 2013).

On the other hand quantitative research ‘specifies numerical assignment to the phenomena under study’ (Vanderstoep and Johnston, 2009; 7). Typically, this data
has a larger sampling, with statistical validity, although the responses from the participants are very short and indirect (Crowther and Lancaster 2012). Quantitative research methods that can be used to gather data include; questionnaires, surveys and observations, which all help the researcher turn opinions into numbers (Hair et al., 2016).

Saunders et al. (2016:569) explains that a distinctive difference between the two different research methods are; qualitative research results can be grouped into categories and is typically analysed ‘through the use of conceptualisation’ whereas quantitative data findings can be finalised in numbers and then analysed through the use of diagrams, charts, tables and statistics.

For this dissertation, the researcher chose to complete it by using qualitative data only, as it was clear that to meet the aim and objectives she would need in-depth data to analyse and review with the literature rather than quantitative data which would not be detailed enough in terms of family experience. Furthermore, the qualitative research method chosen was in-depth interviews, as this method could generate more meaningful discussions further from the questions asked.

3.4 Semi-structured Interviews

Jupp (2006) explains that the advantage of using semi-structured interviews is that the participants can guide the interview to their own pace, whilst covering the questions, topics and themes from the interviewer, but not limiting the conversation to just the questions prepared by the researcher. Hair et al. (2016) supports this and emphasises that by using this method can strengthen the findings as it can lead to unexpected and penetrative information, as the researcher is free to add, and take away questions to gather the information needed.

The researcher chose to use semi-structured interviews within the dissertation as she believes this was the best method to use to gather the in-depth information needed to analyse and then compare and contrast with the literature found. The researcher undertook face-to-face semi-structured interviews with eight to ten parents, to explore family experiences and inclusivity at theme parks. They consisted
of 17 open ended questions that were asked to collect the qualitative data (see appendix 1). Originally the researcher planned to ask between 10-12 questions however, these questions didn’t cover the range of themes so more questions were added to ensure the data was covered. In addition, the researcher organised the interviews with family friends and parents, and arranged to meet at a time and place convenient for them both. The respondents were briefed before the interview, completed a consent form and read the interview brief. The participants took on average 12 to 15 minutes to complete the interview and they had the freedom of response throughout the whole duration. The results from each questionnaire can be seen in appendix 2, and two transcripts from the interviews can be seen in appendix 3.

3.5 Sampling

Sampling is used within both qualitative and quantitative research, using one or more method (for example; interviews, surveys or questionnaires) to depend on an appropriate number of participants (the sample size) to be chosen and examined (Wilson, 2014). There are a variety of sampling methods including; convenience sampling, quota sampling, purposive sampling and snowball sampling (Cohen et al., 2003). For this dissertation, the researcher chose to use convenience sampling as she believed this method best suited the project. In addition, convenience sampling ‘involves selecting sample elements that are most readily available to participate in the study and can provide the information required’ (Hair et al., 2016;183).

The researcher completed the primary data be using a convenience sample of available parents or grandparents based on a range of personal contacts who were asked to participate in the interviews. The sampling framework is based up on Murdock (1949), Parson’s (1955) and Lampard (2012) models of family types for example, nuclear families, extended families and single parent families and the researcher tried to get a parent from all family types to participate. After all available contacts had been used, the researcher then used the snowball sampling technique.
The researcher tried to ensure there was a gender balance within the sample to ensure equal views from both genders, however, the key driver of the sampling strategy is the family type, rather than the gender. In addition, all participants were over 18 and were given pseudonyms as well any others referred to during the interview. The sample size of the interviews was 10 however when the researcher completed eight she decided that the interviews had reached a saturation point where she was receiving no new answers so decided to leave the interviews at eight.

3.6 Website analysis

As part of the secondary data, the researcher completed a website analysis of the theme parks mentioned throughout the interviews. Those theme parks mentioned in the interviews were; Alton Towers, Drayton Manor Park, Islands of Adventure Orlando, Universal Studios Orlando, Disneyland Paris, Disneyworld Orlando, LEGOLAND Windsor and Oakwood. The researcher designed a table and a checklist based on the data that was discussed in the literature review and during the interviews. The results from the website analysis can be seen in chapter 4, Figure 4.0.

3.7 Reliability

Cohen et al. (2003; 99) describes reliability as ‘essentially a synonym for dependability, consistency and replicability over time, over instruments and over groups of respondents’. Further to this, Bryman and Bell (2011) explains that reliability is the query of how repeatable and consistent the results from a study are. Seale (2012) demonstrates an example of reliability which; if an individual was provided with two of the same questionnaires at different times, would they demonstrate the same answers. Bryman and Bell (2011) explain that reliability in qualitative data is subjective and that the answers given by the participants are a snapshot of what they feel at that moment in time and can change over time due to
the industry and the individuals experience. In addition, this makes it difficult to ensure reliability within some aspects of qualitative data. The researcher believes that the questions asked within the semi-structured interview were to an academic/professional standard, and whilst conducting the interviews found that on a selection of questions many participants where giving the same or similar answers, showing how reliable the questions were.

3.8 Validity

‘Validity is concerned with the integrity of the conclusions that are generated from a piece of research’ (Bryman and Bell, 2011; 42). In addition, Seale (2012) states that validity is how truthful the results of the research are, and further to this Punch (2014) states how does a researcher know that the measuring instrument used, measures the correct thing, we think it measures? The researcher challenges this statement as her questions were designed from the literature and research she completed and the questions designed linked back to the research aim and what she wanted to find out from the study.

With this in mind, each individual within university that does a dissertation has to put any primary research through the ethics process which helps define the validity of the questions and overall research. Whilst the researcher did this, there were no queries with the questions asked, and by choosing a convenient sample of people she already knew, helped gather accurate and appropriate information to assist with her research. The questions she used were not unethical and they were the sort of questions that was going to give her the right data for research.

3.9 Thematic Analysis

Within the results section in Chapter four, thematic analysis is used to analyse the data collected from the semi-structured interviews. Thematic analysis is ‘a method
for identifying, analysing, and interpreting patterns of meaning (‘themes’) within qualitative data’ (Clarke and Braun, 2017; 297). Again, by using thematic analysis it will help the researcher analyse the results by looking at the common interest and themes occurring that were collecting throughout the interviews (Guest et al., 2012). To complete this analysis the researcher made mind-maps (see appendix 4) in relation to the themes to identify shared patterns or ideas that were in the results and this helped relate findings back to the literature review to see if the results supported or challenged the existing research. This method also fits the sample size as there were only eight interviews so it was easier to highlight the themes rather than within a bigger sample where it may have become challenging.

### 3.10 Content Analysis

In the next chapter displaying the results of the interviews, content analysis and thematic analysis will be used to analyse the data collected. Hsieh and Shannon (2005) explain that qualitative content analysis is typically interpretations of an individual’s data in relation (similarly or not) to theory and is referred to as quasi-statistical, and Krippendorff (2004) explains that due to technology this type of analysis is growing. This kind of analysis is where the researcher looks for particular words, phrases or responses from the results and how many times they said it during the interview.

Within the research, analysis and discussion, content analysis is used to draw out the main content referred to by participants, and to assist in answering the overall title, this analysis can be seen in Figure 4.0 in the next chapter.

### 3.11 Limitations of the research

The researcher found that there were only a minority of limitations. The first limitation was that the data collection was time consuming and proved challenging.
when trying to gather participants from each family type e.g. single parents, extended families, nuclear families, same-sex parents. Another limitation that the researcher experienced was the skills needed to conduct the interview. The skills needed continuously developed as the interviews progressed and, with this, the interviewer became more confident with interview techniques, such as active listening, prompts and creating questions.

3.12 Improvements

There are a variety of improvements or changes that could have been made to this dissertation, firstly by using participant observation. This could have enhanced the data collected, giving the researcher more in-depth information to work with rather than just speaking to families and them giving the researcher the information they think she wants or needs. However, this would have been costly for the researcher visiting theme parks, and observing behaviour could become difficult as some ethical considerations would be involved. In addition, a focus group could have been used, as those participants who found it difficult speaking to the researcher one-to-one may have felt relaxed and more engaged in a group setting.

3.13 Ethical Considerations

During the process of the dissertation, and before the researcher could implement primary research, there was a research ethics form that needed to be completed to be put forward to the ethics committee within the university (see appendix 5) Bell and Waters (2014; 49) explains that the 'ethics committee play an important part in ensuring that no badly designed or harmful research is permitted' before it is passed and returned to the student for the qualitative research to begin. This is done to prevent the risk of physical and psychological harm to participants and criteria is put in place for students to follow (Wisker, 2001). To follow this procedure the researcher ensured that all participants read and understood the participation information sheet (see appendix 6) and signed their
consent forms prior to the interview, which included information such as they have the right to withdraw at any point in time and the use of pseudonyms throughout the project to protect their identity (Wisker, 2001). One major ethical consideration, is that the researcher lives in a small town, and participants may know each other, so therefore it is important to protect their identity with pseudonyms. Also, if the participants use any other names, for example their children then these will also be changed and pseudonyms used.

In addition, by using the pseudonyms the participants were unable to identify each other and the researcher ensured that she didn’t discuss other families within the interview. By doing this no raw data was shared to other participants.

Accompanying this form was a participant information sheet, giving the interviewee information about the project summary, why they have been selected, project risks, and how their privacy will be protected. Overall this is done to ensure that the individuals who took part understand the purpose of the research and their rights throughout the process.

3.14 Summary

This chapter has outlined the overall research approach that was taken to collect the primary data to complete the methodology. The researcher chose to use semi-structured interviews with parents who have visited theme parks in order to effectively evaluate their motivations and their experience during the visit assisted by the website analysis.

