ADOLESCENTS’ ATTITUDES TOWARD TOURISM IMPACTS

A Thesis in
Recreation, Park and Tourism Management

by
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ABSTRACT

Tourism scholars have long recognized the importance of understanding residents’ attitudes toward tourism impacts. Most of their research, however, has addressed adult residents’ attitudes, with little attention directed towards adolescents. This is shortsighted as many adolescents living in a tourism destination may likely be its future workforce and hosts. Thus, the purpose of this study was to document adolescents’ attitudes toward tourism impacts. The findings will enhance the field’s understanding of potential variations in attitudes toward the impacts of tourism over the life course. They also will be valuable to organizations interested in improving or reinforcing residents’ attitudes toward tourism in their communities.

Utilizing photo elicitation and semi-structured interviews, the primary researcher explored adolescent residents’ attitudes toward tourism impacts on the island of Kauai, Hawaii. Results indicated that there is a layered and mixed reaction towards tourism. All the adolescents articulated positive economic benefits of tourism and were aware of the necessity of tourism for the island’s economy. However, they also expressed negative views in terms of what they have experienced or seen as a result of tourism. Participants also expressed strong attachment to the island, with many sharing concern and dissatisfaction with their perception of and expectation for future tourism development, citing that they would rather the island stay the same.

Results of this study have implications for both tourism scholars and practitioners. The inclusion of adolescent residents’ perspective to the study of tourism impacts has provided a more holistic view of the construct. Furthermore, insight into adolescent residents’ perceptions of and attitudes toward tourism will allow for a more strategic message to be delivered by tourism stakeholders (e.g., government tourism office, hotel companies, local adventure-based businesses) about the benefits of tourism such as employment, economic growth and the potential for cultural exchange with visitors. This insight also will help these same stakeholders to take a more
proactive approach in addressing challenges and opportunities that could potentially arise in the future.
TABLE OF CONTENTS

LIST OF FIGURES............................................................................................................. vii

LIST OF TABLES ............................................................................................................... viii

ACKNOWLEDGEMENTS ................................................................................................. ix

Chapter 1 Introduction ................................................................................................. 1

Chapter 2 Literature Review ......................................................................................... 4

  Tourism Impacts ........................................................................................................... 4
  Antecedents to perceived impacts ............................................................................... 7
  Methodological approaches to the study of tourism impacts .................................... 8
  Photo Elicitation ......................................................................................................... 10
  Photo elicitation in the study of tourism ................................................................. 10
  Photo elicitation with children and adolescents .................................................. 12

Chapter 3 Methods ........................................................................................................ 15

  Study Setting ............................................................................................................... 15
  Recruitment Process ................................................................................................. 17
  Data Collection Instruments and Process ............................................................ 18
  Data Analysis ............................................................................................................. 21
  Controlling for Bias ................................................................................................... 22

Chapter 4 Results ........................................................................................................... 23

  Participant Profile ....................................................................................................... 23
  Overall Attitude Toward Tourism ............................................................................ 25
  Tourism Impacts ......................................................................................................... 26
  Positive impacts ......................................................................................................... 27
  Negative impacts ....................................................................................................... 29
  Economic benefits as a mediator ............................................................................ 35
  Vision of the Island .................................................................................................... 36

Chapter 5 Discussion ..................................................................................................... 37

  Implications ................................................................................................................ 39
  Limitations .................................................................................................................. 41
  Future Research ......................................................................................................... 42

References ...................................................................................................................... 44

Appendix A Informed Consent Form for Participants .................................................. 51

Appendix B Informed Consent Form for Parents/Guardian ........................................ 53
Appendix C  Recruitment Letters - Summer Youth Employment Program..........................55
Appendix D  Recruitment Letters - Convenience and Snowball Sampling..........................57
LIST OF FIGURES

Figure 1: Beach volleyball and meeting new people .......................................................... 28
Figure 2: Sign tallying the number of drownings at Queen’s Bath ....................................... 30
Figure 3: Perceived crowding at beach .................................................................................. 32
Figure 4: Tourism development ............................................................................................. 34
LIST OF TABLES

Table 1: Interview Protocol................................................................................................................... 21
Table 2: Participant Profile. .................................................................................................................... 24
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Chapter 1

Introduction

Scholars and practitioners have explored and documented attitudes toward positive and negative impacts of tourism development from multiple stakeholder perspectives (e.g., residents, tourism providers, government; Byrd, Bosley, & Dronberger, 2009; Lankford, 1994). Examples of positive impacts of tourism include employment opportunities, community pride, and opportunities for cultural exchange (McGehee & Andereck, 2004; Sharma, Dyer, Carter, & Gursoy, 2008; Tosun, 2002). Some of the negative impacts of tourism that have been reported include crowding, crime, and pollution/litter (Andereck, Valentine, Knopf, & Vogt, 2005; Brunt & Courtney, 1999; Haralambopoulos & Pizam, 1996). The efforts to better understand impacts of tourism have led to the truism that resident support is essential to the success of a tourism destination. Therefore, understanding how residents are impacted by tourism as well as understanding their attitudes toward tourism is vital to a destination’s sustainability. Missing, however, is a comprehensive and in-depth understanding of residents’ attitude towards tourism development, particularly amongst adolescent residents (Canosa, Brown, & Bassan, 2001; Crick, 1989; Gamradt, 1995; Graburn, 1983).

The fact that researchers have failed to document adolescents’ attitude toward tourism development is surprising because many adolescents who live in tourism destinations may currently serve as hosts and/or could be the industry’s future workforce. Although there is no conclusive definition of adolescents and their respective age bracket, the World Health Organization (2013) defines adolescence as, “…the period in human growth and development that occurs after childhood and before adulthood, from ages 10 to 19” (para. 1). It is during this transitional period that adolescents experience a number of developmental changes, some of
which are physical, cognitive, and emotional. The American Psychological Association (2002) states:

Their developing brains bring new cognitive skills that enhance their ability to reason and to think abstractly. They develop emotionally, establishing a new sense of who they are and who they want to become. Their social development involves relating in new ways both to peers and adults. And, they begin to experiment with new behaviors as they transition from childhood to adulthood. (p. 5)

It is therefore expected that adolescents who have been exposed to tourism to the extent that most adolescents living in a tourism destination have, will have formed attitudes toward tourism and will have considered its impact upon their lives.

Exploring and valuing the views of children and adolescents has been the focus of discussion among a variety of disciplines and fields. Scholars have begun to recognize that children’s views are important in their own right and that researchers should move from using adults (i.e., parents and guardians) to gain information about children to conducting research with children and acknowledging them as social agents (Mason & Hood, 2011; O’Kane, 2000). With the exception of a few studies (Canosa et al., 2001; Carr, 2006; Gamradt, 1995; Graburn, 1983), tourism research has tended to focus on adults rather than children and adolescents.

Furthermore, the majority of research on tourism impacts has been conducted with adults who have been asked to respond to a series of questions using researcher developed Likert scales. Researchers have asked respondents to simply indicate their level of agreement or disagreement with statements about tourism impacts (Andereck & Nyaupane, 2011). It has been argued that the use of these quantitative methods and scales “…potentially limits our ability to gain a more in-depth understanding of the impacts and how they influence both the host community and tourists” (Deery, Jago, & Fredline, 2012, p. 64). Without understanding why adolescents perceive of impacts the way they do, the tourism industry will not be able to truly address their concerns.
Understanding how adolescents feel about tourism in general and tourism development in particular would allow tourism and government stakeholders to proactively address both the challenges and opportunities that could potentially arise in the future as adolescent residents begin to enter the tourism workforce and/or find themselves interacting more directly with visitors.

It is clear that the tourism impact and resident attitude literature currently lacks the in-depth approach that is needed to further our understanding of this important research area in tourism studies. Furthermore, considering the role adolescents may currently, or in the near future, have in a tourism destination, insight into how they perceive tourism to impact themselves and the community they live in is vital to the sustainability of a destination. In addressing these key issues, the overall purpose of this study was to document and gain an in-depth understanding of adolescents’ attitudes toward tourism impacts using a qualitative method of inquiry. The research questions I sought to answer were:

- What are adolescents’ overall attitudes towards tourism?
- What impacts of tourism are identified by adolescents?
- Why do adolescents have the attitudes they do towards tourism and its impacts?

It is through the qualitative nature of this study and the use of photo elicitation, a method that will be discussed in the literature review and methods section, that a deeper understanding of adolescents’ attitudes toward tourism impacts will begin to emerge.
Chapter 2

Literature Review

This review of the literature includes two sections. The first focuses on tourism impacts. The second addresses photo elicitation, a qualitative technique being used in tourism to address a host of issues, including tourism impacts.

Tourism Impacts

According to Hall and Lew (2009), a tourism impact is defined as, “the change in the state of something related to tourism over time” (p. 41). Tourism impacts are typically viewed as being either positive or negative and usually classified in one of three domains: economic, socio-cultural, or environmental. Within the literature, positive tourism impacts have included employment opportunities, community pride, and opportunities for cultural exchange (McGehee & Andereck, 2004; Sharma et al., 2008; Tosun, 2002). Common negative impacts of tourism include crowding, crime, and pollution/litter (Andereck et al., 2005; Brunt & Courtney, 1999; Haralambopoulos & Pizam, 1996).

