

Children's Engagement in Event tourism: A Conceptual Framework

Authors

Mohammadi, Z. Fehrest, F.

Published

2023

Publisher

Emerald Publishing Limited

Version

Accepted Manuscript (AM)

DOI

[10.1108/978-1-80455-690-020231003](https://doi.org/10.1108/978-1-80455-690-020231003)

Copyright Statement

"This is an Accepted Manuscript version of the following article, accepted for publication in [In Séraphin (Eds.). *Events Management for the Infant and Youth Market*]. [Mohammadi, Z. and Fehrest, F. (2023), "Children's Engagement in Event Tourism: A Conceptual Framework", Seraphin, H. (Ed.) *Events Management for the Infant and Youth Market*, Emerald Publishing Limited, Bingley, pp. 9-23. <https://doi.org/10.1108/978-1-80455-690-020231003>]. It is deposited under the terms of the Creative Commons Attribution-NonCommercial License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits non-commercial re-use, distribution, and reproduction in any medium, provided the original work is properly cited."

Introduction

Children's experiences are gaining prominence in contemporary tourism literature. Children are becoming an increasingly important market. They are considered active consumers and decision-makers (Seraphin & Yallop, 2020). Cullingford (1995, p. 126) expressed children's significant role in the industry as "tourists of the future" which establishes a rationale to cherish them as significant stakeholders of the industry. Over the past few years, they could attain more attention from both industry and researchers (e.g., Khoo-Lattimore, 2015; Israfilova & Khoo-Lattimore, 2019; Koscak *et al.*, 2021; Séraphin & Gowreesunkar, 2020). Although research with/for children in tourism is at its initial stages (Mohammadi & Pearce, 2020) and there are still many areas of tourism research considered to be lacking in terms of children, with events being one of them. Events as one of the main sectors of tourism industry are also the hosts of millions of children every year which emphasises the significance of children's experience in events. However, there is still a huge gap studying event tourism specifically for children (Potwarka, Snelgrove, Wood, Teare & Wigfield, 2020) since studies are limited to considering children as a group of participants (e.g., Li, Kim, Lee., 2021; Kim, Choi, Agrusa, Wang & Kim, 2010). Even, adult-centric event studies focused primarily on the economic effects of events or the motivations of attendees, rather than the participants' experiences (Geus, Richards, & Toepoel, 2016).

Dolasinski, Roberts, Reynolds, and Johanson (2021) defined an event as a temporary, planned, one-of-a-kind occasion involving two or more participants. They proposed a taxonomy of four primary types of events, namely professional, entertainment, social, and common cause (Dolasinski *et al.*, 2021). This chapter focuses on children's entertainment events associated with amusement, fun, and enjoyment for attendees, such as exhibitions, festivals, sports and concert events, and live performances. Festivals have been quite popular due to cultural, social, and economic conditions, and also people's interest in outdoor recreations and travel (Geus *et al.*, 2016), and they are usually planned to achieve destination marketing tools (Marković, 2019). In general, events are an effective strategy to promote a location, facility, or organisation and attract tourists (Etiosa, 2012). Festivals appear to be among the most popular activities for children which can provide participants with a satisfying, joyful, and memorable experience (Yolal, Gursoy, Uysal, Kim, & Karacaoglu, 2016). Event attendees value their subjective experience; consequently, event managers must have a thorough comprehension of their experience to meet their expectations (Geus *et al.*, 2016).

Children's participation in events is underrepresented (e.g., Li, Kim & Lee, 2021; Liu & Draper, 2022; Idema & Patrick, 2019; Potwarka *et al.*, 2020; Van Beynen & Burrell, 2018). A study conducted by Idema and Patrick (2019) on families taking part in science festivals revealed that unlike parents, children are active participants of such festivals. In another study Van Beynen and Burrell (2018) studied how, when and where children are engaged in science festivals through observation, and they mostly focused on children's interaction with others particularly their parents. Similarly, Van Winkle and Bueddefeld (2016) highlighted family bonding as a result of participating in such festivals while Cole and Chancellor (2009) emphasized on participants' satisfaction that can improve the attitudes towards family life.

The lack of children's voice in tourism and event literature has been justified (see. Mohammadi, 2020; Poria & Timothy, 2014, Potwarka *et al.*, 2020; Schlemmer, Stickdorn, Kristiansen, & Schnitzer, 2022) mainly as a result of ethic approval process, children's limited ability to express themselves as target group, special expertise required to collect data from children, and lack of theoretical frameworks to be used in children's studies (Poria & Timothy, 2014). However, children in events have been studied in bond with family in a few studies but children's perspective regarding their engagement is less known in tourism literature. There are several significant unanswered questions regarding children's engaging experience in events: How do children experience and perceive events? How do children's perception of the events differ from adults? How do event experiences affect children's behaviour and wellbeing? Studying the core of the event experience of children is not easy, which adds more complexity to study the "black box" of event experience as Geus *et al.* (2016) call it. In addition, a review of the relevant literature reveals that there is no experiential processing model to systematically examine children's experience and perception of the events and determine the relationship between the experience and subsequent outcomes. Considering the research gap of children's voices in event tourism, the explained complexity, and lack of theoretical frameworks prompted us to devise a framework to facilitate