The next chapter will consist of the results, discussion and analysis of the qualitative data and the researcher will demonstrate how the data collected relates, previous literature and research, as specified within the literature review.
Chapter 4
Results, discussion and analysis
4.0 Introduction

In this chapter, the researcher will present the results and analysis of eight semi-structured interviews. As the researcher chose to use only qualitative data, she has decided to incorporate the results, discussion and analysis together, using mostly thematic analysis accompanied by some content analysis. The results will be discussed under the same themes as the literature review; theme park, family types, inclusivity, and motivation, in which the researcher will explore connections between the results of the interviews and the literature review. The researcher attempts to fulfil the dissertation aim within this chapter and clarify the contribution the overall project has made to the industry.

4.1 Theme park

The participants were firstly asked which two theme parks appealed to them the most. Perhaps unsurprisingly, the majority of participants listed overseas theme parks, more specifically the Walt Disney Attractions. Corresponding with Egglestone et al.’s (2010) comment that Walt Disney Attractions are the ‘biggest theme park group in the world’ this shows that the participants have aspirations to visit these theme parks, as the Disney attractions represented their view of what a theme park is. However, fewer respondents had actually visited these theme park in reality. The researcher believes that the branding and positioning of the theme park has an impact in the reputation and attractiveness to visitors as the Disney brand, more commonly referred to as Mickey Mouse, is instantly recognisable worldwide and is implicitly linked to the Disney attractions and theme parks. One participant stated ‘We are Disney freaks and love to go to Disneyland Paris every year’, further into the interview they followed, ‘Disneyworld is the best experience ever, it just simply has the wow factor that nowhere else can compare to’. This statement shows that the
overall reputation, marketing and branding of the theme park actually satisfies the customers’ expectations, however they are leading the theme park industry and other theme parks are yet to compete in the same league.

Furthermore, in relation to the theme parks stated by the different participants, the researcher identified that parents in nuclear families mostly aspired to or had visited American-based Disneyworld or Universal Studio parks; whereas single parent families had visited and talked about theme parks closer to home, such as UK or Wales-based theme parks and Disneyland Paris. There may be obvious barriers that restrict single parent families from visiting American-based attractions, such as price and time. These types of attractions are significantly more expensive than UK based theme parks, and they take a lot of time planning and travelling to visit the theme park, where typically single parents do not have these elements sparingly. Another practicality to consider is the pricing strategy of theme parks, for example, overseas theme parks generally offer package holiday deals for visitors as well as day tickets, where UK based attractions offer day tickets and, more recently, due to the development of onsite accommodation offer weekend/overnight breaks. Furthermore, in marketing materials of theme parks, one might assume that the images used within them would include a majority of nuclear families, however after thorough research, it has become clear that all of the theme parks use a selection of images consisting of both nuclear and single parent families demonstrated in the examples of Disneyworld Florida and LEGOLAND Windsor website (see images 5.1 and 5.2).
Most of the participants had purposely visited a destination, such as Florida and Paris, with the intention of going to a specific theme park, however all of the participants had visited a theme park domestically in the UK, as a day visitor. In relation to Plog’s (1979) motivational theory of the push and pull factor, the researcher highlights that from the data collected the push factor is described as entertainment for the family, excitement of the rides and spending quality time with the family just to name a few. Whereas the pull factor was keeping the children entertainment, the marketing and reputation of the theme park and the overall attraction itself. So, in relation to the data collected, the participants were visiting a destination with the specific intension of visiting the theme park.

In addition, a minority of participant’s state that they engaged with other attractions within the destination, with one participant expressing how she stayed at Alton Towers for the weekend and used the onsite Spa, whereas another participant reveals that they used the onsite accommodation at LEGOLAND.

The TEA (2015) explains that theme parks need a consistent balance of components to help create a unique experience for the visitors. Within the interviews the participants agreed that whilst at theme parks they used a variety of products and services. Some that were mentioned frequently, and are obviously important to parents, included; clean toilets, restaurants, retail/merchandise, customer service and fast passes. Although other products and services that were mentioned (although less frequently and depended on the needs of the parent and family) included; outside seating, a mobile app, free WiFi, access to the company website and a photo band. These findings support the findings from the TEA (2015) as their components include; accommodation, food and beverage, retail and entertainment. Although accommodation was not mentioned, the other components were all referred to.

Furthermore, the researcher highlights that the components stated by the TEA (2015) are a basic requirement in order for a theme park to satisfy the customer’s needs however the other products and services stated by the participants are

Commented [CH17]: OK, extend this further with literature and your thoughts on motivations for travel. The pull factor for these seems to be the theme park, rather than the destination. Interesting to what extent they engage with other attractions in the destination – or is it just about the theme park??

Commented [CH18]: OK – expand the discussion here a bit. Do the products/services mentioned by your respondents relate to the components that TEA discuss? To what extent are the products/services mentioned simply basic requirements and to what extent do the actually enhance the visitor experience? You could link this to the hygiene factors that Herzberg refers to – some you expect and others are ‘added extras’.
components that would enhance their experience. This statement coincides with Herzberg (1968) and Maslow’s (1943) theories as they underpin the essential needs of humans and what they expect on a daily basis, where theme parks can ensure these components are implemented into their facilities and services. In addition to the findings, these components together make an overall product but without each component fulfilling their duties and meeting the needs of the customers, they could be left unsatisfied. For example, if the customers enjoyed the rides at the theme park, but the customer service was poor this could affect the overall experience of the group, as well as if the restaurant sells good food but it is too expensive to purchase for the whole family, which can lead to the group feeling excluded from the overall experience.

Worthington (2015) suggested that people who use a mobile app as an interactive guide or for information on the theme park are more likely to be engaged in their experience. However, these findings portray a different view, as only a small minority of the participants mentioned a mobile app or website and that it positively contributed to their experience. When talking about the mobile APP, many referred to the My Disney App, as they had a positive experience using this type of technology. Others could not comment on this type of technology as they had not experienced it, as few other theme parks have mobile apps. Therefore, the researcher believes that this component is still a work-in-progress and there is scope for mobile apps and websites to be used more widely within the theme parks in the UK for visitors to benefit from the service. In addition, it suggests that even in theme parks where mobile apps existed, not all respondents engaged with them – this could be related to a lack of awareness of the app or the lack of hardware to facilitate the app, e.g. no smartphone. In either case, this may have implications for the visitor experience and levels of engagement and interaction with the theme park. Further to this, theme parks need to appreciate that not all people are ‘mobile savvy’ and therefore they need to implement other ways for those individuals to ensure they are engaged throughout their visit, specifically in UK parks where mobile Apps are still becoming new additions to this industry. In addition, the researcher has identified that there is of use of mobile apps within theme parks in the UK (see
figure 4.0), however they could become more popular within peak seasons and during seasonality to help visitor flow and enhance the visitors experience.

Brown et al. (2013) emphasises how crowding and queuing within theme parks can cause dissatisfaction to visitors and he also states how mobile apps and websites (referred to as geo-tracking) can reduce visitors feeling disappointed. A selection of participants stated within the interviews how they look to use fast-passes to bypass the long waiting times and also state how entertainment within queues, and waiting/seating areas for those waiting for people queuing for a ride are important to ensure they have a satisfying experience.

Again, when participants were asked what aspects of the theme park they thought were important to ensure all family members felt included, there were a variety of responses, however the vast majority of them stated that they thought a wide variety of rides resulted in making everyone feel included. These include family rides, water rides, small rollercoasters and larger, faster rollercoasters for there to be something that everyone enjoys. In addition, from the data collected it is clear that there needs to be rides and attractions within theme parks to assist all three characteristics of Plog’s (2001) theory; Allocentric, mid-centric and psychocentric.

Interestingly, one participant mentioned that the number of seats on a ride has an impact on making the family feel included, as they said if there are three seats on a ride, and there are but they are a family of four people, they find it hard making a decision who sits with who. This links to the ride design and, in situations where many of the rides were designed and built many years ago (e.g. Space Mountain which opened in 1975) there is an issue that inclusivity wasn’t a priority at that time, compared to modern society. The researcher highlights how this could have a negative impact on families, as it could affect their family fun experience of riding together and when considering those visitors (whether it be children or parents) with special needs and requirements could result in the other members of the family feeling left out. The researcher emphasises how this issue should be considered in modern and future designs of theme parks and should also be included in the augmented section of Kotler’s model (see figure 2.0). In addition, from the theme parks stated throughout the interviews, the researcher analysed the websites and
found that only LEGOLAND, Windsor had seating configurations for rides.

4.2 Family types

The majority of the participants that took part in the interviews were of nuclear families, and the other few were single parent families. The researcher found it challenging to complete the interview consisting of all the family types covered in the literature review, as they were inaccessible. In addition, within the literature it states that theme parks should consider providing multigenerational products and services in the future, although the researcher didn’t find any connection with this when interviewing the participants, she agrees that due to the ageing population within a few years more grandparents are likely to participate in these types of activities with their grandchildren.

Furthermore, the findings support Lucena et al.’s (2015) statement that mothers are less energetic than fathers, as many participants explained how the mother doesn’t like to go on the rides and prefers to sit, watch and wait for the others to return. Mickey (2017) a member of a nuclear family, states ‘No my wife doesn’t like rides, however she still attends the theme parks with the family and I don’t it doesn’t affect the family experience. She likes to sit down and wait, more importantly people watch whilst we are on the rides’. With this in mind, these participants also state that they look to use outside seating areas when visiting theme parks for the mother to be comfortable.