Deery et al. (2012) have referred to the current state of research on tourism impacts as “arrested development,” in that we are making little, if any, progress in furthering our understanding of tourism impacts. They say this in part because the research has primarily been driven by social exchange theory and has relied on quantitative methods. Social exchange theory “…refers to voluntary actions that are motivated by expected returns” (Easterling, 2004, p. 48). According to this theory, residents are willing to exchange with tourists as long as they perceive that the benefits exceed the costs. Social exchange theory was introduced in the tourism context
largely by Ap (1992) and Perdue, Long, and Allen (1987, 1990). In studying residents support for tourism development, Perdue et al. (1990) found that, “when controlling for personal benefits from tourism development, perceptions of its impacts were unrelated to sociodemographic characteristics and support for additional development was positively or negatively related to the perceived positive or negative impacts of tourism” (p. 586). Getz (1994) utilized social exchange theory to inform a longitudinal study of resident attitudes in Spey Valley, Scotland. He found that resident attitudes were relatively stable; however, negative perceptions were increasing, possibly due to the perceived declining benefits of tourism.

Other studies utilizing social exchange theory include those completed by Andereck et al. (2005), Byrd et al. (2009), and Wang and Pfister (2008). Andereck et al. (2005) studied the perception Arizona residents have of the impacts tourism has on their communities. They found that residents were aware of both the positive and negative impacts of tourism, and that there were no differences among groups in regards to perceptions of negative impacts. While Andereck et al. (2005) studied tourism impacts from a statewide perspective, Byrd et al. (2009) focused on exploring the differences in perceptions of tourism impacts among four stakeholder groups in two rural counties in North Carolina. They found that there were differences in perceptions held by the different stakeholder groups, thus supporting their argument that the perceptions of the various stakeholder groups in a community must be taken into consideration when planning for and developing tourism. Using a sociological approach to social exchange theory, Wang and Pfister (2008) focused on values in perceived benefits of tourism. They asked residents of Washington, an emerging tourism destination in North Carolina, “…whether or not they personally valued one or more changes or initiatives in the community attributed to becoming a host community for tourism activities” (p. 92). Based on their findings, the authors discussed the importance of articulating to residents tourism’s noneconomic benefits in addition to its economic benefits.
A recent example, which was completed by Nunkoo and Gursoy (2012), used social exchange theory in conjunction with identity theory to study community support for tourism in Mauritius. The authors found that both social exchange theory and identity theory are relevant for the study of community support in island destinations. They also suggested that, “Researchers should... understand that support for tourism is not only influenced by residents’ attitudes to tourism impacts, but also by more complex factors such as their identities” (p. 264).

Since the introduction of tourism impact studies, scholars have been concerned with understanding why residents have the perceptions and attitudes toward tourism that they do. Initially, an “underdeveloped theoretical orientation” in the tourism literature (Ap, 1992, p. 665) was used to address these questions, but then social exchange theory was introduced as a viable theoretical framework. However, the use of social exchange theory and quantitative methods has resulted in lists of impacts, which have been identified as one of the reasons why we still do not truly understand residents’ attitudes towards and perceptions of tourism (Deery et al., 2012). The quantitative approaches that have been used to study tourism impacts and resident attitudes limit researchers ability to explore the ‘why’ of resident attitudes. Thus, it has been argued that the use of qualitative methods can help us gain a deeper understanding of residents’ attitudes toward tourism and delve into the ‘why’ (Deery et al., 2012; McGehee & Andereck, 2004).

Studies on tourism impacts have also been informed by lifecycle theory, especially in longitudinal studies focused on documenting residents’ perceptions towards tourism over the life cycle of a destination. Longitudinal studies are “…useful to indicate which, if any, demographic and tourism iteration variables explain how the community opinion toward tourism development changes over time” (Johnson & Snepenger, 2006, p. 223). Two common lifecycle theory models include Butler’s (1980) Tourism Area Life Cycle (TALC) model and Doxey’s (1975) Irridex Model. According to Butler’s TALC model, destinations typically go through six stages: exploration, involvement, development, consolidation, stagnation and either a decline or
rejuvenation. This differs from Doxey’s Irridex Model, which focuses on host-guest interactions and proposes that residents go through four stages: euphoria, apathy, irritation, and antagonism. Although these models have been shown to be useful in tourism impact studies in that it provides researchers with a longitudinal view of the impacts of tourism over the course of a destination’s life cycle, given that this study is an exploratory study, utilizing a longitudinal model would not be an appropriate approach.

**Antecedents to perceived impacts**

Researchers have used demographic characteristics, including age, gender, education, income, length of residence, and distance to tourism areas, to better understand residents’ perceptions of the impact of tourism (Easterling, 2004). However, as recognized by Easterling (2005) and McGehee and Andereck (2004), there have been inconsistent results in terms of demographic variables and their relationship to perceptions and attitudes toward tourism. The exceptions include income and distance from the tourism destination. Residents who benefit financially and receive income from the tourism industry and those that live farther away from tourism areas are likely to exhibit more positive attitudes toward tourism (Easterling, 2005).

While there have been inconsistent results related to the relationship between age and perceptions of/attitudes towards tourism impacts, it is unclear whether findings of studies conducted with adolescents might be more definitive. To date, limited attention has been given to understanding adolescent’s attitudes toward tourism in general, much less its impacts. Carr (2006) found that motivations for holiday travel differed among parents and adolescents and concluded that adolescents should be studied separately. Canosa et al. (2001), Crick (1989), Gamradt (1995), and Graburn (1983) have similarly argued for attention to be directed towards adolescents in the context of tourism. Given the American Psychological Association’s (2002)
argument that adolescents are experiencing cognitive and affective changes, both of which may affect their attitudes, it is reasonable to expect that they might have distinct attitudes towards the impacts of tourism than adults from the same host community.

Methodological approaches to the study of tourism impacts

As noted earlier, the vast majority of researchers have used surveys to document residents’ perceptions and attitudes of tourism impacts. Two commonly accepted impact scales include Lankford and Howard’s (1994) Tourism Impact Attitude Scale (TIAS) and Ap and Crompton’s (1998) Tourism Impact Scale (TIS), both of which use a Likert scale. Lankford and Howard’s TIAS is a two-dimensional scale with 27 items. The first dimension includes 18 items directed at “concern for local tourism development,” with the remaining nine items comprising the dimension of “personal and community benefits” (Lankford & Howard, 1994, p.129). Each item was measured on a five-point Likert scale with respondents being asked to identify their level of agreement or disagreement with each of the statements. Ap and Crompton’s TIS is comprised of 37 items and 7 domains, including social and cultural, economic, crowding and congestion, environmental, services, taxes, and community attitudes. Each item was measured on a five-point Likert scale measuring their belief about the change of the item (large decrease to large increase) and their evaluation of the change (dislike to like). These two scales have been modified and adapted for various contexts including sporting events, gambling, and historical tourism (Chen & Hsu, 2001; Harrill & Potts, 2003; Kang, Long, & Perdue, 1996; Kim, Gursoy, & Lee, 2006).

Alternatively, some researchers have used mixed methods to address tourism impacts. For example, Canosa et al. (2001) studied the social impacts of tourism for adolescents in Positano, Italy through a survey consisting of an attitude scale and open-ended questions. They
found that the respondents reported mixed feelings and that a “complicated picture emerge[d]” (p. 57): “There was a sense of envy towards some tourists but also a feeling of anger at the way some tourists behave” as well as “…excitement at being able to enjoy the atmosphere that exists during the holiday season but concern about being driven away from some parts of their home town” (p. 57). Utilizing follow-up open-ended questions they were able to delve into the behavioral component of the adolescents’ attitudes and found that the adolescents who wanted to move from Positano were intending to do so to pursue careers that did not involve tourism.

While qualitative methods have been used to develop tourism attitude scales, few tourism impact studies have been conducted using a qualitative approach. Crick (1989) asked schoolchildren in Kandy, Sri Lanka to write down their perspectives of tourism and hippies as tourists in Sri Lanka. He found that the schoolchildren predominately had a negative view of hippies; however, using symbolic analysis he was able to delve deeper into the schoolchildren’s comments and found that “there are some real ambiguities in their characterisation, ambiguities which parallel the symbolism of other marginal identities, but which also express some of the ironies and contradictions bound up in international tourism itself” (Crick, 1989, p. 40). Brunt and Courtney (1999) conducted in-depth interviews with Dawlish residents in South Devon to (a) explore their perceptions of sociocultural impacts and (b) determine if their results were reflective of the literature at that time. The results indicated that perceptions expressed by Dawlish residents were quite similar to those previously identified in the literature. A qualitative method different from those used in these studies and showing particular promise in understanding tourism impacts is photo elicitation.
Photo Elicitation

Photo elicitation is a method in which one references photographs in an interview (Harper, 2002) and has been used successfully in numerous contexts and with a range of age groups. According to Harper (2002), photo-elicitation provides more and different information than that which can be elicited from interviews alone. Clark-Ibanez (2004) found that, “…photographs spurred meaning that otherwise might have remained dormant in a face-to-face interview” (p. 1513) and that photo-elicitation can, “…illuminate dynamics and insights not otherwise found through other methodological approaches” (p. 1524). Photographs within an interview can also provide structure, facilitate discussion, and relieve the awkwardness that a participant may experience in an interview (Clark-Ibanez, 2004). The photographs used within photo elicitation can be either researcher- or participant-generated. According to Clark-Ibanez (2004), researcher-generated photographs are more conducive to “theory-driven research” (p. 1509), while participant-generated photographs are better suited for inductive research. Terms used synonymously with participant-generated photo elicitation include photovoice, visual storytelling, and autodriving.