deeper mixed studies with and for children in event context. This framework is designed based on different social, tourism and event theories and models including Cognition-Affect-Behavior (CAB) theoretical framework (see. Potwarka *et al.*,2020; Zheng, Qiu, Morrison, Wei, & Zhang, 2022), Orchestra Model of Experience (Pearce & Mohammadi, 2021), Event Experience Scale (Geus *et al.*,2016), Event Social Interaction Scale (Marques, Borba & Michael, 2021), Theory of child well-being (Raghavan and Alexandrova, 2015), and Transtheoretical Model of Behaviour change (Prochaska & DiClemente (1983) to understand how an event is experienced by children and what is the mechanism of change of behaviour. This framework can be used and tested by future researchers as an analytical evaluation tool to study children's experiences in different event types.

Framework Development

Four pillars serve as the basis for the proposed framework. The first pillar is Cognition Affect Behaviour (CAB) theoretical framework (see Potwarka *et al.*, 2020; Zheng *et al.*, 2022) which is used as the backbone of the framework. As one of the demonstration effects models, CAB is a linear theory illustrates how behaviour is formed with the main premise that cognition of stimuli, what people think, and how they think about the experience and stimuli will lead to affection, and affection will lead to behaviour (Potwarka *et al.*, 2020; Huang, Korfiatis, & Chang, 2018). The CAB model has been used by many researchers of various fields particularly consumer behaviour including fast food service (Chebat, Kerzazi, & Zourrig, 2010), e-service (Kao & Lin, 2016), e-commerce (Chang & Chen, 2009), e-commerce recommendation system (Abumalloh, Ibrahim, & Nilashi, 2020), destination image (Zheng *et al.*, 2022), and intangible cultural heritage (Qiu, Zheng, Xiang & Zhang, 2019).The extensive application of the CAB model across various areas delineates its potential to predict attitude change and behavioural intentions. CAB has been used in tourism research in the past two decades, particularly within the context of sustainability and developing pro-environmental behaviour (Zheng *et al.*, 2022; Chou, Horng, Liu & Lin, 2020).

The concept of *cognition* refers to tourists' reaction to the information received from surrounding environment which can lead to future expectations (Pearce & Mohammadi, 2021). Cognition was recognized as information processing taking place in human brain while handling the information which constitutes the basis of Cognition- affection-behaviour framework (Newell & Simon, 1972 cited in Qiu *et al.*, 2019). Any response related to tourists' consciousness, memory, understanding, and learning is considered a cognitive experience (Pearce & Mohammadi, 2021). Therefore, it is significant what children are attracted to and what they focus on during an event, as it contributes to their cognitive development.

The concept of *affection* in tourism literature refers to the favourable or unfavourable impressions tourists have of a destination or event (Pearce & Mohammadi, 2021). Individuals can experience high levels of emotions through their experiences (Bigne, Andreu, & Gnoth, 2005) which is exactly what events aim to offer (Geus *et al.*, 2016). Zheng *et al.* (2022) connect this concept with

“delight”, the positive surprise and joy that can potentially lead to a change in behaviour. They argue that emotions can be awakened by many factors including novelty (Zheng *et al.*, 2022). Therefore, any aspect of the event that children perceive as novel can elicit their emotions or affection. Tourism literature claims that emotions are powerful enough to shape a special behaviour (Gezhi, & Xiang, 2022) including satisfaction, attachment, and loyalty (Faullant, Matzler, & Mooradian, 2011; Yuksel, Yuksel, Bilim, 2010) or responsible behaviour and pro-environmental actions (Su, Hsu, & Boostrom, 2020; Zheng *et al.*, 2022). Based on the previous research, event planners should think about evoking positive feelings in children when organising and running events.

The third dimension of the CAB model, *behaviour* refers to a predicted future behaviour which represents one of the most significant drivers of behaviour (Lin & Roberts, 2020). In event tourism literature, behavioural intention refers to the loyalty of visitors which is delineated through revisits in the future and recommending the event to others (Chen & Tsai, 2007; Yang, Gu, & Cen, 2011). Some researchers have gone further to extend this concept to enhancing visitors’ or their companion’s awareness, influencing their purchasing behaviour, and facilitating tourism (Kruger & Viljoen, 2021).

The second pillar is tourism experience. Packer & Ballantyne (2016) defined the experience as “an individual's immediate and ongoing, subjective and personal response to an activity, setting, or event outside their usual environment”. Experience plays a significant role in tourism studies as many studies have stated its relationship with behavioural intentions (Liu, Sparks, & Coghlan, 2017). Children are distinct from adults, and their experiences may be influenced by different or the same elements but in a different way. Consequently, a combination of emic and etic perspectives is necessary to comprehend children's experiences at events from their point of view.