Schanzel and Smith (2011) explain that there is scope for conflict, compromise and cooperation within family groups, and the greater part of the participants agreed that there could be a small disagreement about what ride or attraction to visit next however they emphasised that it wouldn’t have an impact on their visit at it would be resolved quickly and effectively. Marie (2017), a single-mother of two states ‘We would probably have a little argument at some point, over what rides to go on next and they will probably nag me for food or sweets at some point where I’ll tell them off, but it won’t affect the day in any way’.
The researcher disagrees with Lucena at al.’s (2015) statement that the children’s voice and opinions are neglected when making decisions, as the findings support Decrop’s (2006) explanation that the children do actually have an effect on the final parental choice. The researcher believes that the primary motivation of the parents is to entertain the children or to take them to the theme park because it is of interest to them.

In addition, the findings support those of Schanzel, Yeoman and Becker (2012) that organisations need to consider the involvement of children when designing their products and services as they have an impact on the decision making, and when being interviewed a few participants stated that they would like to see park maps designed for the children. This could help the children feel included in the wider experience and additionally make them feel happy. In addition, when theme parks design apps, websites and social media accounts they need to ensure the accessibility and navigation of the system is child friendly as they are becoming much more aware of how to use these and it could help within the parental choice as well as marketing the theme park.

After researching the theme parks mentioned during the interviews, the researcher was surprised to see that none of the theme parks displayed any information on mixed gender toilets/changing rooms or prayer rooms. This lack of information may affect inclusivity of same sex parent families and religious families, as they will not have essential facilities to assist their needs. In addition, a further investigation was done into the theme parks stated in the interviews to see what additional facilities they provided, and the results showed that LEGOLAND, Windsor was the only theme park (other than Disneyworld, and Universal Studios, Orlando) that offered the parent swap service for those families with babies. Drayton Manor Park emphasised on their website that they provide ID stickers for children in case they get lost within the park. Further to this, the researcher wanted to investigate what type of discounts the theme parks offer customers and if they cater for all family types. The results were, that the UK parks mentioned in the interviews (LEGOLAND Windsor, Alton Towers, Disneyworld Orlando) did have offers but they were not based on families. The only exception was Drayton Manor Park which had an offer of four tickets for £80, aimed at the typical nuclear family, as well as an offer for one adult
and one toddler (under 4) for £20, typically aimed at single parents. These were the only offers that were identified to a particular family type. The researcher predicts that these offers were introduced into the theme park as they have seen a rise in this particular family type therefore, providing this type of deal will enhance visitor numbers as they are specifically catering for their needs.

4.3 Inclusivity

When the participants were asked what aspects of the theme park they think are important to ensure all family members feel included in the whole family experience, there were a vast range of answers, although the majority of them stated that a variety of rides ensured all family members where included in the whole experience. A minority of participants stated things like; parent swap facilities, sufficient information prior arrival to the park and affordable food, drink and merchandise. Further to this, the participants were also asked what products and services they wanted to see implemented into theme parks and why, and there were a few interesting answers. Daisy (2017) a member of a nuclear family stated 'I would like to see improved waiting areas and queuing systems during busy periods, maybe implementing entertainment and activities for more specifically children to engage in so they aren’t getting restless whilst waiting in the queue, as this effects the mood and atmosphere during busy periods’. Also, another participant explained how there should be all weather attractions in all theme parks, so if it a rainy day, the family can still enjoy themselves and get the most out of their experience, as they also believe this can affect the mood and atmosphere of the family experience. Within the literature, Swarbrooke (2002) explains how theme parks needs to consider visitors with special needs within their theme park design and from the research conducted this appears to be true. The researcher
found that all the theme parks stated within the interviews show an appreciation of providing specific facilities and services for those with special needs (whether mobility needs or visual/hearing needs) and it is clear that all the information needed for these customers can be accessed prior arrival through the theme parks website. Some examples that the researcher has found are Walt Disneyworld Florida, Alton Towers and Drayton Manor. Furthermore, the researcher found that Walt Disneyworld were providing customers with much more than the expected facilities to ensure their safety, wellbeing and enjoyment is fulfilled throughout their visit. Some services include; Baby care centres, Show translator, ECV rentals, mosquito prevention and stroller/wheelchair rentals. Typically, the UK based theme parks do not have the extended services unlike Disneyworld and only cater minimally for specific customer’s needs.

In addition, it is clear from the interviews that theme parks in the UK need to reconsider the components of their products and services and especially the augmented product Kotler (2003) refers to. The researcher emphasises this as during the interviews the majority of participants expected or wanted to see better products and services to help them enjoy their visit. These added extras included; free WIFI, parent swaps on all rides, improved seating/waiting areas and specific maps for parents and children. By including these into the overall package of the theme park, the researcher believes this will enhance the visitors experience helping them all feel included by adding value to their day.
4.4 Motivations

When the participants were asked about their main motivation for visiting theme parks, most of the responses were to keep the children entertained and to spend quality time together. These are intrinsic motivators, whereas Marie (2017) states 'My main motivations for visiting theme parks are to ensure a fun day out with the children, where we can spend time together, as well as providing them with a reward for their excellent school work and behaviour over a period of time’. From this Marie displays extrinsic motivation in relation to a reward for the children.

In addition, when the participants were asked what influenced their decision, there were a variety of responses, including: pressure from their children, word-of-mouth from friends and family, reputation of theme park, the new rides at a theme park they previously visited and the advertisement and marketing materials of the theme park. The researcher believes that these results correspond with Lucena et al.’s (2015) statement that the family travel motivation consists of togetherness, family bonds and social interaction.

Also, the results support Gray’s (1976) theory of Sunlust and Wanderlust, as those participants who visited the American-based theme parks can be grouped under the typology of Sunlust, who have a ‘British desire’ to go to a theme park not like the traditional ones in the UK. In other words, wanting something extra special, so they are willing to pay extra and prepare over the long term for this, e.g. saving towards the family holiday.

Interestingly, only a minority of participants had visited a theme park with parents when they were younger, but many referred to Barry Island as a theme park. With respect, this was probably the nearest, most popular and well-known type of amusement park at that period of time, until larger theme parks were developed and marketed such as Oakwood theme park which opened in 1987 and Alton Towers which opened in 1980. Additionally, the majority of these participants said that because of this, it has made them want to provide their children with the
opportunity to experience new, bigger and more popular theme parks and has motivated them to do this. With this in mind, it links to Crompton’s (1979) theory where the push factor could be that the parents want their children to be included in the theme park experience, and ultimately have what they feel they might have missed from their childhood, whereas the pull factor would be the specific theme park and the marketing of the theme park to engage them in the experience. Ultimately the researcher believes there is a link to the parent’s aspiration in which they want their children to have what they didn’t.

<table>
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<tr>
<th>Facilities</th>
<th>Alton Towers</th>
<th>Drayton Manor Park</th>
<th>Islands of Adventure, Orlando</th>
<th>Universal Studios, Orlando</th>
<th>Disneyland Paris</th>
<th>Disneyworld, Florida</th>
<th>LEGOLAND, Windsor</th>
<th>Oakwood, Wales</th>
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4.5 Summary

This chapter has presented the results from eight semi-structured interviews in a qualitative format using thematic and content analysis. The content analysis can be seen in the table below, on the various theme park websites using a checklist that supports the data within this chapter. The interviews and transcripts can be found in appendix 2 and 3, and these have supplied new data which the researcher has used to support the project. The results from the

Figure 4.0 – Content analysis of theme park websites
The next chapter will finalise the research project, establishing how the aim and objectives have been achieved, outlining key findings, any limitations and suggestions for future research and highlighting the input to theory and practice.
5.0 Introduction

This chapter will draw together the project and finalise the conclusion of all the findings in both the primary and secondary research as well as the results found from the interviews. This section will also revisit the aim and objectives, as well as outlining limitations and contributions of the research and recommendations for future projects.

5.1 Aims and Objectives

The researcher believes she has achieved the aim of the project which was;

“To explore the inclusivity of theme parks in regards to family motivations and experiences”

The researcher accomplished this by meeting the original objectives set at the beginning of the project.

The first objective was to critically review the literature of theme park typologies, family types, inclusivity and motivations. This objective was achieved as the researcher identified up to date explanation of theme parks, explored a variety of family typologies and their needs/issues with visiting theme parks, explained the different types of inclusivity and how it effects individuals within theme park visits and a selection of motivational theories that link to families.

The next objective was ‘to explore family motivations for visiting theme parks in relation to the parent’s personal view and their experiences for visiting theme parks.”
with some reflection on the inclusivity of theme parks’. This objective was achieved by using a qualitative primary research consisting of eight semi-structured interviews, and from completion of these found that the majority of families visit theme parks to entertain the children. Furthermore, not all family members primarily visited theme parks to go on the rides however they went to be included in the overall family experience. Objective three was ‘to use content and thematic analysis to examine family experiences at theme parks in relation to motivations, family types and the overall inclusivity of the theme parks’ and this objective was successfully met within the results, discussion and analysis where a website analysis was completed using a checklist to discuss further in relation to theory within the literature review and respondents answers. Lastly, objective four was ‘to develop explanatory theory regarding inclusive family tourism at theme parks’ and this was completed successfully during the results and then carried on into the conclusion, where the project was finalised.

5.2 Main Findings

Throughout the dissertation there has been some limitations however, within the results of the project the researcher has been able to identify themes and patterns that has added value to the current theory of this topic. Furthermore, the main findings from the project are listed below;

- The popularity of UK theme parks has been consistently rising from 4% between 2010 to 2014 however, the industry has seen a decline in visitor numbers from 2015 due to the Alton Towers crash, and the customers questioning safety of the park rides (Worthington, 2015).
- It is clear despite whether or not the whole family like theme park rides, they all like going to theme parks, although it seems from the results that they have high expectations as to what facilities, products and services they want to see within theme parks.
• There is a clear identification that typical nuclear families aspire to visit theme parks outside the UK, as a focus for their main holiday, as they are bigger and better than those in the UK. Whereas single parent family's respondents usually visit those theme parks in the UK, typically because of finances, time and distance.