Photo elicitation in the study of tourism

Social science scholars have recently begun incorporating photo elicitation as a means of data collection. Stedman, Beckley, Wallace, and Ambard (2004), along with Kerstetter and Bricker (2009) and Amsden, Stedman, and Kruger (2010), utilized photo elicitation to explore sense of place in areas utilized by both residents and tourists. Stedman et al. (2004) asked residents residing near Jasper National Park to take photographs of things that “…most attach” them to their community, that “mean the most” to them, or that they would “miss most if they
were to move away”” (p. 588). They began their interviews with “…respondents’ personal history in the community to put them at ease and provide [researchers] with important background context” (p. 588). Amsden et al. (2010) provided similar instructions to participants in their study exploring sense of place in Seward, Alaska. They suggested that photo elicitation assisted participants in discussing sense of place, a complicated topic to verbalize.

Kerstetter and Bricker (2009) focused on residents’ sense of place in a small chain of islands in Fiji. They provided residents with disposable cameras and instructed them to “…take pictures of things in their village that are important to them and represent what is special about their village.” They also asked study participants to document “things that mean the most to them or that they would miss if they moved away” (p. 696). The authors concluded that photo elicitation was a useful method for obtaining indigenous peoples’ perspective of their sense of place as well as articulating the perceived impacts of tourism.

Brickell (2012) utilized “host-employed photography” (HEP) with residents of Hue, Central Vietnam. Brickell conducted an initial and follow-up interview, with the initial interview’s purpose being to gain background information on the participants and the follow-up interview to analyze the photographs. Similar to Stedman et al. (2004) and Kerstetter and Bricker (2009), Brickell also supports the use of photo elicitation in social science research, stating, “HEP is clearly an engaging means for individuals to see themselves in relation to tourism development and to become sensitized to their personal opinions and experiences toward it” (Brickell, 2012, p. 112).
Photo elicitation with children and adolescents

In the late 1980s researchers began to recognize that children’s views are important in their own right and that they should move away from gaining information about a child from the parents or guardians. According to O’Kane (2000),

The emergence of [this new] paradigm in part reflects a move away from seeing children as passive recipients of adult socialization, to a recognition that children are social actors in their own right, are active participants in the construction and determination of their experiences, other people’s lives, and the societies in which they live. (p. 136)

Morrow and Richards (1996) also recognized the need to begin understanding children’s perspectives, but argued that this should be done through creative and innovative research methods. Research involving photo-elicitation with youth and adolescents has reportedly been very successful (Clark-Ibanez, 2004; Epstein, Stevens, McKeever, & Baruchel, 2006; Morrow, 2001). Croghan, Griffin, Hunter, and Phoenix (2008), for example, used photo-elicitation to study young people’s identity in relationship to consumer goods and found that photo elicitation is an effective method for exploring identity issues. Scholars also have found that photo elicitation and the use of photographs helps to establish rapport with adolescent participants (Clark, 1999; Spratling, Coke, & Minick, 2012), and facilitate the interview process since participants have already begun thinking about and formulating what they want to share while taking the photographs (Drew, Duncan, & Sawyer, 2010).

Cappello (2005) conducted an initial verbal only interview and a second interview involving photographs with children. She found that the inclusion of photographs made the children more comfortable with the interview process and that the “…images helped them identify and verbalize their perceptions – something they were unable to do in the first, entirely
verbal interview” (p. 179). Cappello also noted, “Photography has demonstrated its usefulness for qualitative inquiry when the participant’s perspectives and intention are important data” (p. 181).

Gamradt (1995) adopted a different yet related procedure—the use of drawings. In a study in Jamaica, 300 children were asked to draw pictures and write comments to the following prompts, “Here is what I think about people who visit Jamaica…,” “What people from other countries should know about Jamaica is…,” and “Draw a picture of some visitors who have come to Jamaica from far away” (p. 740). Due to the large sample size, it was not feasible for Gamradt to interview each child; therefore, the meaning or significance of each drawing was inferred. This was reportedly quite difficult especially if the children did not include written comments about their drawings.

Finally, it cannot be overlooked that there is an inherent power imbalance in interviews with child/adolescent participants and adult researchers. Photo elicitation can be a tool to address this, especially with participant-generated photographs, as it is the participant who determines what is being shared by his/her photograph, thus highlighting the importance of the participant in the research (Clark, 1999; Drew et al., 2010; Van Auken, Frisvoll, & Stewart, 2010). Clark (1999) identifies autodriving (a variation of photo elicitation) as “child-empowering” (p. 44) and states that, “Their own photographs shape the topics included and their own commentary on the photographs retains for the child the right to interpret material in his or her own way” (p. 41).

The current literature addressing tourism impacts demonstrates the importance of understanding how residents perceive the impacts tourism may have to themselves and to their communities. This understanding is an integral component of a successful and sustainable tourism destination. While there has been a great deal of attention directed at identifying the impacts of tourism and the antecedents to these perceived impacts, it is clear that there are opportunities to further this area of study. Missing from the literature is a comprehensive understanding of how and why residents perceive of tourism impacts the way they do. Photo
elicitation, which has been shown to be successful at eliciting new information and deeper meanings, can be used to gain insight into how and why residents perceive of tourism impacts the way they do. Photo elicitation has also been successful in conducting research with children and adolescents, a population that, for the most part, is missing from the resident attitude and tourism impact literature. It is through the use of photo elicitation that this study seeks to bring the adolescent perspective into the resident attitude literature and to begin to gain a deeper understanding of their attitudes toward tourism impacts.
Chapter 3

Methods

This chapter begins with an overview of the study setting followed by a discussion on the recruitment process, data collection instruments and the process, data analysis, and techniques employed to control for bias.

Study Setting

This study was conducted on the island of Kauai, Hawaii. In 2010, the population of Kauai was 67,091, with approximately 23% of the island’s population under 18 years of age (U.S. Census Bureau, 2012). The island of Kauai is nicknamed “The Garden Island” and is considered to be the oldest island in the Hawaiian island chain. According to the Hawaii Tourism Authority (2013), the island has been branded “…as a rejuvenating destination, where relaxation and reconnection with nature are the top priorities” (p. 28). Some of Kauai’s natural attractions include the Napali Coast, Waimea Canyon, Wailua River, and the various waterfalls around the island. In 2011, Kauai received 1,011,500 visitors, which equates to 14.1% of the total air visitors to the state of Hawaii, compared to 61.4% for Oahu, 30.2% for Maui, and 18.4% for the Big Island (Hawaii Tourism Authority, 2012). The majority (51.2%) of visitors to Kauai come from the west coast of the United States with 84% of all visitors to Kauai visiting for the primary purpose of a vacation (Hawaii Tourism Authority, 2012).

Kauai was chosen as the study site for a number of reasons. First, while tourism is Kauai’s largest industry (County of Kauai Office of Economic Development & Kauai Economic Development Board, 2004), few adolescents seem interested in a tourism career. For example, in 2008 only 2% of the graduating high school seniors indicated that they intend to pursue additional
education in the airline/travel industry trade or in travel industry management (State of Hawaii Department of Education, 2008). The youth’s lack of interest in pursuing a career or further education in tourism has been recognized as a statewide concern for the Hawaii Tourism Authority (HTA) (Schaefers, 2012). As stated by David Uchiyama, HTA’s Vice President of Brand Management, “We have an aging workforce. If we can’t get the kids who have been raised here and understand the cultural values into the management of our industry, then we’re going to lose what differentiates Hawaii from other destinations around the world” (as quoted in Silverstein, 2012, para. 3). Perhaps youth’s decision not to pursue a career in the travel industry is due to negative attitudes toward tourism and its impact on the island.

Second, officials have recognized it is important to, “Create an educational program, beginning in middle school, on the importance of the visitor industry to Kauai’s economy and the State as a whole” (County of Kauai Office of Economic Development & Kauai Economic Development Board, 2004, p. 27). Thus, it is reasonable to expect that adolescents will be aware of tourism and its impact, whether or not they are directly involved in the industry.

Finally, the County of Kauai has identified a number of challenges in its Tourism Strategic Plan, including a lack of communication between residents and industry stakeholders and residents’ perceived impacts of tourism (SMS, 2006). Among other needs, the residents of Kauai reported their need for “Respect from [the] visitor industry; Two-way communications with the industry and government; and Outlet for frustration – a positive communication process must be put in place for government to ‘hear’ residents” (SMS, 2006, p. 39). This need for communication between residents and industry and government officials is especially important since residents on Kauai tend to report more negative views about tourism than some of the other Hawaiian islands. In the Hawaii Tourism Authority’s 2012 Resident Sentiments on Tourism Survey, it was found that “Hawai’i and Kaua’i residents were significantly more dissatisfied than O’ahu or Maui residents across all industry issues except for “Preserving Native Hawaiian
culture”” (OmniTrak Group, 2012, p. 55). Some of the industry issues measured were related to jobs and employment, quality of life, sustaining the natural environment, and creating and sponsoring leisure-related opportunities. It was also found that more than half of Kauai residents disagreed with the statement, “Tourism is consistent with community values on this island.” Three out of ten residents completely agreed that, “This island is being run for tourists at the expense of local people,” and 43% of residents completely agreed with the statement, “My island’s economy is too dependent on tourism” (OmniTrak Group, 2012, p. 30-36). Although these sentiment surveys provide local tourism stakeholders with insight into adult residents’ attitudes toward tourism, missing from the discussion is the adolescent perspective.