Pine and Gilmore (1999, p.31) proposed the experience economy framework which illustrates the participation or engagement of the tourists in an event, or a tourism experience based on four experiential domains: entertainment, education, aesthetic, escapist. Other researchers, building on their study, have identified a variety of aspects of tourist experiences (Packer & Ballantyne, 2016; Richards *et al.*, 2020). It is generally acknowledged that developing a holistic approach to the customer experience is necessary for gaining a more in-depth comprehension of customer behaviour. As a comprehensive model for this pillar, the Orchestra Model of Experience is adapted. Pearce (2011) utilized the metaphor of an orchestra to illustrate how various elements contribute to the overall quality of an experience. The performance of an orchestra depends on the coordination of a large number of distinct but essential components. The experience of visitors is compared to the piece of music in this model to show how each component play an important role. There are five different aspects that contribute to it. The visitors' experience is composed of these five contributing components (Pearce & Mohammadi, 2021). The five factors that shape the context of the visitors' experience are their sensory inputs, emotive reactions, cognitive abilities to comprehend their surroundings, behaviour, and relationship.

The third pillar is children's engagement in events. Experience economy explains the significance of visitor's engagement. Engagement has been defined as a behavioural action which involves an interactive experience for customers (Brodie, Ilic, Juric, & Hollebeek, 2011). Unlike involvement, which is a passive mental state of being only interested, engagement has a behavioural aspect (Organ, Koenig-Lewis, Palmer, & Probert, 2015). It is claimed that greater engagement can lead to loyalty and behavioural intention (Brodie *et al.*, 2011) which will be applied to this chapter's conceptual framework. Even though the majority of the event literature was not conducted with children, it is still significant because it focuses on events as agents of behaviour change. Van Beynen and Burrell (2018) examined factors influencing elementary-school children's engagement in public science festivals in Florida. According to this study children would prefer to actively get involved by *doing* and *talking*. The authors highlight the idea that in order to understand the festival visitor experience comprehensively and to encourage engagement, interaction and learning, both visitor and setting factors should be considered (Van Beynen & Burrell, 2018).

The literature on children's engagement in events proposes different aspects including cognitive, affective, and social (Geus *et al.*, 2016; Richards, 2020). In behaviour studies, cognition and rationality are prominent and significant factors, and this assertion has been thoroughly examined (Cohen, Prayag, & Moital, 2014). In addition to cognitive factors, the importance of hedonic factors increases over time in studies of customer behaviour (Coetzee and Pourfakhimi, 2020). According to Coetzee and Pourfakhimi (2020), affective stimuli directly influence the decisions, beliefs, and behaviours of customers. In the new context, emotions are no longer considered in the evaluation of the cognitive state but are instead recognised as stable behavioural constructs (Cohen *et al.*, 2014). Understanding how children feel about an experience will help us assess it, enhance happy memories, create a brand image, and create behavioural intentions (Coetzee & Pourfakhimi, 2019).

To expand the framework around the engaging event experience of children, besides the Orchestra Model of Experience, two other models were used. There is a well-known event specific scale (Lee, Coetzee, Hermann, & du Plessis, 2018) known as Event Experience Scale (EES) (Geus *et al.*, 2016). They view the event experience as a process that begins with the setting and conditions, continues to the experience's core, and concludes with experience outcomes. Coetzee and Pourfakhimi (2020) explained that the core of the framework considers the experience as a set of interactions and engagements. These interactions are influenced by motivations or expectations. The model focuses on three types of engagements, cognitive, affective, and physical. Consumers' cognitive engagement is tied to their level of self-awareness, perception, memory, learning, judgment, and understanding of the experience. Affective engagement is tied to their excitement, emotional energy, intimacy, adventure, personal values, and personal recollection. Excitement had the most significant relationship to loyalty to the events. Physical engagement is concerned with their actual behaviour and physical activities (Coetzee & Pourfakhimi, 2020). Behavioural

outcomes of the experience are another part of the model which focuses on satisfaction which is a very well-studied topic in tourism studies.

The model is tested on different locations and cultural contexts (Richards, 2020) therefore the scale has general validity to be used for better understanding of children's engaging experience in events. Previously, it was believed that experiences are self-directed and personalised, and that they depend solely on personal characteristics. However, EES testing revealed that cultural context, age, gender, level of education, the type of event, and the stage of the experience are also significant (Richards, 2020). The stage of the experience can result in different levels of engagement in each aspect, as stated by Richards (2020), cognitive engagement remained of the same importance to visitors, but affective engagement begins with anticipation in the pre-event, progresses to excitement during the event, and concludes with memorable and recollection after the event.