• Typically, the parental main motivation to visit theme parks is to entertain the children and despite some theorists (e.g. Lucena et al., 2015 and Decrop, 2006) claiming otherwise, it is clear that the children have an impact on the decision-making process within the family environment. So, theme parks need to consider this during marketing campaigns, within their website and social media design.

• From the research done, and views from the participants, it is clear that the UK based theme parks are not as advanced as American-based theme parks. This includes facilities and overall inclusivity of theme parks. For example, Disneyworld, Orlando offers their visitors an extended range of augmented products from parent swaps, umbrella rentals and portable phone charging systems etc., whereas the UK-based theme parks are yet to be as advanced with their facilities.

5.3 Recommendations for theme parks

Based on the findings throughout this project it is clear that within the development of future theme parks and theme park rides there are a few recommendations that could be considered to enhance the visitors experience. Seat configuration and ride design needs to be planned carefully considering the target audience and likelihood of family riders with regards to the seat numbers. Further to this, this information may be important for some riders so access to it on the company’s website or mobile app is essential. Furthermore, with the change in society and the advance in technology, UK theme parks may benefit from mobile apps as it is easier accessible than a website and could help increase visitor numbers with more children being able to use this type of technology. Moreover, many visitors who have experienced
American-based theme parks have higher expectation of what facilities and activities to expect at UK theme parks so providing them with these, will give them a competitive advantage and also help advertise the theme park by word-of-mouth from satisfied visitors.

5.4 Limitations of the project

Typically, within any project there is usually some limitations, and the researcher experienced a few during this dissertation. Firstly, the researcher found it challenging within the sampling process of the interview, as she could not get access to parents within all the family types, and only managed to interview nuclear and single parent families, which lead to less interviews than originally planned. However, if the researcher could have broadened the sample type and sample size she could potentially increase the number of interviews slightly and gather more in-depth data considering all family types. Qualitative approaches are limiting by their very nature as the intention is a small sample however, quantitative would have increased the sample size but provided less in-depth data. Also, the researcher didn’t interview theme park operators which would have enhanced the information provided however only a website analysis was completed during this project.

5.5 Suggestions for future research

In the future if the researcher was going to complete the dissertation again she would change a few of the questions asked within the interviews, making sure there was a variety of questions on each theme within the literature. These could include specific questions on motivational theories and also quotes and phrases from theorists and whether the participants agree or not etc. She believes this could have made the data more detailed and made it easier to structure the results.
Furthermore, she would broaden the sampling frame and make sure she interviewed more family types, and follow up with a larger scale questionnaire.

5.6 Conclusion

To conclude this project, it has explored the inclusivity of theme parks with regards to family motivations and experiences, through the means of primary and secondary data. The researcher believes that all four objectives have been met, resulting in a thorough, consistent answer to the projects aim. The project conclusion is that theme parks need to consider the inclusivity when planning short term for example within the company's website/mobile app and long term for example the ride and facility design. Future development of theme parks should make these issues an essential part of planning as it gives them a competitive advantage on other parks in the UK, meets customer's needs and enhance their experience, as well as increasing their likeliness of American-based theme parks, which is what the researcher believes UK customers want.
Appendices
Appendix 1 – Interview Design

Semi-Structured Interviews

1. How many children/grandchildren/nieces/nephews do you have? And how old are they?

2. What are your main motivations for visiting a theme park?

3. Can you name two theme parks that appeal to you and your family and explain why?

4. What would influence you as a mother/father/etc to take your children/etc to a theme park?
   - Distance
   - Price
   - Facilities
   - Rides
   - Media perceptions
   - Word of mouth
   - Peer Pressure
   - Status
   - Health and Safety

5. Does everyone in your family enjoy theme park rides?
   - If no, does that family member still attend theme parks and to what extent
   - Does this affect the overall family experience?
   - How inclusive do you think theme parks are for ........

   - If yes, what is the families’ favourite type of rides?
   - How do you think theme parks ensure that family members are included?
6. What was the last theme park you visited?

7. Why did you choose to visit this theme park?

8. Was it a satisfying experience for all at the theme park?
   *Did everyone enjoy it? *Why?

9. What other products and services do you look for or use at a theme park?

10. What aspects of the theme park do you think is important to make sure all family members feel included in the whole family experience?

11. Have you ever wanted a product or service within the theme park that wasn’t available, that you believe could have made your experience better?

12. What types of activities would YOU want to see implemented into theme parks and why?
13. Are your family likely to have a family dilemma during a visit to a theme park? if so what’s your experience?

The next set of questions will link back to your childhood experiences at theme parks......

14. Did you visit theme parks as a child with your parents?

15. Did you choose to visit the theme park or did your parents take you?

16. What influenced this decision?

17. Does this experience with your parents have an effect on what type of experience you want your children/grandchildren/etc to have at theme parks? Can you explain your answer?
Appendix 2 - Interview results

Interview 1 – Mickey

Semi Structured Interviews

1. How many children/grandchildren/nieces/nephews do you have? And how old are they?
2. Children

   10, 2, 2
3. What are your main motivations for visiting a theme park?

   - To keep children entertained > family day out
   - To do something new we all enjoy
4. Can you name two theme parks that appeal to you and your family and explain why?

   1. Magic Kingdom FL, child-friendly, disney/enjoyable
   2. Islands of Adventure, amazing experience

5. What would influence you as a mother/father/etc. to take your children/etc. to a theme park?

   - Distance
   - Price
   - Facilities
   - Rides
   - Media perceptions
   - Word of mouth
   - Peer Pressure
   - Status
   - Health and Safety

   - (Not Price) - worst experience 
   - More everything worse from children experience

6. Does everyone in your family enjoy theme park rides?

   - *If no* does that family member still attend theme parks and to what extent
*Does this affect the overall family experience?
How inclusive do you think theme parks are for.......

* If yes, what is the family's favourite type of ride?
* How do you think theme parks ensure that family members are included?

Yes, still attend and doesn't feel as if it affects family experience. Mum also likes people watching so this is her main worry which rests are on ride. Mix of rides, shows, rest are on ride. Keep all members happy/entertained.

6. What was the last theme park you visited?
- Islands of Adventure (All at Florida)

7. Why did you choose to visit this theme park?
New attraction - Harry Potter also rides/shows/stamps of park.

8. Was it a satisfying experience for all the family?
Yes everyone enjoyed it. New rides/atmosphere/100% of work/money put into it and it was great to see.

9. What other products and services do you look for or use at a theme park?
- Toilets (clean)
- Seating to sit outside/inside rides
- Restaurant
- Fast passes

10. What aspects of the theme park do you think is important to make sure all family members feel included in the whole family experience?
- Family rides
- Professional staff/services
- Simple maps
- Children to read/interact
11. Have you ever wanted a product or service within the theme park that wasn’t available, that you believe could have made your experience better?
- Fast passes for all rides without paying for them.
- Few craft stations/activities such as, craft for children to be involved in throughout their visit (free)

12. What types of activities would you want to see implemented into theme parks and why?

13. Are your family likely to have a family dilemma during a visit to a theme park? If so what’s your experience?

    Not really maybe a minor disagreement about what ride next, or wish to eat but nothing major that stirs

    The next set of questions will link back to your childhood experiences at theme parks.....

14. Did you visit theme parks as a child with your parents?

    No, only went once.

15. Did you choose to visit the theme park or did your parents take you?

    Bit of both. I wanted to go so they took me.

16. What influenced this decision?

    Pay out - Spend time together, something to look forward too.

17. Does this experience with your parents have an effect on what type of experience you want your children/grandchildren/etc to have at theme parks? Can you explain your answer?

    Not, I used to enjoy rides at T.P. So I wanted to let my children experience it too although it’s not as much better attraction. Florida.
Interview 2 – Daisy

Semi Structured Interviews –

1. How many children/grandchildren/nieces/nephews do you have? And how old are they?
   3
   22 17 15
   F M M

2. What are your main motivations for visiting a theme park?
   A good day out = ease children entertained
   Quality time = good value for money

3. Can you name two theme parks that appeal to you and your family and explain why?
   Disneyland Paris - Disney Frozen, convenience, went everyone
   Disney PI - experience, wow factor

4. What would influence you as a mother/father/sister to take your children/uncle to a theme park?
   *Distance * Price * Facilities * Rides * Media perceptions * Word of mouth
   *Peer Pressure * Status * Health and Safety
   Non-day = Peer pressure from children
   - Less rides
   - Variety of rides to suit all ages, not just big rides

5. Does everyone in your family enjoy theme park rides?
   * If no, does that family member still attend theme parks and to what extent

Page 11
* Does this affect the overall family experience? 
How inclusive do you think theme parks are for ______

* If yes, what is the families’ favourite type of rides? 
* How do you think theme parks ensure that family members are included?

… Must have variety of rides as not all like the fast/big/scary rides, need to accommodate all!

6. What was the last theme park you visited?
Disneyland Paris (2015)

7. Why did you choose to visit this theme park?
Special occasion = Emma’s 21st Birthday

8. Was it a satisfying experience for all at the theme park?
* Did everyone enjoy it? *Why?
Yes, something for everyone; Rides, Shows, (mellon)
Family entertainment

9. What other products and services do you look for or use at a theme park?
Restaurants > Meal deal, Shops > Customer services, Photo Bands

10. What aspects of the theme park do you think is important to make sure all family members feel included in the whole family experience?
- Rides for everyone 
- Map, times
- Shows/Animation
- Frequency (to fit everyone in)
Special shows, parades, etc.
11. Have you ever wanted a product or service within the theme park that wasn’t available, that you believe could have made your experience better?
- Rides closed but only found out when we got there.