**Recruitment Process**

Recruitment and data collection were completed between July and August 2012. Although the World Health Organization (2013) identifies adolescents to be between the ages of 10 to 19, this study was limited to adolescents between the ages of 16 and 19. It was expected that adolescents between the ages of 16 and 19 would have more knowledge and understanding of the tourism industry and also could potentially be working in the tourism industry. Two attempts were made to recruit adolescents to participate in this study. With permission from the County of Kauai’s Department of Parks and Recreation, the initial attempt at participant recruitment was through the County of Kauai’s Summer Youth Employment Program. The County of Kauai employs youth who are at least 16 years old and are attending school for summer internships and in positions with the Summer Enrichment Program.

Accompanied by both the East and West Coordinators of the Summer Enrichment Program, I visited each of the nine program sites (King Kaumuali’i Elementary School, Wilcox Elementary School, Lihue Neighborhood Center, Kapaa Neighborhood Center, Kilauea
Neighborhood Center, Koloa Neighborhood Center, Kalaheo Neighborhood Center, Hanapepe Neighborhood Center, and Kekaha Neighborhood Center) over a two-day period and personally spoke to employees who fit the recruitment criteria (i.e., adolescents between the ages of 16-19 and currently living on Kauai). Potential participants were informed of the purpose of the study, what they were being asked to do, expected time commitment, and incentive for participating ($20 gift card to the Kukui Grove Shopping Center). Each potential participant was provided with a recruitment packet and was invited to contact me if they or their parents had any questions. Potential participants were also told that their choice to participate or not to participate in the study would have no impact on their employment with the County of Kauai. Unfortunately, this initial recruitment attempt was unsuccessful in obtaining any participants.

Convenience and snowball sampling recruitment methods were then adopted. This method used the same recruitment criteria of participants needing to be between the ages of 16-19 and currently living on Kauai. Utilizing the social network I had on Kauai, I contacted adults in the community who I expected knew adolescents who may be interested in participating and provided them with recruitment packets. Participants who were recruited through this method were invited to let others know of the project. This revised recruitment method resulted in a total of eight participants.

**Data Collection Instruments and Process**

The primary data collection instruments were participant-generated photographs (i.e., the outcome of the photo elicitation technique) and a follow-up interview. Similar to the approach adopted by Amsden et al. (2010), Brickell (2012), and Kerstetter and Bricker (2009), study participants were asked to take photographs of things they like and don’t like about tourism on Kauai. More specifically, they were asked to *think of the ways tourism has impacted their life*
and the island they live on. They were then asked to take photographs of things they like and don’t like about tourism. The participants were reminded that there are no right or wrong answers and that I was interested in their thoughts and opinions.

After study participants took their photographs, semi-structured individual interviews were conducted. The focus of the interviews was to explore their perceived impacts of tourism along with their attitudes toward those impacts and tourism on Kauai. For the purposes of this study, “attitudes” was defined as, “…enduring systems of positive or negative evaluations, emotional feelings, and pro or con action tendencies with respect to social objects” (Krech, Crutchfield, & Ballachey, 1962, p. 139). Individual interviews were conducted because of the possibility of individual participants’ perspectives being overshadowed in a group interview (Clark-Ibanez, 2004). It was important that each participant’s perspective was heard and valued.

In conducting interviews with adolescents, Morrow and Richards (1996) suggest creating familiarity between adolescents and the adult researcher to encourage adolescents to share their views. Due to the limited timeline for data collection it was difficult to achieve such familiarity; however, my shared experience of growing up on Kauai was helpful in encouraging participants to feel comfortable sharing their views and opinions. Furthermore, the sampling methods (i.e., convenience and snowball sampling) meant that the participants were familiar with who I was or at least knew someone who was. This also seemed to help facilitate open dialogue.

To begin the interview, participants were asked a series of warm up questions in order to put them at ease and to help build rapport. Questions were directed at determining how long the participant lived on Kauai, their favorite things to do on the island, and their travel experiences. Participants were also asked a set of questions to explore their experiences with tourism, including whether they or their family and friends were employed in the tourism industry. They were also asked about any interactions they may have with tourists.
Upon completion of these warm up questions, the study participants were then asked a series of questions for each photograph presented. Table 1 includes a list of the interview questions that were used to address the three attitude constructs and the overall purpose of the study. These questions are modifications of those successfully used by Amsden et al. (2010), Brickell (2012), and Kerstetter and Bricker (2009). The questioning began with, “What is this photograph of?” followed by, “Why did you take this photograph?” In probing and asking follow up questions to these two initial questions, insight into whether the photograph represented a positive or negative impact and why they perceived the impact the way they did emerged. If the photograph and/or response to the questioning implied that adolescents perceived that tourism is having a negative impact on Kauai, they were asked, “What can be done to change this impact?” Alternatively, if the perception is positive, they were asked, “Why do you think this is a positive outcome of tourism?”

Following this line of questioning, study participants were asked to share their career goals as this would address some of their behavioral tendencies toward tourism. Participants were also asked to share what they thought the island would look like in five or ten years. If the image was negative and not what they want to see, they were asked to share the vision they do have for the island. Finally, they were asked if they think tourism is good or bad for Kauai and their reasoning why as this will address their level of support for tourism and provide insight into how they negotiate their thoughts and feelings about tourism. Follow-up and probing questions were used as needed. All interviews were audio-recorded and later transcribed by myself.

To ensure accuracy, upon completion of the interview participants were asked if they were interested in reviewing the content of the transcribed interview with the understanding that they were welcome to clarify, elaborate, or remove any of the content. Transcriptions were sent to the six participants who indicated they were interested in receiving a copy of their interview. Of the six participants who were sent their transcriptions, only one participant responded. The
participant stated that she felt the transcription of her interview was accurate and that she did not want to make any changes.

Table 1: Interview Protocol

<table>
<thead>
<tr>
<th>Attitude Component Addressed</th>
<th>Cognitive</th>
<th>Affective</th>
<th>Behavioral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview Questions</td>
<td>What is this photograph of?</td>
<td>Why did you take this photograph?</td>
<td>What are your career goals?</td>
</tr>
<tr>
<td></td>
<td>Can you describe what is happening in this picture?</td>
<td>How does this make you feel? OR When you were there taking this picture, what kind of emotions (or feelings) arose/did you have?</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>If the photograph is negative, What can be done to “change” this?</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>If the photograph is positive, Why do you think this is a positive outcome of tourism?</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>In general, do you think tourism is good or bad for the island?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What do you think Kauai will look like in five (or ten) years?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Data Analysis**

Analysis of the data was based on the work of Stedman et al. (2004). A second researcher and I independently reviewed the data and created broad categories of information, including the coding of, descriptions associated with, and feelings about impacts of tourism. Upon completion of this first stage of data analysis, the second researcher and I met to compare
our individual findings and the emerging themes, as well as any discrepancies between our coding and themes. Few discrepancies were noted and all were resolved with complete agreement by both researchers.

**Controlling for Bias**

Bassett, Beagan, Ristovski-Slijepcevic, and Chapman (2008) suggest that being a “cultural insider” has both its benefits and challenges when interviewing teenagers in that it may help to mitigate the age difference between the teenage participant and the adult researcher. At the same time, however, the researcher has to ensure that he/she does not limit the conversation due to a shared understanding of the topic. Because I was born and raised on the island of Kauai I was actively conscious of the need to be impartial and not present participants with any leading questions. For example, if participants referenced or discussed something that I was aware of, I encouraged them to elaborate on the topic to ensure that it was truly their experiences and perceptions that would be reported. I also employed respondent validation (member checking) and an additional coder in the data analysis stage to enhance the validity and reliability of my results.
Chapter 4

Results

The overall purpose of this study was to document and gain an in-depth understanding of adolescents’ attitudes toward tourism impacts using photo elicitation, a qualitative method of inquiry. As instructed, each participant took photographs of things they like and don’t like about tourism. The photographs were used to guide the interviews and the discussion of each impact. Interviews lasted between 20 to 30 minutes, with each participant identifying an average of 5 to 6 impacts. Participants typically provided one photograph for each impact they identified. The photographs included in this section are those that the participants took and discussed in their interviews. The results as presented below begin with information on participant demographics. Then, I address adolescents’ overall attitude towards tourism, followed by the individual impacts they identified, and finally their vision of the island.

Participant Profile

The eight participants ranged in age from sixteen to nineteen. While all were residents, only five lived on Kauai their entire lives with the remainder having lived on Kauai for at least half of their lives. Thus, they have all essentially grown up being exposed to tourism. Two were employed in a position that was in the tourism industry or at least one in which they felt they interacted a great deal with tourists. Although not employed, one participant did mention that she helped her mother with her job in the tourism industry. Even those who did not personally work in the tourism industry responded that they had interactions with tourists. Some of their interactions included providing tourists with directions and seeing them around the island (i.e., on
the road, at stores, at the beach). Also, all but one participant had family members or friends who work in the tourism industry. Table 2 provides demographic information about each participant and the associations they may or may not have with tourism. Pseudonyms have been used to protect participants’ identities.