One significant aspect of events is socialization and networking (Getz, 2008). Whereas the EES model ignores social interaction. In line with the orchestra model, we adopted another event experience scale with the focus on social interaction, Event Social Interaction Scale (ESIS) by Marques *et al.* (2021). They believe that social interactions are not only a part of the experience, but also contribute to the subjective experience; hence, they refer to events as "social interaction platforms" (Marques *et al.*, 2021). The ESIS focuses exclusively on visitor interactions, whereas the Orchestra Model of Experience encompasses all types. These social interactions should not be limited to those within the event but should also include those with the outside world (Simons, 2019), as even these interactions can influence the children's experience and its outcomes. ESIS also introduces social practices in two domains, private and public. Private domains happen between known and includes belonging, bonding, and detaching. Public domain including communing, connecting and amiability happens with new unknown visitors (Marques *et al.*, 2021).

The fourth pillar is concerned with the outcomes of events for children. In addition to the well observed and studied effects on behaviour, events may also influence one's wellbeing. Geus *et al.* (2016) believe that by understanding the event experience, it is possible to comprehend how we can contribute to life quality and well-being. Therefore, the proposed framework targets both the well-being and behavioural effects of events on children. The Theory of Child Well-Being is applied to comprehend children's well-being as a result of engaging in events. Martin Seligma (2012), a positive psychologist, devised the PERMA model to outline the five essential components to develop well-being. Based on the model to experience happiness in our lives, we require *Positive emotions* such as pleasure, satisfaction, and hope; active *Engagement* and the experience of flow; positive, meaningful *Relationships*; and a sense of *Meaningful Achievement* and accomplishment (Seligma, 2012). This model illustrates the relationship between various forms of engagement and well-being as the outcome.

Wellbeing is viewed in three categories of present feeling of happiness, past feeling of the satisfaction and future evaluation (Mannell & Kleiber, 1997, p.86). There are three major theories of well-being, including hedonism with its emphasis on happiness, desire theories with the emphasis on the satisfaction of desires and preferences, and objective list theories, which are pluralist in contrast to the other two with the emphasis on a variety of objectively valuable things (Lin, 2014). The need for a theory of well-being tailored to children prompted Raghavan and Alexandrova (2015) to create their Theory of Child Well-Being. They examined the hedonic, desire, and objective list theories of well-being to obtain a holistic view of children's well-being. According to them, children's happiness and desire satisfaction are not the only components of well-being. This theory is not concerned with children's well-being as future adults, but rather as they are now. They explain that the theory of well-being can be articulated if the child develops stage- and environment-appropriate skills, which could set her up for a successful future and allow the child to engage with the environment in an age-appropriate manner (Raghavan & Alexandrova, 2015). Therefore, well-being for children is considered multidimensional including physical, psychological (mental and emotional), social and cognitive development (Moore, Murphey, & Bandy, 2012). Events can play a role in children's physical wellbeing by influencing new eating, health, or safety habits; in psychological wellbeing through an increase in hope and life satisfaction; in social well-being by enhancing civic engagement and volunteering; and in cognitive well-being through improvement of critical thinking.

Behaviour change can happen through the continued involvement or marketing elements such as satisfaction, attachment, and loyalty. We adopted the Transtheoretical Model of Behavior Change (TTM) to understand children's behavioural change in a more qualitative manner. This model demonstrates how to encourage continued involvement with a leveraging initiative after initial engagement (Teare *et al.*, 2022). The model was initially developed by Prochaska and DiClemente (1983) in the context of health, but more recently, it has been applied to the social sciences. There have been studies on how this model might be used to assess changes in spectator behaviour at sport events (Teare *et al.*, 2022) and sustainable tourism events (Mair & Laing, 2013). Mair and Laing (2013) used TTM to demonstrate how a sustainability-focused event can encourage attendees' behaviour change. In the original model (Prochaska & DiClemente, 1983), there are four stages: pre-contemplation, contemplation, action, and maintenance which tell us when changes happen, and 10 processes which helps to understand how change happens in each stage. TTM is a dynamic model, and individuals may progress or regress through stages (Mair & Laing, 2013). The adaptation to TTM facilitates an understanding of when, why, and how a change occurs as a result of children's exposure to events. As we all know, tourism is an ideal setting for sustainability education and learning, particularly when children are the target audience. One way to achieve this is to prioritise sustainability and provide such content at events. For adults, participation in such events can indicate their initial choice of sustainable topics, whereas for children, who may have participated in such events as part of their required school or parental programmes, they can serve as a teaching tool.