12. What types of activities would you want to see implemented into theme parks and why?
- Action tracks, more fast passes.
- No shows, lack of management or queues.

13. Are your family likely to have a family dilemma during a visit to a theme park?
- Easier now everyone has phones I can’t lose again.
- Kids want everything = budget.
- Josh on big rides will want to see something theme parks....

14. Did you visit theme parks as a child with your parents?
No, only Barry Island (Fair)

15. Did you choose to visit the theme park or did your parents take you?

16. What influenced this decision?

17. Does this experience with your parents have an effect on what type of experience you want your children/grandchildren/etc to have at theme parks? Can you explain your answer?
- Everything changes/society/development/era)
- Most attractions have some sort of ride attached to it.... don’t primarily have to go to T.P.
- Kids think it’s a good day out.
Interview 3 – Alice

Semi Structured Interviews -

1. How many children/grandchildren/nieces/nephews do you have? And how old are they?
   3: 21 18 15
   M, F, F

2. What are your main motivations for visiting a theme park?
   Good reputation to visit.
   Family time is not primary.

3. Can you name two theme parks that appeal to you and your family and explain why?
   Disney, Universal
   Reputation of excellence

4. What would influence you as a mother/father/etc to take your children//etc to a theme park?
   * Distance
   * Price
   * Facilities
   * Rides
   * Media perceptions
   * Word of mouth
   * Peer Pressure
   * Status
   * Health and Safety
   Reputation of +P, word of mouth from friends/family.

5. Does everyone in your family enjoy theme park rides?
   * If no, does that family member still attend theme parks and to what extent

Page 11
*Does this affect the overall family experience?  
How inclusive do you think theme parks are for ________

*If yes, what is the family's favourite type of ride?  
*How do you think theme parks ensure that family members are included?

YES → All rides.  
Moms don't do rides, sit towards front.  
Sons not essential

6. What was the last theme park you visited?
Alton Towers

7. Why did you choose to visit this theme park?
Family weekend away, staying at hotel near park

8. Was it a satisfying experience for all at the theme park?  
*Did everyone enjoy it?  *Why?

Yes, everyone enjoyed it, .... but not like Disney ... not up to standard.

9. What other products and services do you look for or use at a theme park?

restaurant, fast passes, Aquaria, shops, merchandise, spa, lounge, hour.

10. What aspects of the theme park do you think is important to make sure all family members feel included in the overall family experience?

→ Variety of rides.  
→ Seating area.
11. Have you ever wanted a product or service within the theme park that wasn’t available, that you believe could have made your experience better?

No.

12. What types of activities would you want to see implemented into theme parks and why?

Competitions?... younger.

Not sure... nothing.

13. Are your family likely to have a family dilemma during a visit to a theme park?

If so what’s your experience?

No, nothing.

The next set of questions will link back to your childhood experiences at theme parks....

14. Did you visit theme parks as a child with your parents?

MUST have gone to Amusement.

15. Did you choose to visit the theme park or did your parents take you?

Took me...

16. What influenced this decision?

/

17. Does this experience with your parents have an effect on what type of experience you want your children/grandchildren/etc. to have at theme parks? Can you explain your answer?

Not effect the decision. I would have them if I wanted to.
Semi Structured Interviews -

1. How many children/grandchildren/nieces/nephews do you have? And how old are they?
2. f  m
   16  12.

2. What are your main motivations for visiting a theme park?
   Entertainment value, family time, holiday, environment.

3. Can you name two theme parks that appeal to you and your family and explain why?
   Magic Kingdom - experience, Disney = motivation
   Universal -

4. What would influence you as a mother/father/etc. to take your children/etc. to a theme park?
   * Distance  * Price  * Facilities  * Rides  * Media perceptions  * Word of mouth
   * Peer Pressure  * Status  * Health and Safety
   Reputation = Biggest = Safety = Recommendation from FTF.

5. Does everyone in your family enjoy theme park rides?
   * If no, does that family member still attend theme parks and to what extent?
6. What was the last theme park you visited?

Universal, FL.

7. Why did you choose to visit this theme park?

Holiday.

8. Was it a satisfying experience for all at the theme park?

Did everyone enjoy it? Yes, something for everyone, but the

 awaiting line.

9. What other products and services do you look for or use at a theme park?

Fast passes, customer service, restaurants, shops.

10. What aspects of the theme park do you think is important to make sure
all family members feel included in the whole family experience?

Variety rides, safety.
11. Have you ever wanted a product or service within the theme park that wasn’t available, that you believe could have made your experience better?
   *Less que time, Bowie fast pass more need = inconvenient.*

12. What types of activities would YOU want to see implemented into theme parks and why?
   *Younger ones = characters in Britain, Parades = British Parades.*

13. Are your family likely to have a family dilemma during a visit to a theme park? If so what’s your experience?
   *Queue around the rides (give Time/alternative)*

The next set of questions will link back to your childhood experiences at theme parks.

14. Did you visit theme parks as a child with your parents?
   *Barry Island.*

15. Did you choose to visit the theme park or did your parents take you?
   *Parent choose.*

16. What influenced this decision?
   *Location.*

17. Does this experience with your parents have an effect on what type of experience you want your children/grandchildren/etc to have at theme parks? Can you explain your answer?

   Male children enjoy life experience whole

   V. A.
Interview 5 – Jasmine

5. Pseudonyms - Jasmine

Semi Structured Interviews

1. How many children, grandchildren, nieces/nephews do you have? And how old are they?

2. Children
   - Female
   - Male
   - 10
   - 14

2. What are your main motivations for visiting a theme park?
   - Quality family time → excitement
   - Entertainment
     - Fun thing to do

3. Can you name two theme parks that appeal to you and your family and explain why?
   - Alton Towers → location, deals, events
   - Disneyland Paris → convenience, theme (UK vs. Florida),
     - price (UK vs. Florida),
     - summer holiday

4. What would influence you as a mother/father/et al to take your children/et al to a theme park?
   - Distance
   - Price
   - Facilities
   - Rides
   - Media perceptions
   - Word of mouth

   * Peer pressure
   * Safety
   * Health and safety

   Price = deals/offers → more likely to go
   Rides = new rides → encouraged to go
   Word of mouth = friends/family

5. Does everyone in your family enjoy theme park rides?

* If no, does that family member still attend theme parks and to what extent

Page | 1
* Does this affect the overall family experience? How inclusive do you think theme parks are for......

* If yes, what is the family's favourite type of rides?
* How do you think theme parks ensure that family members are included?

   Yes, entertainment throughout, queue, coin activities, face to face, etc.

6. What was the last theme park you visited?

Disneyland Paris.

7. Why did you choose to visit this theme park?
   Winter event/parade.
   Good deal = convenient
   We love Disney.

8. Was it a satisfying experience for all at the theme park?
   * Did everyone enjoy it? * Why?
   Yes, queues were short, cool to parade were good. No aid (new rides)

9. What other products and services do you look for or use at a theme park?

   Fast pass, WiFi (free), customer service, shops, restaurants

10. What aspects of the theme park do you think is important to make sure all family members feel included in the whole family experience?

   Seats on rides...... 2 or 4 is good, but not 3 as one is sat on own.
11. Have you ever wanted a product or service within the theme park that wasn’t available, that you believe could have made your experience better?

**Apps for the park; live times, parade times, offers, up-dates etc**

12. What types of activities would YOU want to see implemented into theme parks and why?

**Maybe a trail / competition to keep the children entertained all day around.**

13. Are your family likely to have a family dilemma during a visit to a theme park?

If so what’s your experience?

**Maybe about what ride to go on next, nothing too serious enough.**

The next set of questions will link back to your childhood experiences at theme parks.

14. Did you visit theme parks as a child with your parents?

**Yes**

15. Did you choose to visit the theme park or did your parents take you?

**Parents took me first time. Not asked to go the rest.**

16. What influenced this decision?

**Enjoyment / entertainment**

17. Does this experience with your parents have an effect on what type of experience you want your children/grandchildren/etc to have at theme parks? Can you explain your answer?

**Yes, I want my children to go to theme parks and enjoy the experience like I did.**
Semi Structured Interviews

1. How many children/grandchildren/nieces/nephews do you have? And how old are they?

3f 1m
18 13 5

2. What are your main motivations for visiting a theme park?

Birthday / celebration
Family entertainment
Weekend break

3. Can you name two theme parks that appeal to you and your family and explain why?

Legoland = Mayor Carla's favourite

4. What would influence you as a mother/father/etc. to take your children/etc. to a theme park?

*Distance * Price * Facilities * Rides * Media perceptions * Word of mouth

*Peer pressure * Status * Health and Safety

Advertising = certain extent

5. Does everyone in your family enjoy theme park rides?

* If no, does that family member still attend theme parks and to what extent
*Does this affect the overall family experience? How inclusive do you think theme parks are for ..........

*If yes, what is the families' favourite type of rides? How do you think theme parks ensure that family members are included?

> Thrill Seekers & water rides
> Variety of rides for different ages.
> No inbetween ride.

6. What was the last theme park you visited?
> Legoland

7. Why did you choose to visit this theme park?
> Birthday celebration

8. Was it a satisfying experience for all at the theme park?
   *Did everyone enjoy it? *Why?
> Yes, been before. All rides great time working.

9. What other products and services do you look for or use at a theme park?
> Rides.
> Shops.

10. What aspects of the theme park do you think is important to make sure all family members feel included in the whole family experience?

   Florida => Parent Swap
   => Everyone gets a go
11. Have you ever wanted a product or service within the theme park that wasn't available, that you believe could have made your experience better?

- Your answer: Wet rides, free.