Table 2: Participant Profile

<table>
<thead>
<tr>
<th>Participant Name</th>
<th>Age</th>
<th>Gender</th>
<th>Associations with Tourism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noah</td>
<td>19</td>
<td>Male</td>
<td>Has family and/or friends employed in the tourism industry</td>
</tr>
<tr>
<td>Natalie</td>
<td>16</td>
<td>Female</td>
<td>Has family and/or friends employed in the tourism industry</td>
</tr>
<tr>
<td>Emma</td>
<td>19</td>
<td>Female</td>
<td>No family or friends employed in the tourism industry</td>
</tr>
<tr>
<td>Lauren</td>
<td>17</td>
<td>Female</td>
<td>Has family and/or friends employed in the tourism industry</td>
</tr>
<tr>
<td>Chelsea</td>
<td>17</td>
<td>Female</td>
<td>Personally employed in a position that entails interacting with tourists Has family and/or friends employed in the tourism industry</td>
</tr>
<tr>
<td>Olivia</td>
<td>18</td>
<td>Female</td>
<td>Personally employed in a position that entails interacting with tourists Has family and/or friends employed in the tourism industry</td>
</tr>
<tr>
<td>Caitlin</td>
<td>16</td>
<td>Female</td>
<td>Has family and/or friends employed in the tourism industry</td>
</tr>
<tr>
<td>Jill</td>
<td>16</td>
<td>Female</td>
<td>Has family and/or friends employed in the tourism industry</td>
</tr>
</tbody>
</table>

All the participants were interested in or currently pursuing a college education. Most spoke of leaving the island to attend college on another island or the ‘mainland’ (continental United States). A few discussed beginning their college education at the Kauai Community College with plans to transfer after a couple of years. In discussing their future career goals, none discussed career interests in the tourism industry.

All participants mentioned their desire to move back to Kauai at various points in their life; however, a number cited the cost of living and lack of job opportunities for their chosen field
(e.g., health, science) as deterrents to moving back. In responding to why they want to live on or move back to Kauai, participants cited the lifestyle and beauty of the island, as well as to be near family.

**Overall Attitude Towards Tourism**

To document adolescents’ overall attitude towards tourism, participants were asked whether, in general, they think tourism is good or bad for the island. Follow-up and probing questions were used to delve into why the adolescents provided the response they did. Overall, adolescents felt that tourism was good for the island. They primarily cited the economic benefits tourism provides to island residents, with most also acknowledging the economic dependence the island has on tourism. They stated:

I think it’s good on the economic side ‘cause again, like, our main export, or I would say product for Hawaii is tourism. That’s where we get a lot of our money. So yeah, I would say it’s good. (Noah)

I think it’s good because it is our main source of income. (Emma)

In general, I think it’s good ‘cause all throughout school I heard that Kauai is based on tourism in our economy and stuff so, like, without them we’d not really have, like, all the jobs people have these days and stuff. So yeah, it’s good. I think in general it’s good. (Olivia)

Good. Because it helps our economy and the diversity and overall, it just helps and stuff. (Jill)
A couple of adolescents also felt that tourism was good for the island because they like having different people visiting and tourism allows island residents to share the culture with others.

I think it’s a good thing, just they just do a lot of stupid stuff, which makes it irritating. Well, I think because, like, it gives them a chance to learn about our culture and we have a really awesome culture, so we’re just giving our awesomeness to them. And they give us money. So it’s a pretty good thing, as long as they don’t irritate me. (Natalie)

I think it’s good. Like, it’s fun to have different people come around. (Caitlin)

Participants also were asked what would make them feel that tourism is bad for the island and many cited more development and if the tourists “…started all coming and moving here” (Olivia).

Tourism Impacts

To understand the impacts of tourism identified by the adolescents, participants were asked a series of questions for each photograph they provided to determine whether the impact was perceived as positive or negative and why. Since attitude includes an affective component (Ajzen, 2005), participants were also asked to share the emotions or feelings they associated with each impact they identified. Participants identified and discussed a number of positive and negative impacts of tourism. They acknowledge that tourism provides economic benefits and the opportunity to meet new people and share their culture; however, it also brings negative impacts such as crowding, traffic, overdevelopment, presence of vacation rentals, and the attitudes and behaviors of tourists. A notable finding in this study is that adolescents recognized the positive economic benefits that accrue as a result of the negative impacts such as crowding and development.
Positive impacts

Two positive impacts of tourism that emerged from the interviews are the economic benefits of tourism and the opportunity to meet new people and share the local culture.

Economic benefits

Everyone recognized and discussed the economic benefits tourism brings to the island and its residents. Even if participants were not personally employed or anticipated being employed in the tourism industry, they did speak of the economic benefits tourism brings to others and the community as a whole. One adolescent stated:

Tourism, when they come, they give, like, they help our economy grow bigger. They bring us money for our local jobs, people… Because there’s a lot of, like, the economy is not doing so well so, like, when the tourists come they actually, like, boost our economy.

(Jill)

Olivia identified the cruise ships as being a positive impact of tourism stating that, “it brings in more … tourists for the shops in Anchor Cove and stuff like that, so it could be good for locals to have more jobs.” Chelsea also identified craft vendors and tourist attraction businesses as those receiving economic benefits of tourism. She stated, “…that’s a good thing because it brings in more money for us as well. And it just gives more people jobs and like selling their crafts and whatnot.”

Meeting new people and cultural exchange

Adolescents felt that tourism provided them the opportunity to meet new people and to share their culture.
About like the different countries, they, like, come to Hawaii and there’s a lot of diversity that come here so it’s like really amazing. … I like it. Like, it’s pretty good. It helps, like, influence some people of … how other people live and stuff in different cultures.

(Jill)

In discussing a photograph she took (Figure 1), Lauren stated:

When I play beach volleyball with my friends, a lot of tourists come and ask if we want to play and we’re usually okay with that because we learn more about where they’re from, more about them, and it brings more people and it’s more the merrier, I guess. So that’s a good thing.

Figure 1: Beach volleyball and meeting new people
Negative impacts

Adolescents discussed a number of negative impacts of tourism including tourist behaviors and attitudes, traffic, crowding, and tourism developments including vacation rentals.

Tourist behaviors and attitudes

Participants discussed their negative attitudes toward tourists’ behaviors, some of which they speculated were due to the different lifestyles and not understanding the local culture, not being aware or educated about things, or simply the attitude or mindset tourists have while on vacation. A common behavior observed by participants was tourists disregarding signs warning about dangerous ocean conditions or prohibiting certain behaviors. This was particularly true for a couple of participants as they felt that the negative perceptions about tourists getting hurt on Kauai is a result of tourists not reading or disregarding posted warnings. Emma spoke of a photograph (Figure 2) she took of a sign at Queen’s Bath\(^1\) tallying the number of drownings at the site, stating:

Tourists will go to beaches and different attractions without realizing … the currents because they’re not from here. Or even … going to places that are sort of dangerous and they’ll, like, get hurt or either … there’ll be drownings and … it reflects badly on the state and they always end up suing the county. And, like, a lot of times, there’s posted signs that say you shouldn’t be, like, you know, venturing whichever way. But they still go because they read about it in guidebooks or something.

\(^1\) Queen’s Bath is a natural tide pool located on the north shore of Kauai
Natalie also discussed the perceived lack of attention to warnings and signage, stating:

I think it’s a really bad thing because then it gives the place that they’re visiting a bad reputation. Like, if you go there, you’re going to get hurt. But, like, if you read, if you took the time to read the things that people put up, you wouldn’t get hurt.

Other participants discussed negative interactions they have had with tourists. Emma recounted an experience in which she and her friends were setting up their campsite at a beach, but a tourist had blocked most of the entrance and they were having a difficult time getting the tourist to move his car. She stated:

It was just kind of a bad experience because, um, not all tourists are kind of, I would say, like, hostile, but I mean, most local people know that you should just share the beach and not take up the whole space and if you ask them to move, they would just, you know, be like, sure, sorry for blocking the way… I feel like it just should be common sense to anyone that you should share the beach and if someone asks you politely to move your
car, you should just do it. I mean, I know you’re on vacation, you want to enjoy yourself, but so does everyone else.

Lauren also discussed how she felt offended, mad, and frustrated when she observed a group of tourists at a heiau\(^2\) disrespecting the Hawaiian culture. Recounting the experience and her feelings about it, she said:

A lot of tourists, they don’t really understand our culture and how the heiaus are really sacred to us. So when I’m around it, like I get mad when they talk about it, like oh, they just go take pictures, stand on it, go inside, ‘cause it’s really disrespectful for our culture. And actually, this one time, I was with my dad and it was actually awhile back and we were overhearing some tourists talking how they heard like, oh, taking stones from these places are sacred and stuff. And then this other guy was like, oh, no, I don’t believe all this stuff. I could take one home. And then me and my dad were just getting so mad, like, we wanted to yell at them, but we didn’t.

**Crowding**

Many adolescents felt that tourism increased crowding at some of the places they frequented, particularly the beaches and popular tourist attractions. They discussed how they would deal with this by finding a less crowded area or going to a beach that is not popular amongst tourists. In discussing a picture of crowding at the beach (Figure 3), Chelsea mentioned how she avoided going to the beach during peak tourist seasons (i.e., summer).

\(^2\) Heiaus are ancient Hawaiian temples and considered to be sacred religious sites in Hawaii
Traffic was a common negative impact perceived by adolescents, with most attributing the traffic problems to tourists’ driving habits and actions, rather than the volume of traffic. Although they found the traffic annoying, most respondents simply accepted the situation or tried to avoid areas or times in which they knew there would be traffic.