The economic outcomes of events can be evaluated based customer satisfaction and loyalty, which have not been studied with children. Consumer satisfaction has been defined as a positive emotional response or a sense of accomplishment resulting from a desired leisure experience (Geus *et al.*, 2016; Kim, Suh, & Eves, 2010). Satisfaction with an event is influenced by how event is perceived at all different stages of the experience and may lead to loyalty, future return, purchase, or participation (Hubbard, Mandabach, McDowall, & VanLeeuwen, 2012; Chen & Tsai, 2007). That is why measuring visitors' satisfaction at festivals and events has been recognized as significant in tourism literature. Aside from the importance of satisfaction in and of itself, children's satisfaction with the event in which they participate is quite important not only because it affects the holiday satisfaction of parents (Mikkelsen & Blichfeldt, 2015) and makes them recommend the experience to other families (Kozak & Duman, 2012) but also because they are an emerging market for events. Lugosi, Robinson, Golubovskaya, & Foley (2016) has considered children's satisfaction even more important than adults' satisfaction. Mohammadi and Pearce (2020) argued that childhood experiences and positive memories can be considered as an important factor to become a loyal adult. Gaines, Hubbard, Witte, & O'Neill, (2004) held the opinion that offering children's programming of a top quality would result in customer satisfaction, loyalty, and word-of-mouth promotion. According to the tourism literature, it has been acknowledged that children's satisfaction of events is important for them, their parents, and guardians, as well as for destinations managers.

Providing a satisfactory event experience for children requires an integrated approach (Seraphin & Yallop, 2020) while addressing children's needs. However, children's explanation of satisfaction is much simpler than adults: it is *fun* (Read, MacFarlane, & Casey, 2002). Therefore, to satisfy children, it is sufficient to provide them with a fun event experience. Read *et al.* (2002) proposed three dimensions of fun for children including: expectation, engagement, and durability. The more engaged children are during an event, the more joyful experience they will remember, which is deemed satisfactory for this age group. As children's literature suggests, play is what can make the event experience unique and rich for children and engage them in a desired way. Tourism play is defined by children under a study as a range of activities done in a new touristic place, such as seeing, tasting, buying new things, taking photos, etc (Zhong & Peng, 2021). This definition implies that play is a combination of engagements ranging from physical and sensory engagements to cognitive and social ones. There are five main approaches to children's play including: "play as behaviour or activity", "play as motive, attitude or state of mind", "play as meaningful experience", "play as form and structure", and "play as ontologically distinctive phenomenon" (Feezell, 2010). As these approaches imply, play is more than just an activity; it can engage the child from multiple perspectives and create a meaningful experience for them, which is a goal in tourism.

To respond to the main aim of the chapter, we employed and adapted various theories based on the four pillars to develop an evaluative framework for children's engagement in events. This framework (Figure 1) facilitates the in-depth study of children's engagement at an event and the

evaluation of how the level of engagement in various aspects can affect the well-being, and behaviour changes as outcomes. Each type of engagement has the potential to predict a different outcome, such as affective engagement, which can predict emotional judgement and satisfaction; cognitive engagement, which can predict future learning effects; and physical engagement, which can predict active participation during events. The rationale of this framework lies in the lack of evaluative tools and frameworks to study and understand children's role in events. This rationale involves the systematic identification of potentially relevant variables prior to the examination of specific cases.

Figure 1. Conceptual framework of children's engagement in events

Source: Authors

Conclusion

This chapter proposes a framework for understanding children's engagement in events. The proposed framework incorporates a variety of theories and models to conceptualise the engaging experience of children. The CAB model serves as the backbone of the framework. The extensive use of CAB model in tourism to study environmental and sustainability concerns and attitude change among visitors (Kim *et al.*, 2010; Kuo, Cheng, Chang, & Hu, 2021; Qiu *et al.*, 2019) highlight that visitors' attitudes and behavioural intentions are influenced by cognitive and affective factors during their visits. Through the Orchestra Model of Experience, EES and ESIS, the cognitive, affective, social, physical, and sensory engagement are conceptualised. This framework can enhance and deepen the understanding of children's experience of events and their complexity to enhance children's well-being and assist with policy and event practices. As the framework emphasises the significance of the level of engagement, it is specified that children's event profiles should be unique and tailored to their needs and interests. Attempts should be made to engage children in relevant active and engaging experiences throughout all three stages of an event experience, based on the expected outcomes and consequences both for children's well-being and event managers' benefit. Such a diverse and well-designed profile can benefit us by attracting children, increasing their level of engagement, elevating their level of learning, promoting the event's image, and producing economic outcomes such as loyalty. The promotion of an event through children as a result of generation Z's access to and use of the internet and social media is a free benefit for social, environmental, and economic outcomes. By understanding social engagement and effectively managing it, we can facilitate and promote social bonding, value, and ultimately the event's impact in numerous ways.

According to the framework, children benefit from memorable experiences, socializing, and feelings of well-being when events include physical, collaborative creative activities as well as active play and repetitively awakened emotions. Therefore, a simple answer to the complexity of

children experience in events is to have fun. Children's play is not merely a physical activity, but rather a multidimensional engagement. Such an engagement can range from low cognitive level to high cognitive level, depending on whether the child is fully concentrating in an active mental state. There are different ways that how play can have a role in children's experiences in events which later may lead to positive outcomes. Therefore, play is one of the simple and perfect solution to get children actively engaged in events and provide a meaningful and memorable experience for them.