12. What types of activities would YOU want to see implemented into theme parks and why?

- Long queues = entertainment or game/quiz in queue.

13. Are your family likely to have a family dilemma during a visit to a theme park?

If so, what's your experience?

- Family arguments to decide on ride.

The next set of questions will link back to your childhood experiences at theme parks....

14. Did you visit theme parks as a child with your parents?

- Only America

15. Did you choose to visit the theme park or did your parents take you?

- Parents took me.

16. What influenced this decision?

- Free, future occurred here.

17. Does this experience with your parents have an effect on what type of experience you want your children/grandchildren/etc. to have at theme parks? Can you explain your answer?

- Yes, America is advanced, customer satisfaction = to high standard. American way of interaction.

- Non-custodian children to be valued as a customer.
Interview 7 – Marie

Semi-structured Interviews:

1. How many children/grandchildren/nephews/nieces do you have? And how old are they?
   - 2 children
   - 15
   - 12
   - M
   - F

2. What are your main motivations for visiting a theme park?
   - Fun day out with the children
   - Spending time together and giving them a reward for school work etc.

3. Can you name two theme parks that appeal to you and your family, and explain why?
   - Oakwood – because it’s close to home
   - Alton Towers – because of the aliens in 2011 and the media coverage

4. What would influence you as a mother/father/etc. to take your children/etc. to a theme park?
   - Distance
   - Price
   - Facilities
   - Rides
   - Media perceptions
   - Word of mouth
   - Peer pressure
   - Status
   - Health and Safety

   Definitely price and distance as I would need to save + plan our trip. Also if there are a wide variety of rides for all of us to go.

5. Does everyone in your family enjoy theme park rides?
   - *if no, does that family member still attend theme parks and to what extent*
*Does this affect the overall family experience?
How inclusive do you think theme parks are for.......

*If yes, what is the families' favourite type of rides?
*How do you think theme parks ensure that family members are included?

Yes we all like rides
we like water rides + roller coasters.
Bty have a variety of rides + shows.
Also all entertainers.

6. What was the last theme park you visited?

6. Oakwood

7. Why did you choose to visit this theme park?
Because it was easy/ cheaper for us to get to. I didn't drive so we went with friends. That was going.

8. Was it a satisfying experience for all at the theme park?
*Did everyone enjoy it? *Why?
Yes it was a good day out.
But that was due to the company not the rides/ menu. This needs improving.
Compared to Alton Towers etc.

9. What other products and services do you look for or use at a theme park?
Restaurant, toilet, shop, website, app?

10. What aspects of the theme park do you think is important to make sure all family members feel included in the whole family experience?

→ Different rides,
→ Affordable food/drinks/merchandise.
→ Lots of information prior to arrival.
11. Have you ever wanted a product or service within the theme park that wasn’t available, that you believe could have made your experience better?
   - A Bond for a phone number for my children to wear (if they get lost)
   - Mobile App
   - Free wifi
12. What types of activities would YOU want to see implemented into theme parks and why?
   - Craft Activities
   - Competitions
   - Picnic areas (undercover)
13. Are your family likely to have a family dilemma during a visit to a theme park?
   - Possibly argue over what ride to go on, or nag for sweets/food.

The next set of questions will link back to your childhood experiences at theme parks.

14. Did you visit theme parks as a child with your parents?
   - No

15. Did you choose to visit the theme park or did your parents take you?

16. What influenced this decision?

17. Does this experience with your parents have an effect on what type of experience you want your children/grandchildren/etc to have at theme parks? Can you explain your answer?
   - Yes in a way. I try and give my children things I didn’t experience.
Semi Structured Interviews -

1. How many children/grandchildren/nieces/nephews do you have? And how old are they?
   
   4 + 6
   m f

2. What are your main motivations for visiting a theme park?
   Entertain the children, family day out as I don’t get to spend too much time with them due to work.

3. Can you name two theme parks that appeal to you and your family and explain why?
   Disney Paris - distance is good + children love Disney
   Oakwood - not too big, with more distance + affordability

4. What would influence you as a mother/father/etc. to take your children/etc. to a theme park?
   * Distance * Price * Facilities * Rides * Media perceptions * Word of mouth
   * Peer Pressure * Status * Health and Safety

   Word of mouth from family + friends
   Price = less to be within budget + it like to know I am getting value for money.

5. Does everyone in your family enjoy theme park rides?
   * If no, does that family member still attend theme parks and to what extent?

Page 1
*Does this affect the overall family experience?
How inclusive do you think theme parks are for ______

*If yes, what is the families’ favourite type of rides?
*How do you think theme parks ensure that family members are included?

**Yes, my mother helps me and often attends days out however she doesn’t like rides (big ones) but doesn’t mind small ones eg teasers etc.

6. What was the last theme park you visited?

Oakwood (Wales)

7. Why did you choose to visit this theme park?

distance + price.

8. Was it a satisfying experience for all at the theme park?
   *Did everyone enjoy it? *Why?

**Yes everyone enjoyed it, wide variety of rides to enjoy for all the family.

9. What other products and services do you look for or use at a theme park?

Picnic area = tree area lunch, outdoor facilities, toilets.

10. What aspects of the theme park do you think is important to make sure all family members feel included in the whole family experience?

Wide variety of rides,
Big roller coasters = adults / teens
Small rides = All + toddlers.
11. Have you ever wanted a product or service within the theme park that wasn’t available, that you believe could have made your experience better?

- Quiet area / calming area for children who are not behaving to calm down.

12. What types of activities would you want to see implemented into theme parks and why?

- Interactive games / activities where you can play with your children.

13. Are your family likely to have a family dilemma during a visit to a theme park?

- May have a queue about what ride to go on may result in family splitting up for short period to rescue. This...

The next set of questions will link back to your childhood experiences at theme parks...

14. Did you visit theme parks as a child with your parents?

- Yes, visited domestic theme parks.

15. Did you choose to visit the theme park or did your parents take you?

- Parents took me.

16. What influenced this decision?

- Family day out / entertainment / great for good behaviour.

17. Does this experience with your parents have an effect on what type of experience you want your children / grandchildren / etc. to have at theme parks? Can you explain your answer?

- I believe children don’t go unless the parents make a family time together (as my dad worked away) so want to have these memories + experience with my own children.
Appendix 3 – Transcripts of two participants

Interview transcript 1 – Alice

1. How many children do you have? And how old are they?

I have three children and they are 21, 18, 15 years old.

2. What are your main motivations for visiting a theme park?

If it has a good reputation, then we typically visit those. Normally the ones which have good marketing material or have new attractions that are advertised.

Would you say you also visit for family quality time?

Not necessarily our primary motivation, however the last time we visited one was for a family weekend away.

Did you actually stay onsite at the theme park?

Yes we did, we stayed onsite at Alton Towers for the weekend.

3. Can you name two theme parks that appeal to you and your family and explain why?

Disneyworld Florida and Universal Studios Florida, both because of their excellent reputation and they both appeal to the children.

4. What would influence you as a mother to take your children to a theme park?

* Distance * Price * Facilities * Rides * Media perceptions * Word of mouth

* Peer Pressure * Status * Health and Safety
It would be reputation of the theme park and word of mouth from friends and family experiences, as I would be reassured that I was making the right decision and the children would enjoy their visit from their recommendations.

5. Does everyone in your family enjoy theme park rides?
   *If no, does that family member still attend theme parks and to what extent
   *Does this affect the overall family experience?
   How inclusive do you think theme parks are for ........

   *If yes, what is the families’ favourite type of rides?
   *How do you think theme parks ensure that family members are included?

   No, I don’t enjoy the theme park rides although the rest of the family do.

   If yes what is your favourite type of rides?

   I don’t know what the children prefer, as they go on all the rides however I don’t go on the rides as I enjoy sitting to watch them.

   My enjoyment is sitting down and watching the children come off the ride and seeing them on a buzz and watching them enjoy their day out.

6. What was the last theme park you visited?
   Alton Towers

7. Why did you choose to visit this theme park?
   I don’t know, maybe because it was well advertised on TV etc.

   Did you have a deal?
   No, it was just a family weekend away.

   Did you actually stay onsite at the theme park?
   Yes we stayed in the hotel onsite

8. Was it a satisfying experience for all at the theme park?
   *Did everyone enjoy it?  *Why?
Yes I think they all enjoyed it, although it wasn’t like Disney.
It was a bit of a let-down actually compared to Disney, but you just can’t top that can you?
Although it is one of the better theme parks within the UK.

9. What other products and services do you look for or use at a theme park?

We use the restaurant, and we bought fast passes, we used the shop for
merchandise and food/drinks.
Me and the girls had a pamper hour at the onsite Spa.

10. What aspects of the theme park do you think is important to make sure all
family members feel included in the whole family experience?

A variety of rides for all the family.
Also, improves seating area for those who don’t like rides, for example shelter just in
case it rains and maybe some sort of TV with adverts on for the park or rides etc.

11. Have you ever wanted a product or service within the theme park that
wasn’t available, that you believe could have made your experience better?

No I don’t think so

12. What types of activities would YOU want to see implemented into theme
parks and why?

I’m not sure, maybe competitions for when they were younger, would have been
useful to keep them entertained when walking around and deciding on what to do
next.

13. Are your family likely to have a family dilemma during a visit to a theme
park?  
if so what’s your experience?

No, they are pretty good and usually go with what the majority want to do, or we
compromise and ensure nothing like that happens.

The next set of questions will link back to your childhood experiences at
14. Did you visit theme parks as a child with your parents?

I can’t really remember, I must have visited Barry Island and the amusement parks but not any bigger theme parks like they have today.

15. Did you choose to visit the theme park or did your parents take you?

They would have taken me.

16. What influenced this decision?

My parents wanting to take us.