Well, there’s always the increase in traffic and sometimes these tourists, very… reckless when driving. So sometimes it causes a bad inconvenience in that way. They… I don’t want to say, they overtake us sometimes so it’s kind of like a hazard with driving, ‘cause they’re reckless. And they drive weird. Plus, they get insurance so they don’t really care if they get, like, a ticket or something. (Noah)
They cause a lot of traffic ‘cause the way they drive… ‘Kay they, they drive around with a map in their hand at the same time so they’re driving even slower and it irritates a bunch of locals. (Jill)

Like, many tourists don’t know how to drive here. And, like, when I’m working too, there are, like, people that ask for directions. Mostly when I was working at Subway, too. Like, but I don’t know the names of the roads and they get really mad at you. Like, ‘cause nobody knows the names of the roads mostly over here ‘cause it’s just like, so small the island and you don’t really need to know it. (Chelsea)

Um, there’s been car accidents … I’m thinking it could be because they’re not used to the speed limit, going so slow. ‘Cause I know on the mainland, their average miles per hour are like 60 and ours is like 35. (Caitlin)

Tourism-related development

Adolescents had negative attitudes toward tourism-related developments for a few reasons. First, they did not like losing the natural environment for additional tourism developments. Secondly, these developments typically blocked access to areas on the island that they may have frequented before. Also, some adolescents did not anticipate any personal use of tourism developments and mentioned that they would prefer seeing developments that both locals and tourists could use. Figure 4 is a photograph of a tourism development taken by one of the respondents.
Similarly, some identified tourists purchasing vacation rentals or condominiums as being a negative impact of tourism. They felt that tourists who visited Kauai and found they liked the island chose to purchase a condominium or a home to serve as a vacation rental. Some adolescents found it irritating and annoying to see homes being used sparingly knowing that locals are having a difficult time finding and affording homes.

This is a bed and breakfast that they have across the street from our house. And that could have been, like, a house for someone else. Like a local person. (Jill)

I think it is a bad thing about tourism because a lot of people come here and they realize how nice it is. And if they have a lot of money, they, like, say, oh, we’ll buy a condo and we can, like, lease it out for one week every two months, so basically taking a property when it’s not really being used that much. (Emma)
Economic benefits as a mediator

Overall, adolescents’ attitudes toward tourism are complicated and layered, with the positive economic benefits of tourism permeating much of the discussion and attenuating their attitudes towards a number of negative impacts of tourism. Participants discussed traffic, crowding, and tourism developments as negative impacts of tourism; however, a number of them mentioned that they also saw the increase in traffic and crowding as an indicator that the tourism industry and local economy was doing well. In discussing a picture of crowding in Hanalei, a popular tourist area on the island of Kauai, Noah stated:

I would kind of say I kind of like it because Hawaii really focuses on tourism as its main business... And seeing that there’s a lot of tourists, I kind of say, well it’s not my part of the island so it’s not really an inconvenience for me, but it shows there’s prosperity in business at least on the island of Kauai to some extent. (Noah)

Olivia also identified the economic benefits of crowding she observed at a small shopping center located near the harbor:

It’s a positive and a negative ‘cause, like, there is a lot of people in this picture so it contributes to the busyness of Kauai. But it also is good because, like, they’re buying stuff. So tourists are like, to me, it’s even, like 50/50. Like they’re good for Kauai because we need them, but then it’s like, bad because they bring traffic and, like, all their negative attitudes and stuff.

Despite the negative attitudes toward tourism developments, adolescents also recognized the economic benefits that will result because of these developments. In discussing their attitudes toward tourism developments, they stated:
I guess kind of mad because, like I said, it does block off a lot of things. It cuts down the trees and I won’t really use it, but in a way, I know that it is helping our economy. So I can’t be too mad at it. And it also opens up jobs for the locals and stuff. (Lauren)

I would just say being upset that they have to, Kauai is well known for being green, really nice for nature-wise, and it’s kind of, like, makes me upset that they have to get rid of that stuff in order to build hotels, make the economy prosper. (Noah)

Vision of the Island

In addition to discussing their overall attitude towards tourism and their perceived impacts of tourism, participants were also asked what they thought the island would look like in five or ten years. If the participants reported a negative image, they were asked what they thought the island should look like. Overall, adolescents had negative impressions of what they thought the island would look like in five to ten years, with most comparing it to the island of Oahu in terms of overdevelopment and becoming more populated. Many referenced the widening of the island’s highway on the island as an indicator of continued development and more people visiting: “Yeah, it’s like four or five lanes. And I’ve never seen that on Kauai so it’s just, like, oh my God, we’re growing so much already” (Olivia).

Participants appreciated and valued the rural lifestyle on Kauai and expressed their desire to have the island stay the way it is or be less developed, favoring the greenery and natural surroundings as well as a rural and country living.
Chapter 5

Discussion

Utilizing participant-generated photo-elicitation and semi-structured interviews, I documented and gained in-depth understanding of adolescents’ attitudes toward tourism impacts. Specifically, I was able to delve into why adolescents reported the attitudes they did about the impacts of tourism and about tourism in general. In terms of my first and second research question, the results suggested that adolescents felt tourism was generally good for Kauai and they were able to identify both positive and negative impacts of tourism. The positive impacts of tourism were primarily the economic benefits, and the opportunity to meet new people and participate in cultural exchange. Adolescents identified crowding, traffic, tourism developments, and tourist behaviors as negative impacts of tourism.

Insight into why adolescents felt the way they did about tourism also emerged and was used to help address my third research question and provide an in-depth understanding of the identified impacts. Positive attitudes toward tourism seemed to be due to adolescents’ recognition that the island is dependent on the tourism industry, which employs many residents. Many of the negative attitudes toward tourism were a result of being personally inconvenienced by tourists, the perceived loss of the natural environment, and limited access to some areas on the island due to tourism development.

An unexpected but significant finding of this study was the influence economic benefits of tourism seem to have on adolescents’ thoughts and feelings toward the negative impacts of tourism. Despite not having any intention to work in the tourism industry, they recognized the economic benefits tourism brings to others in the community as well as the dependence the island has on the tourism industry. This recognition seemed to have an attenuating effect on
adolescents’ attitudes toward negative aspects of crowding and tourism development. For example, they spoke negatively about crowding and tourism development, but the presence of these impacts was also indicative of how well the tourism industry was doing. In regards to tourism development, participants particularly seemed to be conflicted in that they were unhappy with the loss of the natural environment for new tourism development, but also understood that new development was good for the economy and would provide jobs for local residents.

Adolescents spoke of the economic benefits to the larger community, rather than as a personal benefit. None of the participants had career aspirations related to tourism and, if they continue towards their current career goals (e.g., health, science), it is unlikely that they will experience any personal economic benefit from tourism. This finding adds to the literature, which shows that personal economic benefit or dependence on the tourism industry is a consistent predictor of positive attitudes toward, or support of, tourism (Andereck et al., 2005; Brunt & Courtney, 1999; Haralambopoulos & Pizam, 1996; Jurowski, Uysal, & Williams, 1997; Lankford & Howard, 1994; McGehee & Andereck, 2004; Sirakaya, Teye, & Sonmez, 2002). While adolescents did not cite personal economic benefits, they supported tourism and felt that it was good for the island because of the perceived economic benefits it had for the larger community.

Among other theories that have been suggested or applied in resident attitude and impact studies, one that seems to be gaining attention and may help to explain this particular finding is the concept of altruistic surplus. The role of altruistic surplus has been discussed in the context of urban planning (Cunningham, 1996) and has since begun to inform tourism studies (Clifton & Benson, 2006; Faulkner & Tideswell, 1997; Kayat, Sharif, & Karnchanan, 2013; Waitt, 2003). Within the context of tourism, Faulkner and Tideswell (1997) stated:

…altruistic surplus sees resident responses being governed by a trade-off between the costs and benefits derived from this activity. Unlike social exchange theory, however,
this concept envisages the trade-off being externalized in such a way that costs to the individual might be tolerated in the interest of broader community benefits. (p. 24)

In this study, adolescents primarily discussed the negative impacts of tourism from a personal perspective; however, when discussing the positive economic benefits of tourism, employment and income from tourism was discussed as benefits to the larger community, rather than being perceived as a personal benefit of tourism.

Although the findings do seem to suggest that the concept of altruistic surplus may apply to this group of adolescents, it is also possible that recognizing that Kauai is economically dependent on tourism is the reason for their acceptance of tourism and the negative impacts they personally experience and observe. None of the adolescents discussed actively challenging the tourism industry. Instead, they seem to make adjustments in their activities and life to accommodate the impacts of tourism. It is, therefore, unclear if, based on the findings of this study, adolescents’ acceptance and overall positive attitude toward tourism is altruistic and being done for the greater good of the community or, rather, something that is simply accepted and tolerated because of their understanding that the island is economically dependent on tourism.

Implications

As has been recognized by tourism scholars, little research into resident attitudes and tourism impacts has incorporated the perspective of children and adolescents (Canosa et al., 2001; Crick, 1989; Gamradt, 1995; Graburn, 1983). Furthermore, it has been argued that we lack an in-depth understanding of why and how attitudes toward tourism are formed (Deery et al., 2012; McGehee & Andereck, 2004). This study has begun to address these gaps in the literature by identifying the impacts of tourism as perceived by adolescents and exploring the cognitive, affective, and behavioral components of their attitudes toward the tourism impacts they identified.
The results of this study suggest that adolescents are cognizant of the complex relationship a destination and its residents have with the tourism industry. This is particularly evident in the influence economic benefits have on their attitudes toward some of the negative impacts of tourism. Adolescents are aware of both positive and negative impacts of tourism and the different ways in which tourism impacts them and the community. It is important for both scholars and practitioners to better understand adolescents’ views and how they negotiate this complex relationship with tourism. With this knowledge, strategic messages about tourism can be delivered to adolescents that address the underlying causes of their attitudes toward tourism.