Reference

- Abumalloh, R. A., Ibrahim, O., & Nilashi, M. (2020). Loyalty of young female Arabic customers towards recommendation agents: A new model for B2C E-commerce. *Technology in Society*, *61*, 101253
- Bigne, J. E., Mattila, A. S., & Andreu, L. (2008). The impact of experiential consumption cognitions and emotions on behavioural intentions. *Journal of Services Marketing*, *22*(4), 303e315. <http://dx.doi.org/10.1108/08876040810881704.11>.
- Brodie, R. J., Hollebeek, L. D., Juric, B., & Ilic, A. (2011). Customer engagement: conceptual domain, fundamental propositions, and implications for research. *Journal of Service Research*, *14*(3), 252e271. <http://dx.doi.org/10.1177/1094670511411703.11>.
- Chang, H. H., & Chen, S. W. (2009). Consumer perception of interface quality, security, and loyalty in electronic commerce. *Information & management*, *46*(7), 411-417.
- Chebat, J. C., Kerzazi, L., & Zourrig, H. (2010). Impact of culture on dissatisfied customers: An empirical study. *City, Culture and Society*, *1*(1), 37-44.
- Chen, C. F., & Tsai, D. (2007). How destination image and evaluative factors affect behavioural intentions? *Tourism Management*, *28*(14), 1115–1122.
- Chou, S. F., Horng, J. S., Liu, C. H. S., & Lin, J. Y. (2020). Identifying the critical factors of customer behaviour: An integration perspective of marketing strategy and components of attitudes. *Journal of retailing and consumer services*, *55*, 102113
- Coetzee, W. J., & Pourfakhimi, S. (2020). Affective engagement as a contextual dimension for predicting intentions to revisit and recommend events—a multinational comparison. *Journal of Policy Research in Tourism, Leisure and Events*, *12*(3), 401-421.
- Cole, S. T., & Chancellor, H. C. (2009). Examining the festival attributes that impact visitor experience, satisfaction and re-visit intention. *Journal of vacation marketing*, *15*(4), 323-333.
- Cullingford, C. (1995). Children's attitudes to holidays overseas. *Tourism Management*, *16*(2), 121-127.
- Dolasinski, M. J., Roberts, C., Reynolds, J., & Johanson, M. (2021). Defining the field of events. *Journal of Hospitality & Tourism Research*, *45*(3), 553-572.
- Etiosa, O. (2012) The impacts of event tourism on host communities. Case: the city of Pietarsaari. Degree programme thesis, Central Ostrobothnia University of Applied Sciences, Pietarsaari, Finland.

- Faullant, R., Matzler, K., & Mooradian, T. A. (2011). Personality, basic emotions, and satisfaction: Primary emotions in the mountaineering experience. *Tourism management*, 32(6), 1423-1430.
- Feezell, R. (2010). A pluralist conception of play. *Journal of the Philosophy of Sport* 37 (2): 147–65.
- Gaines, B. L., Hubbard, S. S., Witte, J. E., & O'Neill, M. A. (2004). An analysis of children's programs in the hotel and resort industry market segment. *International Journal of Hospitality & Tourism Administration*, 5(4), 85-99.
- Getz, D. (2008). Event tourism: Definition, evolution, and research. *Tourism management*, 29(3), 403-428.
- Geus, S. D., Richards, G., & Toepoel, V. (2016). Conceptualisation and operationalisation of event and festival experiences: Creation of an event experience scale. *Scandinavian journal of hospitality and tourism*, 16(3), 274-296.
- Gezhi, C., & Xiang, H. (2022). From good feelings to good behavior: Exploring the impacts of positive emotions on tourist environmentally responsible behavior. *Journal of Hospitality and Tourism Management*, 50, 1-9.
- Huang, G. H., Korfiatis, N., & Chang, C. T. (2018). Mobile shopping cart abandonment: The roles of conflicts, ambivalence, and hesitation. *Journal of Business Research*, 85, 165-174.
- Hubbard, K. W., Mandabach, K. H., McDowall, S., & VanLeeuwen, D. M. (2012). Perceptions of quality, satisfaction, loyalty, and approximate spending at an American wine festival. *Journal of culinary science & technology*, 10(4), 337-351
- Idema, J., & Patrick, P. G. (2019). Experiential learning theory: identifying the impact of an Ocean Science Festival on family members and defining characteristics of successful activities. *International Journal of Science Education, Part B*, 9(3), 214-232.
- Israfilova, F., & Khoo-Lattimore, C. (2019). Sad and violent but I enjoy it: Children's engagement with dark tourism as an educational tool. *Tourism and Hospitality Research*, 19(4), 478-487.
- Kao, T. W. D., & Lin, W. T. (2016). The relationship between perceived e-service quality and brand equity: A simultaneous equations system approach. *Computers in Human Behavior*, 57, 208-218.
- Khoo-Lattimore, C. (2015). Kids on board: Methodological challenges, concerns and clarifications when including young children's voices in tourism research. *Current Issues in Tourism*, 18(9), 845-858.