17. Does this experience with your parents have an effect on what type of experience you want your children to have at theme parks? Can you explain your answer?

I don’t think it would affect me, peer pressure from the children wouldn’t make any difference as I make the decision on what we do, although I do ask would they like to go just to see if they are interested so then I can plan the trip.
Interview transcript 2 - Anna

1. How many children do you have? And how old are they?
I have two children, and they are 16 and 12 years old.

2. What are your main motivations for visiting a theme park?
Primarily entertainment value, and going on holiday is the only time we get to spend 27/7 with each other, so a theme park is a nice environment to take them so they are not bored, and they have fun and we can have quality family time.

3. Can you name two theme parks that appeal to you and your family and explain why?
Magic Kingdom (Disneyworld Orlando) and Universal Studios Orlando (which we are going back to) because, it is a magical place to go, and it is a place where most parents want to take their children, to let them experience the magic!

4. What would influence you as a mother to take your children to a theme park?
Reputation is one of the biggest ones, and the safety and media of the park, as well as recommendations from family and friends. We are more likely to go to a theme park if our friends and family have recommended it to us as well as great reputation.

5. Does everyone in your family enjoy theme park rides?
*If no, does that family member still attend theme parks and to what extent
*Does this affect the overall family experience?
How inclusive do you think theme parks are for ........

*If yes, what is the families’ favourite type of rides?
*How do you think theme parks ensure that family members are included?
Yes everyone likes rides, my favourite ride is something like a tame roller coaster, that doesn’t go upside down and the others will go on everything.

Variety of rides for the whole family to go on helps include all family members, weather it’s a toddler to a teenager, so everyone experiences the fun together.

6. **What was the last theme park you visited?**
   
   Universal Studios Florida, whilst we were on holiday.

7. **Why did you choose to visit this theme park?**
   
   We were holidaying in Florida purposely to visit the theme park as well as Disney.

8. **Was it a satisfying experience for all at the theme park?**
   
   *Did everyone enjoy it?* *Why?*

   Yes everyone enjoyed it, as there was something there for everyone to go on, if jack* didn’t want to go on a ride there was something nearby to take him whilst the rest went on it. Also, the parades and show were nice to see and break the day up as it wasn’t all queuing to go on rides.

9. **What other products and services do you look for or use at a theme park?**

   We usually use Fast Passes during peak times or when the theme parks are busy so we spend less time queuing. We also use customer services, restaurants and merchandise shops.

10. **What aspects of the theme park do you think is important to make sure all family members feel included in the whole family experience?**

    There definitely needs to have a variety of rides and shows for all age groups to enjoy, and also the safety of the rides need to be excellent with no bad media of the theme park.
11. Have you ever wanted a product or service within the theme park that wasn’t available, that you believe could have made your experience better?

Less queuing times on the rides would have helped us enjoy the day more or even a better queuing system would have helped with entertainment in the ques.

The new system Disney has implemented where you have to book your Fast Passes before your visit is an inconvenience for people as they have to plan their holiday around the Fast Passes... It was much better before!

12. What types of activities would YOU want to see implemented into theme parks and why?

I would like to see mascots/characters in the UK theme parks, like those in Disney as I think the children enjoy seeing them and having their picture taken. Also parades around the park would be nice to see in the UK based theme parks.

13. Are your family likely to have a family dilemma during a visit to a theme park? If so what’s your experience?

Yes, probably. The children would have a minor quibble about what ride to go on next, with consideration to queuing times and alternative rides. However, we would always compromise to make sure we do everything that they want to do, taking it in turns to choose the next activity/ride.

The next set of questions will link back to your childhood experiences at theme parks.....

14. Did you visit theme parks as a child with your parents?

Yes I visited Barry Island... that what the biggest theme park I went to.

15. Did you choose to visit the theme park or did your parents take you?

My parents chose to take me

16. What influenced this decision?

Probably the location had an impact on why we went there, as it was convenient for everyone.
17. Does this experience with your parents have an effect on what type of experience you want your children to have at theme parks? Can you explain your answer?

Yes I suppose it does, I believe that theme parks are becoming more popular and much more developed than they were years ago so I wouldn’t want my children to miss out on the thrill of the rides and the overall experience of the theme park day out. I want them to especially enjoy their experience when in America as those rides are out of this world compared to those in the UK. The UK has a lot of catching up to do!
Appendix 4 – Mind maps for thematic analysis/results
Family Affiliations

- Nuclear Families - 10
- Single Parent Families - 1
- Extended Families - 1
- Same sex Families - 0
- Other

Parental Involvement (please write in any comments you may have)

- Any + P that has done grade one/ two/ three/ four/ five/ six
- What was done - what did parents do? Any attendance problems?
- What was used - do they have reoccurring patterns?
- Any one off instances?
- What are the needs?
- How are parents involved?
- Any one off instances?
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Appendix 5 – Ethics Form

DEVOLVED ETHICS APPROVAL APPLICATION SUMMARY

Student Name: Megan Jones  Student Number: at20064495
Module Name: Dissertation  Module Number: HLT6009
Programme Name: International Tourism & Events Mgt  Supervisor Name: Dr Claire Haven-Tang

To be completed by student and supervisor before submission to Ethics Approval Panel

<table>
<thead>
<tr>
<th></th>
<th>Student Signature;</th>
<th>Supervisor Signature;</th>
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<tbody>
<tr>
<td>Application for ethics approval</td>
<td>[X]</td>
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<tr>
<td>Participant information sheet</td>
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<td>Confirmation of interviews participation</td>
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First Submission  [X]  Resubmission  [ ]

Date: 7th December 2016

For use by the devolved ethics approval panel:

Panel Members  Name  Signature

Module leader, Chair:  [Signature]
Supervisor:  [Signature]
CSM Ethics Committee Representative:  [Signature]

Date: 12/11/16  Date of Reassessment:  

Outcome:  Project Approved  Reference number issued:  2016.50.146
Chair’s Action  [ ]
Application not Approved  [ ]

Comments for projects not fully approved:

- Make clear where the interview will take place  [completed]

The original to be retained by the supervisor and a copy given to the student and module leader.
In the case of a re-submission being required this original form should be submitted with the re-submission not a new blank one.
CARDIFF METROPOLITAN UNIVERSITY
APPLICATION FOR ETHICS APPROVAL

When undertaking a research or enterprise project, Cardiff Met staff and students are obliged to complete this form in order that the ethics implications of that project may be considered.

If the project requires ethics approval from an external agency (e.g., NHS), you will not need to seek additional ethics approval from Cardiff Met. You should however complete Part One of this form and attach a copy of your ethics letter(s) of approval in order that your School has a record of the project.

The document Ethics application guidance notes will help you complete this form. It is available from the Cardiff Met website. The School or Unit in which you are based may also have produced some guidance documents, please consult your supervisor or School Ethics Coordinator.

Once you have completed the form, sign the declaration and forward to the appropriate person(s) in your School or Unit.

PLEASE NOTE:
Participant recruitment or data collection MUST NOT commence until ethics approval has been obtained.

PART ONE

<table>
<thead>
<tr>
<th>Name of applicant:</th>
<th>Megan Jones</th>
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<tbody>
<tr>
<td>Supervisor (if student project):</td>
<td>Claire Haven-Tang</td>
</tr>
<tr>
<td>School / Unit:</td>
<td>Cardiff School of Management</td>
</tr>
<tr>
<td>Student number (if applicable):</td>
<td>ST20064495</td>
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<tr>
<td>Programme enrolled on (if applicable):</td>
<td>International Tourism and Events Management</td>
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<tr>
<td>Project Title:</td>
<td>Exploring inclusivity in the family theme park experience</td>
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<td>Expected start date of data collection:</td>
<td>07/01/2017</td>
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<td>Approximate duration of data collection:</td>
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<td>Funding Body (if applicable):</td>
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<tr>
<td>Other researcher(s) working on the project:</td>
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<tr>
<td>Will the study involve NHS patients or staff?</td>
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<td>Will the study involve human samples and/or human cell lines?</td>
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<th>Does your project fall entirely, within one of the following categories:</th>
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</tr>
<tr>
<td>Laboratory based, not involving human participants or human samples</td>
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CARDIFF METROPOLITAN UNIVERSITY
APPLICATION FOR ETHICS APPROVAL

| Practice based not involving human participants (e.g. curatorial, practice audit) | No |
| Compulsory projects in professional practice (e.g. Initial Teacher Education) | No |
| A project for which external approval has been obtained (e.g., NHS) | No |

If you have answered YES to any of these questions, expand on your answer in the non-technical summary. No further information regarding your project is required.

If you have answered NO to all of these questions, you must complete Part 2 of this form.

In no more than 150 words, give a non-technical summary of the project

This dissertation aims to investigate the inclusivity of family tourism in theme parks. The project will link relevant theory to theme parks, family types, motivational theories, inclusivity and life cycles which will all be used to compare and contrast previous literature to explore family tourism experiences and inclusivity in theme parks. Primary data in the form of in-depth interviews will be done to strengthen the findings of the research.

DECLARATION:
I confirm that this project conforms with the Cardiff Met Research Governance Framework

I confirm that I will abide by the Cardiff Met requirements regarding confidentiality and anonymity when conducting this project.

STUDENTS: I confirm that I will not disclose any information about this project without the prior approval of my supervisor.

Signature of the applicant: ____________________________ Date: 7th Dec 2016.

FOR STUDENT PROJECTS ONLY

Name of supervisor: ____________________________ Date: 7th Dec 2016.