In addition to the importance of understanding how adolescents feel about the community’s largest industry, it is imperative that community stakeholders understand how adolescents feel about their home and what they see as its future in comparison to what they want it to look like. The adolescents in this study appreciate the natural environment and lifestyle they have on Kauai and do not want to see that change. However, when asked what they thought the island would look like in five to ten years, they anticipated Kauai being more developed and more populated, with many mentioning that they felt the island would become like Oahu. Although the adolescents in this study want to leave the island to attend school or begin their career, they all, at some point in their life, want to move back. It is likely that adolescents in other communities have similar plans of leaving and returning to their home community. Therefore, it is important that the adolescent perspective be taken into account in future research on the perceived impacts of tourism and in community development plans.

Finally, the lack of interest in pursuing a career in tourism among adolescents is a concern that must be addressed by tourism dependent communities. More of an effort must be made to create and sustain an interest in tourism as a career option for the community’s adolescents. Understanding adolescents’ attitudes towards tourism can guide stakeholders in how to best promote tourism as a career. The sustainability of a tourism destination largely depends
on the ability of a destination to sustain a tourism workforce and efforts must be made to address this lack of interest among a tourism destination’s younger population. This is especially important for the state of Hawaii, which has recognized the importance of having a local tourism workforce as a way to keep Hawaii a unique destination (Schaefers, 2012).

**Limitations**

There are three primary limitations of this study. The first is the small sample size. Although there is no clear consensus among researchers regarding the appropriate sample size for qualitative research, much of what drives the sample size for qualitative studies is data saturation. According to Guest, Bunce, and Johnson (2006), saturation is “…the point at which no new information or themes are observed in the data” (p. 59). Mason (2010) found the mean sample size in qualitative PhD studies he analyzed to be 31. However, Guest et al. (2006) have suggested that with a homogenous group, data saturation could be accomplished with twelve interviews and the development of themes possible with as little as six interviews.

In this study, it is possible that the smaller sample size may be due to: the recruitment methods, lack of interest, and/or the data collection method. Adolescents may not have chosen to participate in this study because the information provided about the study was not compelling, they were unresponsive to the recruiter, the incentive ($20) was not enough to entice them, and/or they felt the study was not interesting. In soliciting feedback and insight into why adolescents were not interested in participating in the study, a number of adults mentioned that unless the adolescents were required to participate, it would be difficult to get them to voluntarily participate and that this is simply how adolescents on Kauai are.

In addition, the data collection method required that study participants take photos as a prerequisite to the interview portion. This meant that there were lengthy periods of time between
the participant expressing interest in the study and the participant actually completing the interview. This extended time period made it difficult to retain participants. Also, potential participants may have perceived the photo-elicitation portion as being too time-consuming and difficult to complete, particularly if they did not have their own transportation. In soliciting feedback about this study, one person mentioned that the photo-elicitation portion of the study might have been perceived as being similar to “homework” and, therefore, a turn off for adolescents on summer break.

To address the challenges in conducting a similar study involving participant-generated photo-elicitation, researchers might want to collaborate with a high school teacher to create a class project that, in addition to meeting the course objectives, also addresses the objectives of the research study. Upon completion of the project, students can then be given the opportunity to participate in an optional and voluntary research study. Additional time and effort will be required on the researcher’s part to develop the project and receive approval from the school system; however, this approach will likely address the adolescents’ perception of additional work involved in participating in the research study.

Finally, although indicative of the current state of youth interest in a career in tourism, the lack of participants who were interested in pursuing a career in the tourism industry excluded the possibility of analyzing the presence of any differences in attitudes and behavioral responses to the impacts of tourism among those who are and are not interested in a career in tourism.

**Future Research**

The results of this study lend support to the use of altruistic surplus theory as a framework for understanding and explaining residents’ attitudes toward tourism impacts; however, echoing Faulkner and Tideswell’s (1997) and Kayat et al.’s (2013) position, further
research must be conducted in which the individual and collective/community impacts of tourism can be explored more extensively in order to better understand the relationship between these types of impacts and the ways in which they influence residents’ attitudes toward tourism.

In addition, further research on adolescents’ attitudes toward tourism and its impacts should be conducted in order to better understand this population. It is likely that adolescents living in Hawaii as well as other tourism destinations will be employed in the tourism industry in the future. Therefore, it is critical to understand their attitudes toward tourism. Understanding their attitudes toward tourism in adolescence allows tourism stakeholders to proactively address their attitudes prior to them entering the workforce and interacting with tourists.

It is recommended that additional qualitative research, with an emphasis on exploring adolescents’ attitudes toward tourism as well as the factors that contribute to their attitudes, be conducted to better understand adolescents and their views on tourism. The results of this type of research may help academics and practitioners change or reinforce attitudes toward tourism as well as lead to the creation of a tourism impact scale appropriate for adolescents. Furthermore, implementing this new scale with a larger, more representative sample of adolescents can lead to generalizable results. The continued research focused on, and incorporating, the adolescent perspective will provide a more complete understanding of how tourism impacts destinations and communities. This understanding is key to the future sustainability of a tourism destination and its tourism workforce.
References


Informed Consent Form for Participants

Informed Consent Form for Social Science Research
The Pennsylvania State University

Title of Project: Adolescents' Attitudes Toward Tourism Impacts

Principal Investigator: Tammy Koerte, Graduate Student
801 Ford Building
University Park, PA 16802
(808) 346-0158; trk168@psu.edu

Advisor: Dr. Deborah Kerstetter
801 Ford Building
University Park, PA 16802
(814) 863-8988; debk@psu.edu

You are being asked to be in a research study of adolescents' attitudes toward tourism impacts. We ask that you read this form and ask any questions that you may have before agreeing to be in the study.

1. Purpose of the Study: The purpose of this research study is to explore adolescents' attitudes toward tourism impacts using photographs taken by participants and individual interviews.

2. Procedures to be followed: If you choose to participate in this research study, you will be asked to:
   - Think of ways tourism has impacted your life and the island you live on.
   - Take photographs of things you like and don't like about tourism (using a personal camera or cell phone with picture-taking capabilities or a disposable camera provided by the researcher). If you take photographs of individual(s) by which the individual(s) can be readily identified, you will be asked to obtain the consent of the individual(s) using a photo release form, which will be provided to you.
   - Discuss your photographs and your opinions and feelings about tourism in an interview. With your permission, the interviews will be audio-recorded and the photographs uploaded to an online site.

   *If you use the disposable camera provided to you, the researcher will process the film prior to the interview.
   *If you use your own camera or cell phone, you will be asked to upload your photos to a Qualtrics website provided by the researcher prior to the interview.

3. Discomforts and Risks: There are no risks in participating in this research beyond those experienced in everyday life. Answering the questions may cause you to think about feelings that may make you sad or upset.

4. Benefits: You may not directly benefit from participating in this study. However, your participation in this research study will provide educators and government and industry stakeholders with an adolescent's perspective on tourism.

5. Duration: The interview will take approximately 30-60 minutes. The amount of time you spend taking photographs is at your discretion.

6. Statement of Confidentiality: Your participation in this research is confidential. The data and audio recordings will be stored and secured at 801 Ford Building in a password protected file. The audio recordings will be transcribed without any information that could identify you. The audio recordings will be destroyed upon completion of the research study and will be accessed by only the Principal Investigator and her Advisor.
photographs you provide to the researcher may be used in research reports, publications, presentations, illustration, education, training, and instruction. The photographs will not have any information that could identify you.

The Pennsylvania State University’s Office for Research Protections, the Institutional Review Board and the Office for Human Research Protections in the Department of Health and Human Services may review records related to this research study. In the event of a publication or presentation resulting from the research, no personally identifiable information will be shared.

7. Right to Ask Questions: Please contact Tammy Koerte at (808) 346-0158 with questions, complaints or concerns about this research. You can also call this number if you feel this study has harmed you. If you have any questions, concerns, problems about your rights as a research participant or would like to offer input, please contact The Pennsylvania State University’s Office for Research Protections (ORP) at (814) 865-1775. The ORP cannot answer questions about research procedures. Questions about research procedures can be answered by the research team.

8. Payment for participation: For participating in this study, you will receive a $20 gift card to the Kukui Grove Shopping Center.

9. Cost of participating: If you choose to use your cell phone to take and send your photographs to the researcher, standard message and data rates may apply, depending on your wireless subscriber and plan.

10. Voluntary Participation: Your decision to be in this research is voluntary. You can stop at any time. You do not have to answer any questions you do not want to answer. Refusal to take part in or withdrawing from this study will involve no penalty or loss of benefits you would receive otherwise.

You must be 18 years of age or older to take part in this research study without parental consent. If you are 16-17 years of age, please be aware that it will be necessary for your parent(s) to sign a parental consent form granting their permission for you to participate in this research study. If you agree to take part in this research study and are comfortable with the information outlined above, please sign your name and indicate the date below.

You will be given a copy of this consent form for your records.