- Kim, S. S., Choi, S., Agrusa, J., Wang, K. C., & Kim, Y. (2010). The role of family decision makers in festival tourism. *International Journal of Hospitality Management*, 29(2), 308-318.
- Kim, Y. G., Suh, B. W., & Eves, A. (2010). The relationship between food related personality traits, satisfaction, and loyalty among visitors attending food events and festivals. *International Journal of Hospitality Management*, 29, 216–226.
- Koscak, M., Knežević, M., Binder, D., Pelaez-Verdet, A., Işık, C., Mičić, V., ... & Šegota, T. (2021). Exploring the neglected voices of children in sustainable tourism development: A comparative study in six European tourist destinations. *Journal of Sustainable Tourism*, 1-20
- Kozak, M., & Duman, T. (2012). Family members and vacation satisfaction: Proposal of a conceptual framework. *International Journal of Tourism Research*, 14(2), 192-204.
- Kruger, M., & Viljoen, A. (2021). Terroir wine festival visitors: uncorking the origin of behavioural intentions. *Current Issues in Tourism*, 24(5), 616-636.
- Kuo, N. T., Cheng, Y. S., Chang, K. C., & Hu, S. M. (2021). How social capital affects support intention: The mediating role of place identity. *Journal of Hospitality and Tourism Management*, 46, 40-49
- Laevers, F., De Bruyckere, G., Silkens, K., & Snoeck, G. (2005). Observation of well-being and involvement in babies and toddlers. A video-training pack with manual.
- Lee, Y.-K., Lee, C.-K., Lee, S.-K., & Babin, B. J. (2008). Festival scapes and patrons' emotions, satisfaction, and loyalty. *Journal of Business Research*, 61(1), 56e64. <http://dx.doi.org/10.1016/j.jbusres.2006.05.009>.
- Li, X., Kim, J. S., & Lee, T. J. (2021). Contribution of supportive local communities to sustainable event tourism. *Sustainability*, 13(14), 7853.
- Li, X., Kim, J. S., & Lee, T. J. (2021). Contribution of supportive local communities to sustainable event tourism. *Sustainability*, 13(14), 7853.
- Lin, E. (2014). Pluralism about well-being. *Philosophical Perspectives*, 28, 127-154.
- Lin, N., & Roberts, K. R. (2020). Using the theory of planned behavior to predict food safety behavioral intention: A systematic review and meta-analysis. *International Journal of Hospitality Management*, 90, 102612.
- Liu, W., Sparks, B., & Coghlan, A. (2017). Event experiences through the lens of attendees. *Event Management*, 21(4), 463-479.

- Liu, Y., & Draper, J. (2022). The Influence of Attending Festivals with Children on Family Quality of Life, Subjective Well-being, and Event Experience. *Event Management*, 26(1), 25-40.
- Lugosi, P., Robinson, R. N., Golubovskaya, M., & Foley, L. (2016). The hospitality consumption experiences of parents and carers with children: A qualitative study of foodservice settings. *International Journal of Hospitality Management*, 54, 84-94.
- Mair, J., & Laing, J. H. (2013). Encouraging pro-environmental behaviour: The role of sustainability-focused events. *Journal of Sustainable Tourism*, 21(8), 1113-1128.
- Mannell, R. & Kleiber, D. (1997). *A social psychology of leisure*. State College, PA: Venture Publishing.
- Marković, S. (2019). How Festival Experience Quality Influence Visitor Satisfaction? A Quantitative Approach. *Naše gospodarstvo/Our economy*, 65(4), 47-56.
- Marques, L., Borba, C., & Michael, J. (2021). Grasping the social dimensions of event experiences: Introducing the event social interaction scale (ESIS). *Event Management*, 25(1), 9-26.
- Mikkelsen, M. V., & Stilling Blichfeldt, B. (2015). 'We have not seen the kids for hours': the case of family holidays and free-range children. *Annals of Leisure Research*, 18(2), 252-271.
- Mohammadi, Z. (2020). Listening to children as a tourism market: The Asian context. *Tourism's New Markets: Drivers, Details and Directions*. Oxford: Goodfellow, 176-190.
- Mohammadi, Z., & Pearce, P. (2020). Making memories: an empirical study of children's enduring loyalty to holiday places. *Children in Hospitality and Tourism*, 137-156.
- Moore, K. A., Murphey, D., & Bandy, T. (2012). Positive child well-being: An index based on data for individual children. *Maternal and child health journal*, 16(1), 119-128.
- Newell, A., & Simon, H. A. (1972). *Human problem solving* (Vol. 104, No. 9). Englewood Cliffs, NJ: Prentice-hall.
- Organ, K., Koenig-Lewis, N., Palmer, A., & Probert, J. (2015). Festivals as agents for behaviour change: A study of food festival engagement and subsequent food choices. *Tourism management*, 48, 84-99.
- Packer, J., & Ballantyne, R. (2016). Conceptualizing the visitor experience: A review of literature and development of a multifaceted model. *Visitor Studies*, 19(2), 128-143.
- Pearce, P. L., & Mohammadi, Z. (2021). Building the orchestra model of tourist experience, integration and examples. In *Routledge Handbook of the Tourist Experience* (pp. 50-63). Routledge.