Signature of supervisor: ____________________________

CHAIPE HAVERTANG

Research Ethics Committee use only

Decision reached: ____________
- Project approved ☑
- Project approved in principle ☐
- Decision deferred ☐
- Project not approved ☐
- Project rejected ☐

Project reference number: ____________________________ Date: 20/10/2016

Name: ____________________________ Date: 22/12/2016

Application for ethics approved v6: October 2016
A RESEARCH DESIGN

A1 Will you be using an approved protocol in your project? No

A2 If yes, please state the name and code of the approved protocol to be used

A3 Describe the research design to be used in your project

Semi structured interviews:

- The researcher aims to have face to face semi-structured interviews with 8-10 parents to explore family experiences and inclusivity at theme parks
- Approximately 14-16 open ended questions will be asked to collect qualitative information
- Freedom of response from both the participant and researcher
- The researcher will organise the interviews with friends/parents and arrange to meet at a time a place convenient for them
- The respondents will have to complete a consent form before taking part in the recorded interview
- Participants will take approximately 30 minutes to complete
- The interviews will be forecast to take place in January

Secondary data will also be gathered from the websites of theme parks mentioned during interviews, in order to gather information about how the theme parks that respondents refer to provide information about inclusivity. At this stage, it is not possible to predict what theme park websites might be looked at, but examples may include: Disney, Alton Towers, Oakwood.

Sampling Strategy:

- A convenience sample of available parents based on a range of personal contacts will be asked to participate in the interviews. The sampling framework is based on Murdock’s (1949), Parson’s (1955) and Lampard’s (2012) models of family types e.g. nuclear families, extended families and single parent families etc.
- Further participants may also be found using the snowballing technique (only if needed)
- The researcher will try ensure there is a gender balance within the sample to ensure equal views from both genders, however, the key driver of the sampling strategy is the family type (rather than gender).

Participants:

- All participants will be over the age of 18
- The participants will be given pseudonyms which will continue throughout the research and they

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1 As Approved Protocol is one which has been approved by Cardiff Met to be used under supervision of designated members of staff; a list of approved protocols can be found on the Cardiff Met website here

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have the opportunity to withdraw their data at any time. Any named family members that
respondents discuss/mention during the interviews will also be given pseudonyms

- The researcher will only record family type, gender and how many
  children/grandchildren/nieces/nephews the participant has
- Interviews will be undertaken at family home as a meeting point.
Analyser: for the local community (adolescent).

- The qualitative data from the semi-structured interviews will be analysed using thematic analysis

Consent:

- Consent from participants is essential from the interview by completing a consent form after they
  have been briefed on the topic and concept of the study

A4 Will the project involve deceptive or covert research? No
A5 If yes, give a rationale for the use of deceptive or covert research
N/A
A6 Will the project have security sensitive implications? No
A7 If yes, please explain what they are and the measures that are proposed to address them
N/A

B PREVIOUS EXPERIENCE

B.1 What previous experience of research involving human participants relevant to this project do you
have?
The researcher has previous experience of research involving human participants during her final year and
final module in college. The researcher had to assist an assignment with primary data including
questionnaires that were given to a comfortable sample of 50 to a wide range of people.

B.2 Student project only
What previous experience of research involving human participants relevant to this project does your
supervisor have?
Dissertation Supervisor and lecturer at undergraduate level has past experience of undertaking research
for undergraduate student lectures. Also, has past experience of educating and supervising student doing
their final year projects.

C POTENTIAL RISKS

C1 What potential risks do you foresee?

Semi Structured Interviews

Face to Face interviews could present risk to the researcher if;

- The participant does not want to answer any questions that contains information that is
  confidential or personal
- The question can be offensive to the participant
- The participant gets angry or anxious about the answer they have said to the researcher

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C2 How will you deal with the potential risks?

**Semi Structured Interviews**

- The interview will be organised in advance by the researcher at a convenient place and time for the participant. The researcher will have their mobile phone present, and will inform key people where she is going and what time she will return.
- The researcher will send in advance an information sheet and consent form so the participant can read through the topic thoroughly beforehand.
- The participants will have the option to withdraw from the interview and data at any time, without a penalty.

All participants will be notified that they will be anonymous and safeguarded from identification throughout the dissertation.

When submitting your application you **MUST** attach a copy of the following:

- All information sheets
- Consent/assent form(s)

An exemplar information sheet and participant consent form are available from the Research section of the Cardiff Met website.
PARTICIPANT INFORMATION SHEET

Exploring the family theme park experience

Cardiff Metropolitan University Protocol Number:

Project summary
The purpose of the research project is to investigate the inclusivity of theme parks in regards to family motivations and experiences. Your participation will enable the collection of data which will form part of a study being undertaken at Cardiff Metropolitan University.

Why have you been asked to participate?
You have been asked to participate because you fit the profile of the population being studied; that is you are a parent and is over the age of 18.

During the in-depth interview, you will be asked about your previous experience of visiting theme parks with regards to family motivations, life cycles and the inclusivity of the theme park.
Your participation is entirely voluntary and you may withdraw at any time.

Project risks
The research involves the completion of an in-depth interview which will be recorded to conduct the results and analysis later on. This interview is not seeking to gather any sensitive information from you, it is only collecting information regarding family inclusivity at theme parks. We do not consider any associated risks with this study. If you feel that any questions are inappropriate or you do not feel comfortable in answering them, then you can stop at any time and can also withdraw from the overall study at any time – We will honour any decision you make.

How we protect your privacy
All the information you provide will be held in confidence. We have taken careful steps to make sure that you cannot be directly identified from the information given by you. Your personal details (e.g. signature on the consent form) will be kept in a secure location by the research team and all respondents and any family members mentioned will be given pseudonyms. When we have finished the study, and analyzed all the information the documentation used to gather the raw data will be destroyed except your signed consent form which will be held securely for 5 years. The recordings of the focus groups interview will also be held in a secure and confidential environment during the study and destroyed after 5 years.

YOU WILL BE OFFERED A COPY OF THIS INFORMATION SHEET TO KEEP

If you require any further information about this project then please contact:
Megan Jones, Cardiff Metropolitan University
Cardiff Metropolitan University email: ST20064455@cardiffnet.ac.uk

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PARTICIPANT CONSENT FORM

Cardiff Metropolitan University Ethics Reference Number:
Participant name or Study ID Number:
Title of Project: Exploring inclusivity in the family theme park experience
Name of Researcher: Megan Jones

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Participant to complete this section: Please initial each box.

1. I confirm that I have read and understand the information sheet for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily. [ ]
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason. [ ]
3. I agree to take part in the above study. [ ]
4. I agree to the interview being recorded [ ]
5. I agree to the use of a pseudonym for quotes in publications [ ]

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Signature of Participant ____________________________________________________________ Date __________
Name of person taking consent ______________________________________________________ Date __________

Signature of person taking consent _________________________________________________

* When completed, 1 copy for participant & 1 copy for researcher site file
Semi Structured Interviews

1. How many children/grandchildren/nieces/nephews do you have? And how old are they?

2. What are your main motivations for visiting a theme park?

3. Can you name two theme parks that appeal to you and your family and explain why?

4. What would influence you as a mother/father/etc to take your children/etc to a theme park?

   * Distance  * Price  * Facilities  * Rides  * Media perceptions  * Word of mouth
   * Peer Pressure  * Status  * Health and Safety

5. Does everyone in your family enjoy theme park rides?

   * If no, does that family member still attend theme parks and to what extent
   * Does this affect the overall family experience?
   * How inclusive do you think theme parks are for ..........
   * If yes, what is the families' favourite type of rides?
   * How do you think theme parks ensure that family members are included?

6. What was the last theme park you visited?

7. Why did you choose to visit this theme park?

8. What other products and services do you look for or use at a theme park?
9. What aspects of the theme park do you think is important to make sure all family members feel included in the whole family experience?

10. Have you ever wanted a product or service within the theme park that wasn’t available, that you believe could have made your experience better?

11. What types of activities would YOU want to see implemented into theme parks and why?

12. Are your family likely to have a family dilemma during a visit to a theme park?
   if so what’s your experience?

   The next set of questions will link back to your childhood experiences at theme parks....

13. Did you visit theme parks as a child with your parents?

14. Did you choose to visit the theme park or did your parents take you?

15. What influenced this decision?

16. Does this experience with your parents have an effect on what type of experience you want your children/grandchildren/etc to have at theme parks? Can you explain your answer?
PARTICIPANT INFORMATION SHEET

Exploring inclusivity in the family theme park experience

Project summary
The purpose of this research project is to investigate the inclusivity of theme parks in regards to family motivations and experiences. Your participation will enable the collection of data which will form part of a study being undertaken at Cardiff Metropolitan University.

Why have you been asked to participate?
You have been asked to participate because you fit the profile of the population being studied; that is, you are a parent/grandparent/auntie/uncle and is over the age of 18.

During the in-depth interview, you will be asked about your previous experience of visiting theme parks with regards to family motivations, life cycles and the inclusivity of the theme park.
Your participation is entirely voluntary and you may withdraw at any time.

Project risks
The research involves the completion of an in-depth interview which will be recorded to conduct the results and analysis later on. This interview is not seeking to gather any sensitive information from you, it is only collecting information regarding family inclusivity at theme parks. We do not consider any associated risks with this study. If you feel that any questions are inappropriate or you do not feel comfortable in answering them, then you can stop at any time and can also withdraw from the overall study at any time – We will honour any decision you make.

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If you require any further information about this project then please contact:
Megan Jones, Cardiff Metropolitan University
Cardiff Metropolitan University email: ST20064495@cardiffmet.ac.uk

Cardiff Metropolitan University
Appendix 7 – Turnitin receipt
Reference List


Tracey, S (2013) *Qualitative Research Methods: Collecting Evidence, Crafting Analysis, communicating impact*, John Wiley and Sons Ltd, Sussex


World Tourism Organization (2013), *Recommendations on Accessible Tourism*, UNWTO, Madrid