Participant Name

______________________________________________
Participant Signature

______________________________________________
Principak Investigator Signature

Page 2 of 2
Appendix B

Informed Consent Form for Parents/Guardian

Informed Consent Form for Social Science Research
The Pennsylvania State University

Title of Project: Adolescents' Attitudes Toward Tourism Impacts

Principal Investigator: Tammy Koerte, Graduate Student
801 Ford Building
University Park, PA 16802
(808) 346-0158; trk168@psu.edu

Advisor: Dr. Deborah Kerstetter
801 Ford Building
University Park, PA 16802
(814) 863-8988; debk@psu.edu

1. Purpose of the Study: The purpose of this research study is to explore adolescents' attitudes toward tourism impacts using photographs taken by participants and individual interviews.

2. Procedures to be followed: If your child chooses to participate in this research study, he or she will be asked to:
- Think of ways tourism has impacted his or her life and the island they live on.
- Take photographs of things he or she likes and don't like about tourism (using a personal camera or cell phone with picture-taking capabilities or a disposable camera provided by the researcher). If your child takes photographs of individual(s) in which the individual(s) can be readily identified, your child will be asked to obtain the consent of the individual(s) using a photo release form, which will be provided to your child.
- Discuss his or her photographs and his or her opinions and feelings about tourism in an interview. With you and your child's permission, the interviews will be audio-recorded and the photographs uploaded to an online site.
*If your child chooses to use the disposable camera provided to him or her, the researcher will process the film prior to the interview.
*If your child chooses to use his or her own camera or cell phone, he or she will be asked to upload his or her photos to a Qualtrics website provided by the researcher prior to the interview.

3. Discomforts and Risks: There are no risks to your child in participating in this research beyond those experienced in everyday life. Answering the questions may cause your child to think about feelings that may make him or her sad or upset.

4. Benefits: Your child may not directly benefit from participating in this study. However, your child's participation in this research study will provide educators and government and industry stakeholders with an adolescents' perspective on tourism.

5. Duration: The interview will take approximately 30-60 minutes. The amount of time your child spends taking photographs is at his or her discretion.

6. Statement of Confidentiality: Your child's participation in this research is confidential. The data and audio recordings will be stored and secured at 801 Ford Building in a password protected file. The audio recordings will be transcribed without any information that could identify your child. The audio recordings will be destroyed upon completion of the research study and will be accessed by only the Principal Investigator and her Advisor.

The photographs your child provides to the researcher may be used in research reports, publications, presentations,
illustration, education, training, and instruction. The photographs will not have any information that could identify your child.

The Pennsylvania State University’s Office for Research Protections, the Institutional Review Board and the Office for Human Research Protections in the Department of Health and Human Services may review records related to this research study. In the event of a publication or presentation resulting from the research, no personally identifiable information will be shared.

7. **Right to Ask Questions:** Please contact Tammy Koerte at (808) 346-0158 with questions, complaints or concerns about this research. You or your child can also call this number if you feel this study has harmed you. If you or your child have any questions, concerns, problems about their rights as a research participant or would like to offer input, please contact The Pennsylvania State University’s Office for Research Protections (ORP) at (814) 865-1775. The ORP cannot answer questions about research procedures. Questions about research procedures can be answered by the research team.

8. **Payment for participation:** For participating in this study, your child will receive a $20 gift card to the Kukui Grove Shopping Center.

9. **Cost of participating:** If your child chooses to use his or her cell phone to take and send their photographs to the researcher, standard message and data rates may apply, depending on your wireless subscriber and plan.

10. **Voluntary Participation:** Your child's decision to be in this research is voluntary. You and your child can stop at any time. Your child does not have to answer any questions he or she does not want to answer. Refusal to take part in or withdrawing from this study will involve no penalty or loss of benefits your child would receive otherwise.

If you agree to allow your child to participate in this research study and are comfortable with the information outlined above, please sign your name and indicate the date below.

You will be given a copy of this consent form for your records.

I give permission for my child, ______________________________, to participate in this research study.

______________________________________________
Parent or Guardian Signature

______________________________________________
Principal Investigator Signature
Appendix C

Recruitment Letters – Summer Youth Employment Program

Dear Summer Youth Employee,

My name is Tammy Koerte and I am a graduate student at The Pennsylvania State University. I am writing to invite you to participate in a research study exploring adolescents’ attitudes toward tourism impacts.

I was born and raised on Kauai and am interested in understanding how tourism impacts local communities and residents living in tourist destinations. I believe there has been a lack of input from individuals your age and it my hope that this research will begin to address that oversight.

You have been recruited through the County of Kauai’s Summer Youth Employment Program; however, your decision to participate or not to participate in this study will not affect your employment, performance evaluation, or activities with the program. Your participation is completely voluntary. Interviews will be conducted outside of your work shift and at a time that is convenient for you. Interviews will begin July 9, 2012.

For participating in this study, you will receive a $20.00 gift card to the Kukui Grove Shopping Center. Additional information about the study and procedures can be found on the included consent form. If you would like to participate, please do the following:

- Return the signed consent form in the postage-paid envelope provided
- Sign up at the following website: http://tinyurl.com/tourismsignup
  *This shortened link will direct you to: https://hhdevpsu.us2.qualtrics.com/SE/?SID=SV_5umwn9HSag02wNC

Upon signing up for the study and returning the consent form, I will contact you to schedule your interview. If you have any questions, please feel free to contact me at (808) 346-0158 or via email at trk168@psu.edu.

Thank you,

Tammy Koerte
Graduate Student
Recreation, Park and Tourism Management
The Pennsylvania State University
Dear Parent or Guardian,

My name is Tammy Koerte and I am a graduate student at The Pennsylvania State University. I am writing to invite your child to participate in a research study exploring adolescents’ attitudes toward tourism impacts.

I was born and raised on Kauai and am interested in understanding how tourism impacts local communities and residents living in tourist destinations. I believe there has been a lack of input from adolescents and it is my hope that this research will begin to address that oversight.

Your child has been recruited through the County of Kauai’s Summer Youth Employment Program; however, your child’s decision to participate or not to participate in this study will not affect his or her employment, performance evaluation, or activities with the program. Your child’s participation is completely voluntary. Interviews will be conducted outside of your child’s work shift and at a time that is convenient for him or her. Interviews will begin July 9, 2012.

For participating in this study, your child will receive a $20.00 gift card to the Kukui Grove Shopping Center. Additional information about the study and procedures can be found on the included parental consent and child assent form. Please discuss this information with your child. If your child chooses to participate in the study and you agree to his or her participation, your child will need to do the following:

- Return the signed parental consent and child assent form in the postage-paid envelope provided
- Sign up for the study at the following website: http://tinyurl.com/tourismssignup
  *This shortened link will direct your child to: https://hhdevpsu.us2.qualtrics.com/SE/?SID=SV_5umwn9HSag02wNC

Upon signing up for the study and returning the consent and assent forms, I will contact your child to schedule his or her interview. If you or your child have any questions, please feel free to contact me at (808) 346-0158 or by email at trk168@psu.edu.

Thank you,

Tammy Koerte
Graduate Student
Recreation, Park and Tourism Management
The Pennsylvania State University
Appendix D

Recruitment Letters – Convenience and Snowball Sampling

Hello,

My name is Tammy Koerte and I am a graduate student at The Pennsylvania State University. I am writing to invite you to participate in a research study exploring adolescents’ attitudes toward tourism impacts.

I was born and raised on Kauai and am interested in understanding how tourism impacts local communities and residents living in tourist destinations. I believe there has been a lack of input from individuals your age and it my hope that this research will begin to address that oversight.

Information about this study and procedures can be found on the included consent form. Your participation is completely voluntary. For participating in this study, you will receive a $20.00 gift card to the Kukui Grove Shopping Center. If you would like to participate, please do the following:

- Return the signed consent form in the postage-paid envelope provided
- Sign up at the following website: http://tinyurl.com/tourismssignup
  *This shortened link will direct you to: https://hhdevpsu.us2.qualtrics.com/SE/?SID=SV_5umwn9HSag02wNC

Upon signing up for the study and returning the consent form, I will contact you to schedule your interview. If you have any questions, please feel free to contact me at (808) 346-0158 or via email at trk168@psu.edu.

Thank you,

Tammy Koerte
Graduate Student
Recreation, Park and Tourism Management
The Pennsylvania State University
Dear Parent or Guardian,

My name is Tammy Koerte and I am a graduate student at The Pennsylvania State University. I am writing to invite your child to participate in a research study exploring adolescents’ attitudes toward tourism impacts.

I was born and raised on Kauai and am interested in understanding how tourism impacts local communities and residents living in tourist destinations. I believe there has been a lack of input from adolescents and it my hope that this research will begin to address that oversight.

Information about this study and procedures can be found on the included parental consent and child assent form. For participating in this study, your child will receive a $20.00 gift card to the Kukui Grove Shopping Center. Please discuss this information with your child. If your child chooses to participate in the study and you agree to his or her participation, your child will need to do the following:

- Return the signed parental consent and child assent form in the postage-paid envelope provided
- Sign up for the study at the following website: http://tinyurl.com/tourismsignup
  *This shortened link will direct your child to: https://hhdevpsu.us2.qualtrics.com/SE/?SID=SV_5umwn9HSag02wNC

Upon signing up for the study and returning the consent and assent forms, I will contact your child to schedule his or her interview. If you or your child have any questions, please feel free to contact me at (808) 346-0158 or by email at trk168@psu.edu.

Thank you,

Tammy Koerte
Graduate Student
Recreation, Park and Tourism Management
The Pennsylvania State University