Pine, B. J., Pine, J., & Gilmore, J. H. (1999). *The experience economy: work is theatre & every business a stage*. Harvard Business Press.

Poria, Y., & Timothy, D. J. (2014). Where are the children in tourism research. *Annals of Tourism Research*, 47, 93-95.

Potwarka, L. R., Snelgrove, R., Wood, L., Teare, G., & Wigfield, D. (2020). Understanding demonstration effects among youth sport spectators: cognitive and affective explanations. *Sport, Business and Management: An International Journal*, 10(2), 187-206.

Prochaska, J. O., & DiClemente, C. C. (1983). Stages and processes of self-change of smoking: toward an integrative model of change. *Journal of consulting and clinical psychology*, 51(3), 390.

Qiu, Q., Zheng, T., Xiang, Z., & Zhang, M. (2019). Visiting intangible cultural heritage tourism sites: From value cognition to attitude and intention. *Sustainability*, 12(1), 132.

Raghavan, R., & Alexandrova, A. (2015). Toward a. *Social Indicators Research*, 121(3), 887-902.

Read, J. C., MacFarlane, S., & Casey, C. (2002, August). Endurability, engagement and expectations: Measuring children's fun. In *Interaction design and children* (Vol. 2, No. 2002, pp. 1-23). Eindhoven: Shaker Publishing.

Richards, G. (2020). Measuring the dimensions of event experiences: applying the Event Experience Scale to cultural events. *Journal of Policy Research in Tourism, Leisure and Events*, 12(3), 422-436.

Schlemmer, P., Stickdorn, M., Kristiansen, E., & Schnitzer, M. (2022, January). A mixed methods stakeholder satisfaction study of sports events based on the case of the 2016 international children's games. In *Journal of Convention & Event Tourism* (Vol. 23, No. 1, pp. 41-62). Routledge.

Seligman, M. E. (2012). *Flourish: A visionary new understanding of happiness and well-being*. Simon and Schuster.

Seraphin, H., & Gowreesunkar, V. (Eds.). (2020). Children in hospitality and tourism: Marketing and managing experiences (Vol. 4). Walter de Gruyter GmbH & Co KG.

Seraphin, H., & Yallop, A. (2020). An analysis of children's play in resort mini-clubs: potential strategic implications for the hospitality and tourism industry. *World Leisure Journal*, 62(2), 114-131.

Simons, I. (2019). Events and online interaction: The construction of hybrid event communities. *Leisure Studies*, 38(2), 145-159.

- Su, L., Hsu, M. K., & Boostrom Jr, R. E. (2020). From recreation to responsibility: Increasing environmentally responsible behavior in tourism. *Journal of Business Research*, 109, 557-573.
- Sutcliffe, K., & Kim, S. (2014). Understanding children's engagement with interpretation at a cultural heritage museum. *Journal of Heritage Tourism*, 9(4), 332-348.
- Sykes, M. (1992). Evaluating exhibits for children: What is a meaningful play experience. *Visitor studies: Theory, research and practice*, 5, 227-233.
- Teare, G., Potwarka, L. R., Wigfield, D., & Chard, C. (2022). Here today, gone tomorrow: experiences of youth who responded to an event leveraging initiative. *Managing Sport and Leisure*, 1-14.
- van Beynen, K., & Burrell, T. (2018). Debris, diatoms, and dolphins: Tracking child engagement at a public science festival. *International Journal of Science Education, Part B*, 8(4), 355-365.
- Van Winkle, C. M., & Bueddefeld, J. N. (2016). Service-dominant logic and the festival experience. *International Journal of Event and Festival Management*.
- Yang, J., Gu, Y., & Cen, J. (2011). Festival tourists' emotion, perceived value, and behavioural intentions: A test of the moderating effect of festivals cape. *Journal of Convention & Event Tourism*, 12(1), 25-44.
- Yolal, M., Gursoy, D., Uysal, M., Kim, H. L., & Karacaoğlu, S. (2016). Impacts of festivals and events on residents' well-being. *Annals of Tourism Research*, 61, 1-18. <http://dx.doi.org/10.1016/j.annals.2016.07.008>
- Yuksel, A., Yuksel, F., & Bilim, Y. (2010). Destination attachment: Effects on customer satisfaction and cognitive, affective and conative loyalty. *Tourism management*, 31(2), 274-284.
- Zheng, W., Qiu, H., Morrison, A. M., Wei, W., & Zhang, X. (2022). Landscape and unique fascination: a dual-case study on the antecedents of tourist pro-environmental behavioral intentions. *Land*, 11(4), 479.
- Zhong, S., & Peng, H. (2021). Children's tourist world: Two scenarios. *Tourism Management Perspectives*, 38, 100824.